



# Contrastive Analysis of Joshi ‘No’ in Japanese and the Auxiliary Word ‘Pe’ in Malay-Manado

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**Abstract.** In learning Japanese as a foreign language, you often encounter various difficulties. One of the reasons is because the structure of the language is very different from Indonesian. Various ways were used by the teacher to bridge these differences, including by using the Malay-Manado language as the learner’s mother tongue, which was felt to have many similarities with Japanese. One of the similarities can be seen in the auxiliary word ‘no’ in Japanese and the auxiliary word ‘pe’ in Malay-Manado. This research is designed as a contrastive analysis research, the data collection method of this research is literature study and interviews. This study found that there are many similarities between the particle ‘no’ in Japanese and the particle ‘pe’ in Malay-Manado. The similarity includes the function and structure of the sentence. However, the function of the ‘no’ particle is much broader than the function of ‘pe’ particle.

**Keywords:** Contrastive Analysis · Particle ‘No’ in Japanese · Particle ‘Pe’ in Malay Manado

## 1 Introduction

In the current era of globalization where international cooperation relations between countries in the world are getting higher and higher, the need for mastery of foreign languages also increases. This has an impact on the world of education in Indonesia.

In today’s world of Indonesian education, foreign language learning is no longer limited to English lessons but also other languages. One of them is Japanese. Japanese language education at this time is no longer only taught in big cities in Indonesia but has penetrated into the regions. One of the areas where the level of Japanese language learners is quite high is the city of Manado. Almost every public high school and even some junior high schools in Manado have included Japanese as one of the subjects taught, although some are only local content.

The number of schools that include Japanese in their curriculum programs is due to the high interest in learning the language. However, in teaching, teachers and students have to face many obstacles. One of them is about the differences in the characteristics of language.

Japanese is a language that has a distant relative level with Indonesian. Many differences make it difficult for learners to understand some parts of Japanese concepts. Teaching in schools usually uses Indonesian language manuals, but because of the different language structures, teaching still often experiences obstacles.

However, even though they use Indonesian language guidebooks, in their teaching the teachers also often use the Malay-Manado language of instruction. This is not only because this language is the mother tongue of the learner, making it easier for students to understand the material presented, but also because the Malay-Manado language has some similarities to Japanese compared to Indonesian.

One of the visible similarities between Japanese and Malay-Manado is in the concept of the particle (*joshi*) 'no' in Japanese and the auxiliary word 'pe' in Malay-Manado. The auxiliary word 'pe' in Malay-Manado language has a concept that is closer to the particle 'no' in Japanese than in Indonesian.

In 2018, Monoarfa had researched the meaning of using the phrase 'no' in Japanese and the expression 'pe' in Malay-Manado means 'possession'. From this study it was found that Japanese sentences using the expression 'no' and Malay-Manado sentences using the expression 'pe' both have the meaning of 'belonging' and are bound to the grammatical structure through word combinations. In addition, there are also similarities regarding sentence structure in which both are used to combine two or more vocabularies, although they do not always contain the meaning of 'possession'.

In general, this previous research only focused on the function of the particle 'no' and the expression 'pe' which both have the meaning of belonging and in terms of structure, which are both used to combine two or more vocabularies. Meanwhile, the function of the particle 'pe' is very broad, not only limited to stating 'possession'. In terms of structure and placement in sentences, it can also be studied further to get better understanding about the similarities and differences between the two elements of the language.

In this study, researchers are interested in studying more deeply about the similarities and differences between the particle 'no' in Japanese and the auxiliary word 'pe' in Malay-Manado by looking at the functions of the two more broadly and in depth. In addition, in terms of structure and placement in sentences, knowing the similarities and differences between the two language elements is expected to help maximize learning and facilitate the transfer of information regarding material concerning joshi 'no'.

## 1.1 Contrastive Linguistics

Contrastive linguistics is a linguistic study that discusses the study of phonetics, vocabulary, grammar, etc. between two or more languages by contrasting various linguistic activities to get clarity about symmetrical and asymmetrical parts (Takada, 1995: 9).

In line with that, according to Sutedi (2009: 116), contrastive analysis is also called contrastive linguistics which in Japanese is called taishou gengogaku, taishou bunseki, or taishou kenkyuu, which is a branch of linguistics that examines and describes similarities or differences in structures or aspects that exists in two or more languages.

Aspects of contrastive analysis consist of linguistic aspects and psychological aspects. The linguistic aspect of contrastive analysis relates to the structure of the two languages to find the differences (Nalendra, Shidiq, & Zede, 2021: 169).

Contrastive linguistics is often discussed also in the study of SLA (Second Language Acquisition), which is a branch of science that examines the process of acquiring a second language in its learners. This is because contrastive linguistics aims to describe the harmony or incompatibility of two languages, so that it can be used for the benefit of learning a foreign language or a second language. Contrastive linguistics is based on the concept that the main cause of language errors in second language learners is due to the difference between language I and language II, causing interference of language I (mother tongue) to language II (target language). With contrastive analysis, we can find out why certain parts of a language are more difficult to accept (acquire) than other parts. This can be used to maximize learning, namely by paying special attention and emphasizing points that have the potential to cause errors.

Furthermore, according to Sutedi (2019: 214) contrastive linguistics was originally intended for interests in language teaching II. But in reality, it has developed in two directions, namely emphasizing on the activity of describing the similarities and differences between the two languages, and emphasizing on the background and tendencies that cause the similarities and differences between the two languages.

Still in Sutedi (2009: 120), regarding pedagogical demands, the steps taken in contrastive analysis are as follows.

- a) Identify the differences in the structure of language I and language II.
- b) Make predictions of material that is considered to cause difficulties and language errors in learners.
- c) Arrange the order of presentation of teaching materials to be delivered to students.
- d) Presentation or delivery of teaching materials or trials of teaching materials that have been prepared earlier.

The first step is taken by research activities while the second to fourth steps are its application in the field of education and teaching.

## 1.2 Joshi 'No' in Japanese

As in Indonesian, Japanese also has word groups. One of them is a group of auxiliary words (*joshi*). *Joshi* is a *fuzokugo* that is used after a word to show the relationship between the word and other words and to add to the meaning of the word more clearly (Sudjiyanto, Dahidi, 2019: 181).

As a word belonging to the *fuzokugo* group, *joshi* cannot stand alone as a single word. Its use must be preceded by another word that belongs to the *jiritsugo* word class (can stand alone), if only standing alone *joshi* has no meaning. Meanwhile, in Sutedi (2009: 169) the types of *joshi* and their meaning are as follows.

### 1.2.1 Kaku-joshi

*Kaku-joshi* is an auxiliary used to express the relationship between one word and another; states the relationship between subject, object and predicate. For example *joshi GA, NO, O, NI, E, DE, TO, YA, YORI, and KARA*.

### 1.2.2 Setsuzokujoshi

Setsuzokujoshi is an auxiliary word whose function is the same as a conjunction (setsuzokushi) which is to connect the main sentence with a subsidiary sentence, or a sentence with a sentence. For example joshi TE, SHI, NODE, KARA, TO, BA, GA, NONI, TEMO, NAGARA, TARI, and so on.

### 1.2.3 Fukujoshi

*Fukujoshi is an auxiliary word that serves to explain the word it follows. For example joshi WA, MO, NADO, GURAI, KA, DAKE, SHIKA, and so on.*

### 1.2.4 Shuujoshi

*Shuujoshi is an auxiliary word that is placed at the end of a sentence and serves to determine the meaning of the sentence spoken by the speaker. For example joshi KA, NE, YO, NO, KANAA, KASHIRA, and so on.*

'No' is one of the particles/*joshi* that often appears in Japanese sentences. This is because the particle 'no' has various functions. According to Sutedi (2009: 170) the general function of the particle 'no' is as follows. 1) The particle 'no' which serves to express possession, 2) The particle 'no' which functions to combine several nouns into one compound noun, 3) The particle 'no' which functions to change an adjective or verb into a noun, or a word that is treated like a noun.

Iori et al. (2000: 28) classify the function of *joshi 'no'* in more detail, namely: 1) To connect two nouns, which are divided into: a) Declare possession; b) Explain the content; c) Explain the location/position; d) Declare the maker. 2) Instead of a noun.

Meanwhile, Sudjianto (2007: 44) classifies the particle 'no' into *kakujoshi* and also *suujoshi*. The particle 'no' as a *kakujoshi* has eight functions, namely: 1) It is used to combine two nouns, where the noun in front of the particle 'no' describes the noun behind; 2) Used to combine two sentences; 3) Used to express comparisons; 4) Used to express examples or parables; 5) Used to express the cause, reason, or purpose of doing/occurring something; 6) Used to express objects or goods that are owned; 7) Used to replace people or things; 8) Used to change a verb into a noun. While the role of the particle 'no' in its position as *suujoshi* when placed at the end of a sentence has two functions, namely: 1) It is used to express the speaker's decision or firmness; 2) Used to express interrogative sentences.

Zalman & Putri (2020: 38) state that the function of *kakujoshi 'no'* varies when used in sentences depending on the relationship between nouns and nouns, while *shuujoshi 'no'* is for subtly statements with decreasing intonation and questions with rising intonation.

## 1.3 Particle 'Pe in Malay-Manado

The expression 'pe' appears very often in Malay-Manado conversations. The phrase 'pe' can be contained in various types of sentences. Its function is also very broad depending on the context of the sentence.

Mongan, Wantania, & Meruntu (2021: 106) in their research classify the expression 'pe' as a type of prepositional particle in the Malay-Manado language. According to the

research conducted, the prepositional forms found in Malay-Manado are: *mo*, *so*, *pe*, *ka*, *pi*, *ta*, *di*, *pa*, and *for*. These forms cannot be further subdivided into smaller parts, for they are all united by tribes. This fulfills the characteristic of the particle that it cannot be further divided into smaller parts. The particles mentioned above are categorized as prepositional particles because their function is to string words together and their location in sentences is always followed by another word. The word can be a noun, adjective, or verb. This is in line with the understanding of prepositions according to Garnis (2021: 10) which states that prepositions or prepositions are words that combine words or parts in a sentence which are usually followed by nouns, adjectives, and adverbs.

Thus it can be concluded that '*pe*' in the Malay-Manado language is one of the prepositional particles that connects the word in front of it with the noun, adjective, or verb behind it.

Meanwhile, according to Monoarfa (2018: 31), the expression '*pe*' in Malay-Manado and the particle '*no*' in Japanese, even though they come from different language families, can have the same meaning. Not only that, in terms of grammatical structure, they also have similarities. This can be seen in the following sentence.

*Watashi no hon.* (My book).

*Kita pe buku.* (My book).

Both sentences have the same meaning as 'possession' or 'belonging' with two nouns connected by the particles '*no*' and '*pe*'.

## 2 Research Methods

This study uses a qualitative approach and is designed as a contrastive research by contrasting two elements to look for similarities and differences between them. This study intends to contrast one of the elements of the Japanese language, namely the particle '*no*' with the Malay-Manado language, namely the auxiliary word '*pe*' to facilitate the process of learning Japanese. Tarigan (1992: 4) defines contrastive research as an activity that tries to compare the structure of Language1 with the structure of Language2 to identify the differences between the two.

Japanese sentences containing the particle '*no*' are taken from textbooks and literature. Meanwhile, to obtain data in the form of sentences in the Malay-Manado language containing the particle '*pe*', the researchers conducted interviews with native Malay-Manado speakers, including students and lecturers of the Japanese Language Education study program who are native speakers of Malay – Manado. The data is then categorized based on its meaning, function, and placement structure in sentences.

The objects in this research are Japanese sentences containing the particle or auxiliary word '*no*' and Malay-Manado sentences containing the auxiliary word '*pe*'. Research instrument is a tool used to obtain research data. In this study, the instrument was used in the form of a checklist for the classification of research materials and interview guidelines.

## 3 Results and Discussion

In this study, the discussion is broadly divided into two parts, namely based on the function and structure/position of the two particles in the sentence.

### 3.1 In Terms of Structure

In terms of their placement structure in sentences, the particle ‘no’ and the particle ‘pe’ cannot stand alone. And just like the particle ‘pe’, the particle ‘no’ as a *kakujoshi* must always be preceded by a noun. However, the ‘no’ particle as *suujoshi* is slightly different. Its use can be preceded by an adjective or a verb.

Another difference is seen in the word that follows behind the particle. If the particle ‘no’ in Japanese can only be followed by a noun or a noun phrase, the particle ‘pe’ in Malay-Manado can not only be followed by a noun but also by an adjective and a verb. And as a *suujoshi*, the particle ‘no’ is not followed by any word because it is at the end of the sentence. For the particle ‘no’, the sentence structure becomes:

KB1 + NO + KB2 (as *kakujoshi*)

KS/KK + NO (as *suujoshi*)

And for particle ‘pe’, the sentence structure becomes:

KB1 + PE + KB2/KS/KK

For example, function to express possession in sentences (1) and (21).

(1) *Watashi no kasa.* (my umbrella)

(21) *Om pe oto.* (uncle’s car)

Both of these sentences have the same meaning. In terms of structure also have similarities. In sentence number (1), the particle ‘no’ is placed after the word ‘*watashi*’ followed by the word ‘*kasa*’ (noun) behind. In sentence (21) the particle ‘pe’ is placed behind the word ‘*om*’ then followed by the word ‘*oto*’. Both put the owner in front and the items owned behind the particle ‘no’/particle ‘pe’ or noun2 are the property of noun1. However, in the Malay-Manado language, besides noun, particle ‘pe’ can also be followed by an adjective or a verb. For example in sentences (44) and (47).

(44) *Dia pe lucu nda ada tandingan*

(47) *Kita pe lia pa dia, langsung lari kita.*

‘*Lucu*’ is an adjective means ‘funny’ and ‘*lia*’ is a verb means ‘see/saw’. So the two sentences above show that the particle ‘pe’ in Malay-Manado can be followed by an adjective or a verb. This is not found in the Japanese particle ‘no’. The particle ‘no’ can only be followed by a noun.

The different structures are seen in sentences (19) and (20) below.

(19) *Mo ii no.* (enough)

(20) *Doushite tabenani no?* (why don’t you eat?)

Both sentences reflect the role of the particle ‘no’ as *suujoshi*. It can be seen that in front of the particle ‘no’ there is the word ‘*ii*’ which is an adjective, and the word ‘*tabenai*’ which is a verb. In this sentence the position of the particle ‘no’ is at the end of the sentence. This is not found in the particle ‘pe’ in Malay-Manado.

In simple terms, the comparison of the two elements based on their placement in the sentence can be described as follows in Table 1.

**Table 1.** Comparison of two elements

	<b>NO</b>	<b>PE</b>
Can/can not stand alone	No	No
Front	Noun ( <i>kakujoshi</i> ) Adjective/Verb ( <i>suujoshi</i> )	Noun
After	Noun/Noun Phrase	Noun/Adjective/Verb
Can/can not be placed in the end of the sentence	Can	No

### 3.2 In Terms of Function

In terms of function, there are also similarities and differences. Referring to the first ‘*no*’ particle function, which is to connect two nouns as seen in the example sentence.

(1) *Watashi no kasa.* (My umbrella)

This function is also seen in particle ‘*pe*’ in Malay-Manado, such as in the sentence

(24) *Dia pe buku.* (My book)

Both sentences have the same function to connect two nouns.

In addition to its function of connecting two nouns, the two sentences above also have the same function of expressing possession. Sentence (1) means ‘my umbrella’ and sentence (24) means ‘his book’.

There are also similarities in functions to indicate the location/position of an object. Examples in sentences.

(9) *Ginkou no tonari ni hanaya ga arimasu.* (Next to the bank there is a flower kiosk)

(34) *Sekolah pe muka.* (In front of the school)

In sentence (9), the particle ‘*no*’ is used to indicate the side direction of the bank, and the particle ‘*pe*’ in sentence (34) indicates the front direction of the school.

Furthermore, there is also a similar function to state that noun1 explains noun2. The similarities can be seen in the sentences below.

(13) *Koko wa nihongo no senmon gakkou desu.* (This is the Japanese department).

(26) *SD pe sragam itu.* (That is an elementary school uniform)

In sentence (13), the word ‘*nihongo*’ explains the word ‘*senmon gakkou*’, and in sentence (26), the word ‘*SD*’ explains the word ‘*sragam*’.

Similarities are also seen in the function of the two particles in explaining content. For example in the sentence below.

**Table 2.** The similarity and the difference

Common	Incommon
<ol style="list-style-type: none"> <li>1. Both can connect nouns.</li> <li>2. Both have the function to express possession.</li> <li>3. Both have the function noun1 explains noun2.</li> <li>4. Both can explain the content of something.</li> <li>5. Both have the function of showing position.</li> <li>6. Both can state the creator or inventor of something.</li> <li>7. Both can be used to change adjectives or verbs into nouns.</li> </ol>	<ol style="list-style-type: none"> <li>1. The particle ‘no’ in Japanese can be used to replace nouns while the particle ‘pe’ in Malay-Manado cannot.</li> <li>2. The particle ‘pe’ in Malay-Manado can mean ‘immediately after’.</li> <li>3. The particle ‘no’ can be used to join two sentences.</li> <li>4. The particle ‘no’ can be used to express comparison.</li> <li>5. Particle ‘no’ can state examples and parables.</li> <li>6. Particle ‘no’ can state the cause, reason, purpose of something happening.</li> <li>7. Particle ‘no’ can express assertiveness or decision making.</li> <li>8. The particle ‘no’ can express an interrogative sentence.</li> </ol>

(8) *Rekishi no hon o kaimashita* (I bought a history book)

(32) *Choukai pe ujian susah skali* (Choukai exam is very difficult)

Furthermore, in sentences number (10) and (39), we can see the similarity of function to express the creator/inventor.

(10) *Senjitsu no tenrankai de, Gogh no e o mimashita.* (At the painting exhibition a few days ago, (I) saw a painting by Gogh)

(39) *Krashen pe teori.* (The theory by Krashen)

The last function similarity between the Japanese particle ‘no’ and the Malay-Manado language ‘pe’ particle is in its function to convert adjectives into nouns.

(5) *Akai no* (The red one)

(7) *Kuru no* (Coming)

(45) *Dia pe fasung beking jatuh hati.* (Her beauty is captivating)

(46) *Dia pe manyanyi mantap skali.* (His singing ability is very good)

It can be seen in sentence (5), the particle ‘no’ functions to change the -i adjective into a noun. Likewise in sentence (45), the particle ‘pe’ functions to change adjectives into nouns. In sentence (7), the particle ‘no’ changes the verb into a noun, as well as in sentence (47), the particle ‘pe’ changes the verb into a noun.

Because of that, it can be concluded that all functions of the particle ‘pe’ in Malay-Manado are also found in the particle ‘no’ in Japanese. However, not all functions of the ‘no’ particle in Japanese are also found in ‘pe’ particle in Malay-Manado. The



'no' particle has a more complex function than the 'pe' particle. The similarities and differences are described in the following Table 2.

## 4 Conclusion

Through a contrastive analysis of the particle 'no' in Japanese and the particle 'pe' in Malay-Manado, many things can be understood. Not only being able to describe the characteristics of each of these language elements, it can also describe the similarities and differences between the two.

The similarities and differences involve two aspects, in terms of the structure of its placement in sentences and in terms of its function. In terms of structure, the sentence pattern in Malay-Manado looks closer to Japanese than in Indonesian to Japanese. Likewise, in terms of function, there are so many similarities between the functions of the Japanese particle 'no' and the Malay-Manado particle 'pe'. All functions that exist in the particle 'pe' also belong to the particle 'no' but not all functions of the particle 'no' are also found in the particle 'pe'. This means that the particle 'no' has a wider function than the particle 'pe'.

By knowing this, it is hoped that it can contribute when it is applied in Japanese language learning to learners who have a Malay-Manado mother tongue. The learning that will be carried out should emphasize things that have different concepts between the mother tongue and the target language. For further research, the researcher feels that research on the comparison of Japanese with Malay-Manado is still lacking, so this field needs to be studied and researched further.

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