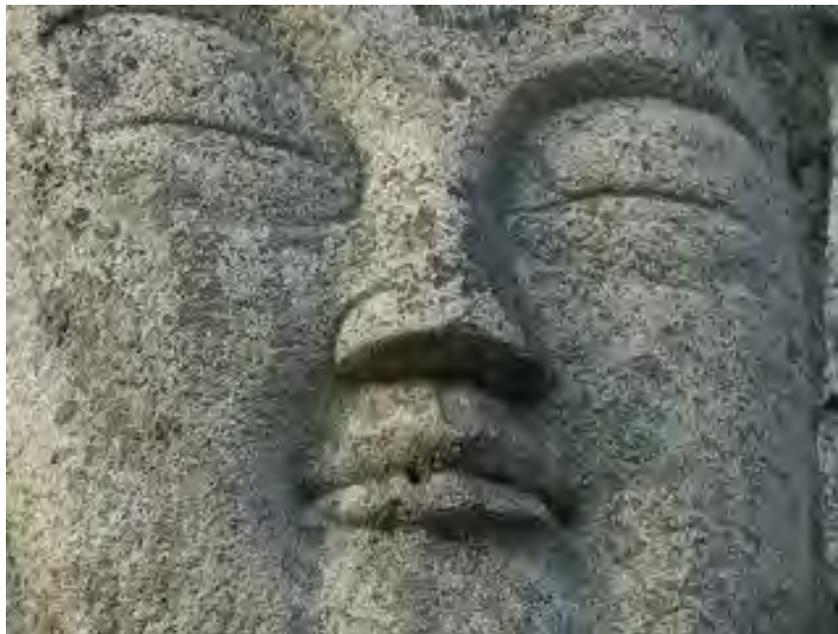# The Asian EFL Journal

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The EFL Professional's Written Forum

Japanese Language Conjunction and Indonesian Language Conjunction:
Review of Contrastive Analysis as Seen from the Use and Teaching Method

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Abstract

Language is the most important part in meeting socially and getting together to wherever and whenever you live. Language becomes very important because without language human can not interact and understand one to another culture. Nowadays Japanese language becomes one of foreign languages which is preferred by most Indonesia people either high school and university students or anyone who is interested in learning Japanese. Furthermore, Japanese language is learned as linguistics which is used to study in Japan or as introductory language at Japanese corporate outside their own country. As mentioned in the introductory chapter, the purpose of this research is to find out the form of conjunctions in Indonesian, the form of conjunctions in Japanese and what are the differences and similarities between forms of conjunctions between the two languages. The research method used by the writer is descriptive analysis method. The author uses research sources derived from written works such as books, theses, journals and the internet. First of all the writer will gather theories and select them according to their level of relevance to the topic under study. Furthermore, the writer will describe and analyse conjunctions contained in Indonesian and Japanese sentences. After being analysed, the writer found 4 conjunctions in Japanese, namely; "soshite"," kara", "demo" and "desukara". Whereas in Indonesian the writer found; "dan", "tetapi", "oleh karena", "biarpun".

Keyword: Japanese Language Conjunction, Indonesian Language Conjunction, Constrastive Analysis.

Introduction

Human as social creature needs the means to interact among others. In this case, language is the means of interaction that help people to set up communication. When we communicate to others, we use spoken or written language to express ideas, thought, or desire. In spoken language, an idea, thought and desire is expressed directly by the way of pronouncing or release of breathing air while in written form they are represented in writting systemthat requires both reading and writting skills. Moreover, language is the most important part in meeting socially

and getting together to wherever and whenever people live. Language becomes very important because without language human can not interact and understand across culture. On the other hand, having cross cultural understanding plays the same important role to succeed the communication (Yuhendra & Albert, 2018).

The same principle goes to Japanese language. As a mean of language, nowadays, Japanese language becomes one of preffered foreign languages by many Indonesia people. Students from high school to university or anyone from non formal institutions are showing their interest to learn Japanese. Furthermore, Japanese language is also learned as linguistics which is used to study in Japan or as introductory language at Japanese corporate outside their country. One easy way to understand the Japanese' thought is by communicating with their own language. The fact shows that it is easy for Japanese language learners to understand the utterances of that language because there are so many expressions used to express the same condition.

Japanese grammatical concept is greatly different from Indonesian language. For instance, the Japanese sentence structure use the patterns Subject (S), Object (O), Predicate (P) which are shortened as SOP, while the Indonesian language sentence structure use the patterns Subject (S),), Predicate (P), Object (O), which are shortened as SPO. Besides, Japanese language also undergoes the verb change that can not be found in Indonesian language. For that reason, it is essential to understand the rules or norms in Japanese language and to learn it patiently. They are used to produce communicative language.

Like other foreign languages, the best way to build successful communication in Japanese language is understanding its culture as well. The learners should also be aware of the socio-cultural norms about that language, and this requires the learners to be exposed to authentic settings where that language is used (Kartika, 2019). Also, in teaching Japanese language, particularly the usage of conjunction, new learning management system can be applied.

(Prajana, 2017) states that Learning Management System with Information Technology has power to digitalize the content and the system of traditional learning system. In Learning Management System that consists of colaborative study in which the students have more critical paradigm and being rational affects their cooperative sensitivity in learning. On the other hand, colaborative study has its own obstacles like: lack of direct meeting in class room, so that additional learning is needed, hence timing efficiency and effectiveness in learning is also required. Method and strategy in overcoming the weakness of this colaborative study needs the combination of information technology usage and direct class meeting process on the other words Blended Learning way.

Literature Review

According to (Alwi, Dardjowidjojo, Lapoliwa, & Moeliono, 2003) "Conjunction is a particle used to connect words with words, phrases with phrases, clauses with clauses, sentences with sentences or paragraphs with paragraphs". Related to (Alwi et al., 2003) explain that conjunctions are equivalent language units: words with words, phrases with phrases, clauses with clauses).

(Coghill & Magedanz, 2003) say that judging from the syntactic behavior in the sentence, conjunctions are divided into five groups: 1) coordinating conjunctions, 2) subordinative conjunctions, 3) correlative conjunctions, 4) a, conjunctions interalimatis (Alwi et al., 2003). The conjunctions according to Keraf (1991) "Words that connect words, parts of speech, or connect sentences)".

Example:

1) *Kami tidak pergi ketaman karena terlalu sibuk.*

2) *Karena ada kecelakaan mobil, jalan raya jadi ramai.*

The conjunction "*karena*" (Conrad, Biber, & Leech, 2003) in the example sentence (1) connects two clauses that have a causal meaning relationship. Similarly, the example sentence (2). Even if the conjunction "*karena*" is placed at the beginning of the sentence, the clause before and after the comma (,) punctuation means cause and effect.

(Tomita, 1993) says that in Japanese there is a conjunction called setsuzokushi. Tomita (1993) argues that there are seven types of setsuzokushi functions, namely: 1) To express an equivalent relationship to the previous sentence use soshite/soushite, sorekara, soreni, shikamo, eyes, and oyobi. 2) To state the reason of the previous sentence using desukara / dakara, sorede, sokode, shikagatte, and suruto. 3) To express contradiction from the previous sentence using shikashi, keredomo, demo, daga, and tokoroga. 4) To state the choice of the previous sentence using soretomo, matawa, and aruiwa. 5) To state the explanation or addition of the previous sentence using tatoeba, sunawara, tsumari, nazenara, and tadashi. 6) To start the conversation topic using tokorodeand satay. 7) When faced with the interlocutor like "then" use soredewa/god), soudeshitara/soshitara), and sorenara.

(Teng & Taveras, 2004) states that blended learning is an evolution of hybrid learning by combining direc class meeting with online learning asynchronously which is later on transform become innovative learning using video streaming, podcast, chat, online discussion asynchronously. In learning emotional inteligent is formed. Supporting that statement, (Prajana & Astuti, 2020) explain that in revolution industri 4.0 era, both teacher and students are

demanded to be more accustomed in using information technology to create creative, active and independent teacher and students.

(Astuti, Y., Prajana, A., Damrah, Erianti, 2019) propose that emotional inteligent is a part of social inteligent involving ability to monitor many feelings for ourselves and others and to use information to direct thoughts and behavior.

In addition, the ability of teachers to improve students motivation plays important role. Gender differences may influence the role of motivation in influencing students' achievement in learning English as a foreign language. Previous studies have claimed that girls are better than boys at mastering a foreign language but the present study has shown that motivation is more influential for boys than girls in learning a language (Hasan, 2018).

Methodology

This research is to find out the theories of Indonesian conjunction and Japanese conjunction. The methodology research to be used is the descriptive method. The writer uses the source of research such as book, theses, journal and internet. First, the writer will collect the theories and then select them dealing with the relevance of the theory with the topic. Next, the writer will describe and analyze the conjunctions in Japanese sentences and Indonesia sentences. The data of this research will be analyzed by using contrastive analysis to find the sameness and the differences both of the languages in related to the kinds and functions.

Result and Finding

The differences and the sameness of Japanese conjunction and Indonesian conjunction. Conjunction "Soshite", Conjunction "*dan*" (and)

Japanese Conjunction	Indonesian Conjunction
conjunction "Soshite"	conjunction "*dan*" (and)
kono hon wa atarashii desu. **Soshite** yasui desu => *buku ini baru dan murah.*	*Diana **dan** Aulia pergi ke kampus bersama.* (Diana and Aulia went to campus together)

Conjunction **Soshite has the same meaning as "*dan*"**. Use : explain sentences with equal meaning. Meanwhile, conjunction "*dan*" in Indonesia is additional coordinative conjunction.

Conjunction "Sore kara", conjunction "*Setelah itu/kemudian, setelah*". (after, after that)

Japenese Conjunction	Indonesian Conjunction
Conjunction "Sore kara"	Conjunction"*Setelah itu /kemudian/ setelah*" (after, then, after that)
terebi wo mimasu. <u>**Sore kara**</u> nihongo wa benkyu shimasu. *Saya akan menonton televisi. Setelah itu akan belajar bahasa Jepang.*	*Ani akan menyuci baju , **setelah itu** pergi ke pasar.* (After Ani washes the clothes, she goes to the market)

Conjunction "Sore kara" explains the first sentence action, then followed by the second one. While the conjunction "Setelah itu/kemudian, setelah" explains subordinate conjunction stating time, precisely sequence of time. From both of the examples **The conjunction "Sore kara", and conjunction "Setelah itu/kemudian,setelah" have the sameness** that is doing the first action, then followed by the second one. The conjunction is the explanation of both of them.

Conjunction "Demo", Conjunction "*Tetapi*" (but)

Japenese Conjunction	Indonesian Conjunction
Conjunction "Demo"	Conjunction "*tetapi*" (but)
yama ninoboru watanoshikatta. <u>***Demo***</u>, tsukaremashita. *Naik gunungnya menyenangkan, tapi melelahkan.*	*Proyek renovasi jalan tol tersebut tidak hanya menghabiskan dana <u>**tetapi**</u> juga mengganggu aktivitas pengguna jalan.* (The renovation project of the high way not only spent fund but also disturbed the activities of the users)

Conjunction "Demo" is used for not parallel sentence or contradict sentence. The conjunction "*tetapi*" is contradict coordinative conjunction . **Both of the sentences have the contradict meanings.**

Conjunction " Desu Kara", Conjunction "*oleh karena, karena, sebab*"

Japenese Conjunction	Indonesian Conjunction
Conjunction "Desu Kara"	Conjunction "karena" (because)
Kinou wa sangyou deshita. ***Desu, kara*** ichinichijuu yasimitai desu. *Kemarin saya lembur kerja. Oleh karena itu, saya ingin istrahat seharian.*	*Susi mendapatkan nilai E pada mata kuliah Bahasa Jepang **karena** dia sering meninggalkan kelas.* (Susi got mark 'E' on Japanese because she often missed the class).

Conjunction "Desu Kara" is used to state reason of the previous action. While the conjunction "karena" is subordinate conjunction explaining the cause. **The conjunction stating the cause can be found when subordinate clause explains cause or reason thing happened which is mentioned in main clause.**

Conjunction "Noni", Conjunction "*biarpun, sungguhpun, sekalipun, demikian, walaupun demikian*. (although, though, however, nevertheless)

Japenese Conjunction	Indonesian Conjunction
Conjunction "Noni"	Conjunction "*meskipun*"
nichiyoubi na **no ni,** kaisha e ikimasu. *Meskipun hari minggu, tetap pergi ke kantor.*	***Meskipun*** *Dona berasal dari keluarga kaya, dia tidak pernah sombong.* (Although Dona derives from rich family, she is never arrogant).

Conjunction "Noni" is used for the second action against the first action. While conjunction "Meskipun" is concessive conjunction which is found in compound sentence which subordinate clause states thing can change whatever is stated by the main clause.

Conclusions

Learning management system by using information technology coul be applied in teaching conjunction of Japanese language. Blended learning allows teachers to be more creative in creating approach to the students, hence direct meeting in class could be elaborated by online meetings. Teachers should be able to improve students motivation.

After conducting the research abaut Japanese Language Conjunction and Indonesian Language Conjunction: Review of Contrastive Analysis as Seen From the Use and Teaching Method, the writers found that there are five contrastive conjunction at both languages, they are:

1. Conjunction "Soshite", Conjunction "*dan*" (and),

2. Conjunction "Sore kara", conjunction "*Setelah itu/kemudian, setelah*". (after, after that),

3. Conjunction "Demo", Conjunction "*Tetapi*" (but),

4. Conjunction " Desu Kara", Conjunction "*olehkarena, karena, sebab*",

5. Conjunction "Noni", Conjunction "*biarpun, sungguhpun, sekalipun, demikian, walaupun demikian*. (although, though, however, nevertheless)

The research has found out the form of conjunctions in Indonesian, the form of conjunctions in Japanese and what are the differences and similarities between forms of conjunctions in Indonesian and Japanese.

The writers use research as the source of written works such as books, theses, journals and the internet.

Furthermore, the writer will describe and analyse conjunctions contained in Indonesian and Japanese sentences.

Pedagogical Implication

The writer found 4 conjunctions in Japanese, namely; "Soshite", "kara", "demo" and "desukara". Whereas in Indonesian the writer found; "and", "but", "because of", "even if". All conjunctions study aims to find words or expressions that connect two language units that are equal. (Yule, 2010) states "understanding how successful communication works is actually the process of interpreting not only what the speaker is saying, but what they 'mean to mean'". In other words, (Azar, 2002) says that students must also be aware of the grammatical aspects of the language, and this requires students to be exposed to authentic settings in which the language is used.

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