Error Analysis of Compound Sentence Particles that Express Contradictions in Intermediate Japanese Language Learners

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ABSTRACT

In the second language acquisition process, there are always some language errors from learners. This study aims to analyze errors in the use of compound sentence particles that express contradictions or known as *gyakusetsu no setsuzokujoshi* such as *nagara*, *noni*, *temo*, and *kuseni* toward Japanese language learners. To find out the types and causes of these errors, this study used a qualitative descriptive approach to analyze language errors. Data collection conducted in this research was obtained from 63 intermediate-level Japanese learners from Universitas Pendidikan Indonesia and STBA Yapari ABA Bandung. Based on the research results, each category of questions has types of errors that can be identified as overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. The factor causing the error was interference from Bahasa Indonesia as their mother tongue and learners' low distinction and understanding of the use of those *setsuzokujoshi*.

Keywords: *Error analysis, Japanese contradiction particles, Japanese particles.*

1. INTRODUCTION

In the second language acquisition process, understanding, and mastering every rule and aspect of language is very important for foreign language learners. However, learners often find some obstacles when they are studying the language. One of them can be found in Japanese language learners. There are several differences in characteristics between the Japanese and Indonesian languages such as the writing system, language structures, and language concepts, which make the learner often make several errors (Kumar & Rose, 2000; Darlina, 2018).

Errors in language are a form of language deviation and become a common thing. Corder (as cited in Brown, 2007) also argues that errors made by language learners are very significant because they can be a source of information about the way a language is learned and the procedures or strategies that learners use in learning the language. Although errors in the second language acquisition process become a common thing, these errors should not be left unchecked. If it's left unchecked, learners will not know what mistakes they have made, which will greatly affect when learners have to understand the language context, especially when it is used with native speakers. In addition, this will also affect the learner's understanding and there will most likely be misconceptions and misinterpretations during the second language acquisition activities.

Errors made by learners occur in almost all aspects, but one error that is quite often found in Japanese learners is when learning grammar (Hatta, Kawakami, & Tamaoka, 1998). This is especially true when learning about Japanese particles. In Japanese, some particles connect between sentences, namely *setsuzokujoshi*. *Setsuzokujoshi* is a type of particle that has a function like conjunction. Several particles are included in *setsuzokujoshi* based on their function. One of them is *setsuzokujoshi* which is used to express contradictions, in Japanese, it is called *gyakusetsu no setsuzokujoshi*. This kind of particle is used to connect a contradictive situation between the first sentence (consequent) and the second sentence (antecedent) which states the result, for example, *nagara, noni, temo,* and *kuseni*.

In Indonesian, *nagara, noni, temo, and kuseni* can have synonymous meanings. It can be translated into *'meskipun', 'walaupun'*, and *'padahal'*. But in Japanese,

besides having their own grammatical rules, these *setsuzokujoshi* have different meanings. For example, *nagara*, *noni*, *temo*, and *kuseni* are used in the following sentences:

(a) *Shinjin no kuseni, bokutachi ni teido ga joushi mitai.*
Even though he's a new kid, he acts like a boss to us.

In the following example, *setsuzokujoshi kuseni* will give a mocking tone conveyed by the speaker to the interlocutor towards someone who is the object of conversation. Based on Makino and Tsutsui (1995) *kuseni* is a particle conjunction that expresses contempt, anger, or disapproval of someone's behavior, attitude, or statement. The sentence structure also consists of a noun followed by the particle no before adding *kuseni*.

However, if the sentence is substituted with *setsuzokujoshi nagara, noni, and temo*, it becomes as follows:

(a1) *Shinjin nagara mo, bokutachi ni teido ga joushi mitai.*
He acts like a boss to us, though he's a newcomer.

(a2) *Shinjin na noni, bokutachi ni teido ga joushi mitai.*
Although he's a newcomer, he acts like a boss to us.

(a3) *Shinjin demo, bokutachi ni teido ga joushi mitai.*
Even if he's a newcomer, he acts like a boss to us.

In sentence (a1), if *setsuzokujoshi nagara* is substituted into the sentence, the nuance given will be different from sentence (a). According to Makino and Tsutsui (as cited in Ikegami, 1997), *nagara* is a way of observing and describing a situation where two conflicting things can coexist (either in the present or the past), so the subject is often a third party. In addition, no reason, will, request, or command arises as a consequence. Thus, the use of *nagara* is only used to express two conflicting things that occur without regard to the intent and purpose of the speaker.

Just like sentence (a1), in sentence (a2), if *setsuzokujoshi noni* is added to sentence (a), the nuance of meaning will also change. According to Iori (2000), *noni* is used especially in contradictory relations of reality. *Noni* is also used to express an event that is expected as a consequence of the event. In most cases, *noni* is expressed together with expressions of surprise or disappointment. Therefore, *noni* is not appropriate to express the criticizing meaning previously given by *kuseni*, because, in sentence (a2), it didn't convey surprise or disappointment in context.

In sentence (a3), if sentence (a) is substituted with *setsuzokujoshi temo*, the nuances of meaning will also change. *Temo* can also express conflicting and previously predicted conditions, but *temo* has a more subjective meaning. According to Chen (1999), *temo* takes the most unlikely situation and indicates that other factors contradict what is happening.

Therefore, the use of *setsuzokujoshi* is not always interchangeable. This causes learners to always experience difficulties in distinguishing the use of particles because in some languages some *setsuzokujoshi* are interchangeable. Thus, learners often make mistakes.

As stated by Sahni (2013) in his research about the use of Japanese compound sentence particles that express contradiction, it shows that learners still make numerous mistakes when using *noni*, *temo*, and *ga* as a synonym. The mistakes were found specifically in arranging and placing particles; errors in the use or formation of sentence structures; omission errors characterized by the absence of an item that should be present in the correct sentence; and addition errors characterized by the presence of an item that should not appear in the correct sentence. These errors occur due to several factors, one of which is due to ignorance of rule restrictions; wrong hypothesizing concepts; excessive leveling; and imperfect application of rules.

An understanding of *setsuzokujoshi* is needed by Japanese learners to avoid errors in its use. Through this research, the author will explain the types of errors that occur according to Chomsky (as cited in Tarigan, 1988) that types of errors can be identified into two types, which are mistakes and errors. Mistakes can be caused by performance factors, for example, tiredness, exhaustion, and lack of attention, while errors can be caused by competence factors for example lack of acknowledgment of the language. As well as what causes of these errors based on Richard (1974) who identifies errors into two namely: (1) interlingua errors, which occur due to the influence of the mother tongue and are also called transfer or interference; (2) intralingua errors, which occur due to the complexity of the second language being learned. The intralingua errors are categorized into four, namely overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept of hypothesized.

2. METHOD

This study used a descriptive qualitative research method. Data sources were obtained from the results of questions and questionnaires given to 63 samples of intermediate Japanese language students at the University of Education Indonesia and STBA Yapari ABA Bandung. The given questions are 40 questions with 4 categories, multiple choice forms, filling in the missing parts, judgment tests, and translating.

The data collection technique used in this research is a qualitative approach. Where the author will conduct a document study where the document in question is the result of a test on the use of *setsuzokujoshi nagara*, *noni*, *temo*, and *kuseni* given to respondents.

The data analysis step carried out in this study is calculating the total error percentage according to the

Table 1. Categories of percentage

No.	Interval	Level	Category
1	81-100%	A	Very High
2	61-80%	B	High
3	41-60%	C	Medium
4	21-40%	D	Low
5	0-20%	E	Very Low

respondent's answer. Then categorize it into 5 types of categories according to Arikunto (2010). These categories can be seen in Table 1.

Moreover, the types and errors will be analyzed and described based on question categories. After the data is presented in detail, conclusions are drawn from the research that has been conducted.

3. FINDINGS AND DISCUSSION

3.1. Data Analysis

According to the data result, errors can be described based on the category of questions namely multiple choice, fill in the blanks, judgment test, and translating. Overall, learners made common mistakes in particle *nagara* which is 65% with high interpretation, followed by *kuseni* at 62% with high interpretation, *noni* at 55% with medium interpretation, and *temo* at 54% with medium interpretation. Furthermore, an explanation.

3.1.1. Multiple-Choice

In the multiple-choice category, the data shows that *kuseni* is the *setsuzokujoshi* with the highest percentage of errors, reaching 78% with a high interpretation. Followed by *nagara* at 69% with a high interpretation, *temo* at 65% with a high interpretation, and *noni* at 58% with a medium interpretation.

On average, respondents made mistakes in terms of choosing the appropriate *setsuzokujoshi* as well as mistakes in terms of sentence structure. For example, question no. 14 has the highest percentage of errors at 86%.

Example 1 [Question no. 14]
Kanojo wa kireina _____, totemo shinsetsu dewa nai.

(v) *Kanojo wa kireina kuse ni, totemo shinsetsu dewa nai.*
She's really not kind even though she's pretty.

(x) *Kanojo wa kireina noni, totemo shinsetsu dewa nai.*
（Although she's pretty, she's really not kind.

Makino & Tsutsui (1995) argue that *kuseni* expresses contempt, anger, or disapproval of a person's behavior, attitude, or statement level. Therefore, the use of *noni* is

not appropriate in this sentence because the use of *noni* expresses more feelings of disappointment and regret compared to disagreement on a contrary matter.

The errors that occur in this problem are due to overgeneralization and false concepts hypothesized because the errors that occur in this problem are due to a lack of knowledge about language rules or errors, and respondents are thought to have the assumption that the rules or rules of a language can be used for other structures.

3.1.2. Fill in the Blanks

In the category of fill-in-the-blank questions, the data shows that *nagara* is the *setsuzokujoshi* with the highest percentage of errors, reaching 59% with a moderate interpretation. Followed by *kuseni* at 57% with moderate interpretation, *temo* at 52% with moderate interpretation, and *noni* at 51% with moderate interpretation.

On average, respondents made mistakes in terms of choosing the appropriate *setsuzokujoshi* as well as mistakes in terms of sentence structure. For example, question no. 6 has the highest percentage of errors at 60%.

Example 2 [Question no. 6]
Jibun no kasa ga ari____ hito kara kariru nante, dōiu tsumoridarou.
Even though he brings his own umbrella, he's still borrowing from other people, what's that even mean?

(o) *Jibun no kasa ga arinagara hito kara kariru nante, dōiu tsumoridarou.*
Even though he brings his own umbrella, he's still borrowing from other people, what's that even mean?

(x) *Jibun no kasa ga arikuseni hito kara kariru nante, dōiu tsumoridarou.*
Even though he brings his own umbrella, he's still borrowing from other people, what's that even mean?

The sentence stated in question no. 6 expresses the speaker's confusion in the event of borrowing an umbrella from someone else when she/he carries an umbrella. The speaker states two events that contradict each other in reality. Although in this case, *nagara* mo can be substituted with other *setsuzokujoshi*, the sentence contains the masu form of the verb before it is followed by the *setsuzokujoshi*. Thus, if the sentence uses *kuseni*, it will not be acceptable because the sentence structure will become ambiguous.

The errors that occur in this question are errors due to the lack of knowledge about the respondent's language rules in the form of questions. Because of that, overgeneralization occurs and false concepts hypothesized or errors due to incorrect formulation of the concept of rules.

3.1.3. Judgement Test

In the category of judgment test questions, the data shows that *kuseni* is the *setsuzokujoshi* with the highest percentage of errors, reaching 60% with a moderate interpretation. Followed by *nagara* at 48% with moderate interpretation, *noni* at 47% with moderate interpretation, and *temo* at 40% with low interpretation. On average, respondents made mistakes in terms of the sentence structure used. For example, in question no. 3, the highest percentage of errors was 65%.

Example 3 〔Question no. 3〕
*Tanaka-san wa okaa san ga **nihonjin no kuse ni**, nihongo ga zenzen wakaranai.* (O/X)

(o) *Tanaka-san wa okaa san ga <u>nihonjin no kuse ni</u>, nihongo ga zenzen wakaranai.*
Tanaka doesn't understand Japanese at all <u>even though</u> his mother is Japanese.

(x) *Tanaka-san wa okaa san ga <u>nihonjin kuse ni</u>, nihongo ga zenzen wakaranai.*
Tanaka doesn't understand Japanese at all <u>even though</u> his mother is Japanese.

Makino & Tsutsui (1995) argue that *kuseni* is a *setsuzokujoshi* that expresses contempt, anger, or disapproval of someone's behavior, attitude, or statement. Thus, the question expresses disapproval of someone who is from Japan but does not speak Japanese. As a rule, someone of Japanese descent can at least understand Japanese.

However, in this case, the average respondent was distracted by not paying attention to the form of the word followed by *setsuzokujoshi kuseni*. According to Sagawa (1998), when a noun is followed by *kuseni*, the particle *no* must be added beforehand. So many respondents ignored this and thought that the answer was correct.

The errors that occur in this question are errors due to the lack of knowledge about the respondent's language rules in the form of questions. So incomplete application of rules or errors caused by the imperfect application of rules and ignorance of rule restrictions, namely errors due to ignoring the restrictions of second language rules.

3.1.4. Translating

In the category of translating questions, the data shows that *nagara* is the *setsuzokujoshi* with the highest percentage of errors, reaching 81% with a very high interpretation. Followed by *noni* at 65% with a high interpretation, *kuseni* at 54% with a medium interpretation, and *temo* at 44% with a medium interpretation.

On average, respondents made mistakes in terms of the sentence structure used. For example, in question no. 7, the highest percentage of errors was 97%.

Example 4
Question no. 7
***Meskipun** sedang sakit, dia tetap lanjut menulis bukunya.*
<u>Even though</u> she's sick, she's still continue writing her book.

(o) *Kanojo wa, byou no yuka ni <u>fushinagara mo</u>, hon o kaki tsudzuketa.*
She still continues writing the book <u>even though </u>she is sick.
(x) *Kare wa <u>byouki kuse ni</u>, hon o kaki tsudzukemashita.*
<u>Even though</u> she was sick, she continued to write her book.

In this question, the sentence expresses the speaker's praise to someone because he still tried to continue his book despite being sick. However, the average respondent answered with *setsuzokujoshi* that were not appropriate such as using *kuseni*. This is inappropriate because *kuseni* is usually used to express opposition, disagreement with something, anger, and annoyance (Makino & Tsutsui, 1995). In addition, there is an element of condescension or mockery from the speaker to the subject he is talking about. So *kuseni* is not suitable for expressing praise in this question.

The errors that occur in this question are errors due to the lack of knowledge about the rules of the second language. The errors that occur are overgeneralization and false concept hypothesized or errors due to the formulation of the concept of rules incorrectly.

3.2. Factors that Causes Errors

Aside from the theory of Chomsky and Richard about types and factors that cause errors, it can also be identified based on the questionnaire that has been given to the respondents. In addition to interference from the mother tongue, it can be concluded that some internal and external factors occur to learners in the use of *setsuzokujoshi nagara*, *noni*, *temo*, and *kuseni*. Examples of internal factors that occur such as not understanding the use of *nagara*, *noni*, *temo*, and *kuseni*, easily forgetting the lesson that has been taught, and there is no desire to relearn the material. Then the external factors that cause errors are caused by the lack of teachers providing detailed information about the use of setuzokujoshi *nagara*, *noni*, *temo*, and *kuseni*. In addition, the textbook also does not give a specific explanation of the similarities and differences in the use of these *setsuzokujoshi*.

4. CONCLUSION

The conclusion of this research is based on the test regarding the errors in the use of *setsuzokujoshi nagara*, *noni*, *temo*, and *kuseni* on 63 samples, it can be seen that the average respondent still makes numerous mistakes. Overall, the particles with the highest errors are in the use of *nagara* and *kuseni* particles, which are 65% and 64%. As for each category of questions, in multiple choice questions, the highest error is in particle *kuseni* which is 78%, then in fill-in the blanks questions, the highest error is in particle *nagara* which is 59%, in judgment test questions the highest error particle is in particle *kuseni* which is 60%, and in translation questions, the highest error is in particle *nagara* which is 81%.

The average error is included in the type of error and can be categorized into overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept of hypothesized. In addition, based on the results of the questionnaire given to the respondent, the factors that cause errors that occur in learners besides interference from the mother tongue, there are some internal and external factors that cause these errors, for example, the lack of knowledge and understanding of the use of *setsuzokujoshi nagara*, *noni*, *temo*, and *kuseni*.

The results of the research on the errors in the use of particles in compound sentences that express contradiction in Japanese can be used as a reference for both teachers and learners in identifying learners' understanding, especially when learning about the use of particles *nagara*, *noni*, *temo*, and *kuseni* and understanding the differences between *nagara*, *noni*, *temo*, and *kuseni*.

In this study, the *setsuzokujoshi* discussed are only limited to *nagara*, *noni*, *temo*, and *kuseni*. Therefore, in future research, it is recommended to discuss other types of *setsuzokujoshi* or do a contrastive analysis with Indonesian equivalents for example '*meskipun*', '*tetapi*', or '*padahal*' to analyze the similarities and differences of the use between the particles.

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