The Semantics of Japanese Postpositions and Indonesian Prepositions: A Contrastive Analysis

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Abstract. Adpositions are an important aspect in Japanese language learning aspect which must mastered since the beginner level. However, despite its importance, many learners struggle to fully comprehend the meaning and semantics of each adposition. This study seeks to contrast of each semantic of the Japanese postpositions 'ni' and 'de' and Indonesian preposition 'di' stated in Japanese dictionary and Indonesian textbook, and suggestions for Japanese language learners from Indonesian for reducing errors in the use of Japanese postpositions 'ni' and 'de' based on I-JAS Corpus data. The descriptive method was utilized, with contrastive analysis serving as the chosen data analysis technique. The implementation procedures were as follows: (1) collecting data from books and dictionaries; (2) analysing the data so that similarities and differences between adpositions in Japanese and Indonesian can be contrasted in terms of semantics; (3) collecting data on errors in the use of Japanese postpositions from Indonesian students in I-JAS corpus data; and (4) analysing the corpus data, namely explaining the reasons and types of errors and proposing suggestions so that Indonesian learners can reduce these errors in their Japanese language learning. The findings revealed that there are 23 semantics of Japanese postposition 'ni' and 'de' and Indonesian preposition ‘di’, where the Japanese postposition ‘ni’ has 11 semantics, the Japanese postposition ‘de’ has 12 semantics, and the Indonesian preposition ‘di’ has 3 semantics which are the same as the Japanese postpositions ‘ni’ and ‘de’ and becomes the 3 points of the similarities and differences between the postpositions 'ni' and 'de' in Japanese and the preposition 'di' in Indonesian, and there are three types of errors of using Japanese postpositions 'ni' and 'de' based on I-JAS Corpus data; (a) The errors of using Japanese postposition 'ni', (b) The errors of using Japanese postposition 'de', (c) The errors of using Japanese particle or postposition which should be 'ni' or 'de'. The outcomes of this study hold potential as valuable reference material for translators and Japanese instructors involved in teaching Japanese particles or postpositions. By utilizing this resource, the distinctions among these postpositions can be explained more clearly also it offers comprehension for both translators and Japanese language learners in Indonesia.

Keywords: Semantic, Contrastive, Corpus, Japanese Postpositions, Indonesian Prepositions

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INTRODUCTION

Grammatically, Japanese vocabulary can be classified into ten groups of word classes, one of which is 'joshi,' originally translated into English as 'particle.' Particles are suffixes or short words in Japanese grammar that follow each sentence, which consists of elements such as a noun or noun phrase followed by a predicate (Ogawa & Yamamoto, 2019; Sutedi, 2020; Triana & Haristiani, 2020). In Japanese context, particles are called postpositions, while Indonesian uses prepositions. Prepositions do not exist in all languages, and some languages, such as Japanese, have postpositions instead of prepositions. These linguistic differences are evident due to typological differences, such as the contrast between Japanese's SOV (Subject-Object-Verb) structure and Indonesian's SVO (Subject-Verb-Object) pattern. In Japanese, nouns lack grammatical gender or number and do not undergo inflection. Conversely, English aligns with the SVO pattern, similar to Indonesian (Dalla Chiesa, 2020; Makino & Tsutsui, 1994), while Indonesian follows the same SVO pattern as in English. Prepositions are words placed in front of a noun to connect it with other parts of the sentence, including nouns, adjectives, and verbs, giving prepositions a significant role in sentence structure (Afrianto & Ma'rifah, 2020).

Given these differences, Japanese particles are referred to as postpositions, serving as substitutes for prepositions. Therefore, Japanese postpositions can be interpreted and function similarly to prepositions.

Further, in contrast to Indonesian prepositions, Japanese postpositions are placed after nouns, forming elements of prepositional phrases. A particle should always follow the word it modifies, which means that when translated into English, the word order needs to be adjusted (Kawashima, 1999). It is significant to note that English and Indonesian are cognate languages. This distinction can be illustrated with the following example as in (1).

(1) There is a book on the table (English)

Ada buku di atas meja (Indonesian)

Tsukue no ue ni hon ga arimasu (Japanese)

(A Dictionary of Japanese Particles)

In English and Indonesian (1), the adposition is placed before the word that forms the prepositional phrase. In Japanese (1), on the other hand, the adposition is placed after the word that forms the postpositional phrase. Yamamoto (2018) stated that unlike English, which assigns thematic roles to words in a sentence based on its strict SVO word order, in Japanese, syntactic information conveyed by verbs and particles determine the thematic roles of words. The particles are attached to words to indicate the thematic roles of words in the sentences.

Moreover, there are three types of previous studies on Japanese postpositions and/or Indonesian prepositions. First, the study on Japanese postpositions emphasizes error analysis conducted by Japanese language learners, error correction techniques, machine translation, semantic roles, and cross-linguistic...
particle processing tailored to Japanese language learners. (Chida, 2021; Ogawa & Yamamoto, 2019; Sutedi, 2020; Yamamoto, 2018; Zhang & Matsumoto, 2017). Second, there are book reviews about the use of Indonesian prepositions researching on errors in the use of prepositions in Indonesian, and a contrastive analysis of the use of prepositions in German and Indonesian (Hasmawati, R, & Yusri, 2020; Irmawati, Shindo, & Matsumoto, 2016; Minde, 2008). Third, a contrastive study involves Japanese postpositions and Indonesian prepositions from their function and morphological perspective (Kusdiyana, 2002). Based on the previous studies, there appears to be a gap in the literature regarding strategies to address errors in the application of Japanese 'de' and 'ni' postpositions by Indonesian learners and contrasting them with Indonesian 'di' prepositions by semantics perspective based on comparison with this current study. One of previous studies above, a study from Kusdiyana (2002), is most similar to the current study, but it discusses the contrastive analysis of Japanese postpositions and Indonesian prepositions in a morphological perspective and does not analyze errors from Indonesian learners. Meanwhile, this study discusses about contrastive analysis of Japanese postpositions and Indonesian prepositions in a semantical perspective and analyze errors from Indonesian learners based on corpus data.

Since Indonesian and Japanese are not cognate languages, one approach to identify the differences between them is to conduct research using contrastive analysis between Indonesian and Japanese. Even though contrastive analysis, as a potential predictor of the influence of the learners' first language on the second language and the resultant errors, has been subject to criticism (Gülden, 2021), the facts show that contrastive analysis research have been carried out in different parts of the world to avoid errors in specific language areas until nowadays. Contrastive analysis is a synchronic method in language analysis to show similarities and differences between languages or dialects to find principles that apply to practical problems, such as teaching and translation (Auni & Manan, 2022). By contrasting the languages, learners are easier to understand in learning the language (Aljohani, 2019; Hasmawati, R, & Yusri, 2020; Khansir & Pakdel, 2019; Mejías, 2019; Xiao & Widodo, 2019). Principally, contrastive analysis is a means of comparison of the characteristics and features of two languages to find out the similarities and differences, which helps in predicting the errors the students might make.

In this research, the analysis focuses on the meaning of adpositions, encompassing the Japanese 'de' and 'ni' postpositions and Indonesian 'di' prepositions. Then, the examination of meaning falls under the domain of semantics, which is a branch of linguistics concerned with studying the significance inherent in language, codes, or various forms of representation (Nafinuddin, 2020). Moreover, the words' semantics can be observed through cross-cultural studies (Hasmawati, R, & Yusri, 2020). In other words, semantics is a branch of linguistics that studies the meaning or meaning of certain language units. Japanese language learners often make mistakes in using postpositions according to the meaning of these prepositions in Indonesian. For example, a Japanese language learners make a mistake when use postposition as in (2) that appears on I-JAS corpus.
In constructing the sentence above in (2), the correct Japanese postposition in sentence (2) is 'ni', not 'de', because the use of 'ni', one of which is to indicate the positions of named objects. Meanwhile, the Japanese case particle 'de' indicates many and diverse roles compared to other case particles. Incorrect usage of particles causes serious communication errors because readers cannot understand the content of sentences through the case markers and causes difficulties in conveying what a primary learner wants to say in a correct way (Zhang & Matsumoto, 2017). The postpositions 'de' and 'ni' have the same semantic role, namely expressing a place but in different contexts. However, in Indonesian, both the postpositions 'de' and 'ni' have the same meaning, 'di', so Japanese language learners in Indonesia tend to choose 'de' because it is like the Indonesian preposition, 'di'. Therefore, Japanese language learners in Indonesia often use the postposition 'de' rather than 'ni'.

Based on the issues outlined above, it is evident that there are still errors in the use of certain Japanese postpositions by Japanese language learners in Indonesia. These postpositions share similar meanings but different in their usage. Consequently, the research problems are formulated as follows: (1) What are the similarities and differences of semantic between the postpositions 'ni' and 'de' in Japanese and the preposition 'di' in Indonesian? (2) How can errors in using Japanese postpositions by Japanese language learners from Indonesian be minimized?

Theoretically, this research aims to enhance language skills, particularly in the context of contrastive analysis between Japanese postpositions and Indonesian prepositions. In practical terms, the findings of this research are described and assisted teachers and students to reduce the possibility of errors, which are expected to be beneficial for Japanese language learners in Indonesia and vice versa. Additionally, it also offers insights into the distinctions in the usage of postpositions and prepositions. Finally, it is expected that this research will assist other linguistics researchers in their study of Japanese and Indonesian.

RESEARCH METHOD

Research Design

This research was a descriptive qualitative study with contrastive analysis. The outcome of the contrastive analysis between Japanese and Indonesian tends as the foundation for proposing several recommendations aimed at Japanese and Indonesian language students in both countries.

Data and Data Source

The data sources in this research were collected from the book Tata Bahasa Baku Bahasa Indonesia Edisi Keempat (Moeliono, Lapoliwa, Alwi, Sasangka, & Sugiyono, 2017), A Dictionary of Japanese Particle (Kawashima, 1999), which were selectively relevant with the aim of the study, especially about the Indonesian prepositions and Japanese postpositions, and were collected from International Corpus of Japanese as a Second Language (Kotonoha I-JAS, 2022) which was selectively
relevant with the aim of the study, especially about Indonesian learners uses Japanese language.

Data Collection Method

The techniques used in data collection were reading techniques and note-taking techniques. Several examples of sentences containing adpositions in both languages were read and then contrasted, and the similarities and differences were noted. The instrument used was a human instrument.

Data Analysis Method

This current research aimed to contrast adposition in Japanese and Indonesian. After contrasting, the researchers outlined the similarities and differences between the two languages. The final step of analysis was grouping the types and reasons in the errors of using Japanese postpositions from Indonesian learners based on the I-JAS corpus. For data analysis, the contrastive analysis technique with the adaptation of the theory by (Xiao & Widodo, 2019) was applied. The analyses included: (1) collecting data from books and dictionaries; (2) analysing the data so that similarities and differences between adpositions in Japanese and Indonesian can be contrasted in terms of semantics; (3) collecting data on errors in the use of Japanese postpositions from Indonesian students in I-JAS corpus data; and (4) analysing the data, namely explaining the reasons and types of errors and proposing suggestions so that Indonesian learners can reduce these errors in their Japanese language learning.

RESULT AND DISCUSSION

This section is intended to reveal the results of data analysis on the postpositions ‘ni’ and ‘de’ in Japanese and the preposition ‘di’ in Indonesian contained in the dictionary, book, and corpus. The discussion includes: (1) the semantics of Japanese postpositions ‘ni’ and ‘de’ and Indonesian preposition ‘di’; (2) the similarities and differences of semantic between the postpositions ‘ni’ and ‘de’ in Japanese and the preposition ‘di’ in Indonesian; (3) the errors of using Japanese postpositions by Japanese language learners from Indonesian.

1. The semantics of Japanese postpositions ‘ni’ and ‘de’ and Indonesian preposition ‘di’

The following section showed the results of the semantic for Japanese postpositions ‘ni’ and ‘de’ and Indonesian preposition ‘di’ that appeared on (A Dictionary of Japanese Particles, 1999) and (Tata Bahasa Baku Bahasa Indonesia (Edisi Keempat), 2017) under investigation.
## Table 1. The Semantics of Japanese postposition 'ni' and 'de' and Indonesian preposition 'di'

<table>
<thead>
<tr>
<th>No</th>
<th>Semantic of Ni</th>
<th>Semantic of De</th>
<th>Semantic of Di</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shows that the noun is the place in which the subject of the sentence exists</td>
<td>Indicates it is where an action takes/took place</td>
<td>Shows that the noun is the place in which the subject of the sentence exists</td>
</tr>
<tr>
<td>2</td>
<td>Indicates the direction and the destination of an action</td>
<td>Indicates the superlative</td>
<td>Indicates it is where an action takes/took place</td>
</tr>
<tr>
<td>3</td>
<td>Indicates that the action prescribed by a related verb is proceeding toward it</td>
<td>Indicates the time when an action or process happened or happens</td>
<td>Indicates the superlative</td>
</tr>
<tr>
<td>4</td>
<td>Indicates the time that an action takes/took place</td>
<td>Indicates what method or tool is/was employed for an action</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Indicates a rate, proportion, frequency or interval of a time or a space</td>
<td>Gives the price of something</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Shows that someone is involved in or influenced by an action or a condition</td>
<td>Indicates time or quantity that makes a unit</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Shows the intention or purpose of the action as in</td>
<td>Indicates the composition of an object</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Shows that something is/was done by/through a measure described by preceding noun</td>
<td>Indicates the manner of an action, or the condition/intention at the time of occurrence/action</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Indicates the purpose of an action</td>
<td>Indicates a reason or motive for an action or occurrence</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>When the verb is passive form, the particle 'ni' is placed after the agent of the action</td>
<td>Indicates the source of information, basis of a condition</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Makes the preceding noun an indirect object</td>
<td>Indicates the basis of evaluation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Shows which party is/was responsible for an action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The semantic of Japanese postposition 'ni'

The semantic of Japanese postposition 'ni' can be seen in the following examples that appears on (A Dictionary of Japanese Particles, 1999).

a. Shows that the noun/nominal is the place in which the subject of the sentence exists as in (3) and (4).
   (3) Michi ni yuki ga takusan nokotteimasu.
       'There is a lot of snow left on the street.'
   (4) Watashitachi wa tokyoo eki no chikaku ni sundeimasu.
       'We live in a place near Tokyo Station.'

b. Indicates the direction and the destination of an action as in (5) and (6).
   (5) Boku wa otoosan ni tegami o kaita.
       'I wrote a letter to my father.'
   (6) Taiyoo wa nishi ni shizumimasu.
       'The sun sets in the west.'

c. Indicates that the action prescribed by a related verb is proceeding toward it as in (7).
   (7) Karera wa koi ni ochita.
       'They fell in love.'

d. Indicates the time that an action takes/took place as in (8).
   (8) Gakkoo wa mainichi hachi-ji han ni hajimarimasu.
       'School starts at eight every morning.'

e. Indicates a rate, proportion, frequency or interval of a time or a space as in (9).
   (9) Tesutoyooshi wa hitori ni ichimai zutsu desu.
       'The exam would be one page per person.'

f. Shows that someone is involved in or influenced by an action or a condition as in (10) and (11).
   (10) Watashi wa samusa ni furueta.
       'I shivered from the cold.'
   (11) Kare wa karate no keeko ni muchuu desu.
       'He's obsessed with karate practice.'

g. Shows the intention or purpose of the action as in (12) and (13).
   (12) Watashitachi wa hanemuun ni hawai e ikimashita.
       'We went to Hawai for our honeymoon.'
   (13) Boku, ojiichan kara otoshidama ni nisenen moratta yo.
       'I was given two thousand yen by grandpa as a New Year's gift.'

h. Shows that something is/was done by/through a measure described by preceding noun as in (14).
   (14) Kiku tokoro ni yoreba, atarashii haiuee ga kono machi o tooru soo da.
'According to what I've heard, a new highway is supposed to be built through this town.'

i. Indicates the purpose of an action as in (15).

(15) Watashi wa sushiya e osushi o tabe ni ikimasu.
'I go to restaurant to eat sushi.'

j. When the verb is passive form, the particle 'ni' is placed after the agent of the action as in (16).

(16) Boku wa chichi ni shikarareta.
'I was scolded by my father.'

k. Makes the preceding noun an indirect object as in (17).

(17) Watashi ni anata no shashin o misetekudasai.
'Please show (to) me your picture.'

Based on the examples found in its semantic context, the researchers have identified several semantic functions of the particle 'ni' that align with the findings from Sutedi (2020). For instance, to indicate the location of the subject or locative, as evidenced by examples (3) and (4), 'ni' follows a place name associated with the verb 'sumu' ('tinggal' stay in Indonesia), meaning 'to live', indicating the subject's place of residence. Additionally, to indicate space and time, in line with example (8), 'ni' follows an adverb indicating the time of an activity or event. Furthermore, to indicate goal, consistent with examples (5) and (6), which resemble the semantic function in (8), with the distinction that in (5) and (6), the goal is not a spatial entity ('space'), but rather a person ('orang' people in Indonesia). Lastly, as a point of origin or source, corresponding to example (16), wherein semantically, 'ni' denotes the role of the source of the transferred object.

Further, it is noteworthy to note that the particles 'ni' and 'de' exhibit nearly identical semantics delivering it challenging to recognize their differences. According to Kawashima (1999), placed after a noun of location, 'de' indicates where it is an action takes/took place, it is static, note that 'ni' indicate the direction of the action. Examining examples (3) and (4), characterized by the semantic function of 'ni', and examples (18) and (19), characterized by the semantic function of 'de', the differentiation lies in the locative adjunct within the sentence. If it denotes a 'locative static' situation, 'ni' is employed, whereas if it signifies a 'locative action', 'de' is utilized. In Sutedi (2020), he recognized that the locative roles can be distinguished from locative stative and locative action, even though they use the same predicate.

The semantic of Japanese postposition 'de'

The semantic of Japanese postposition 'de' can be seen in the following examples that appears on (A Dictionary of Japanese Particles, 1999).

a. Indicates it is where an action takes/took place as in (18) and (19).

(18) Watashi wa umi de oyogimashita.
'I swam in the ocean.'

(19) Watashi wa daigaku de nihongo o benkyooshiteimasu.
'I am studying Japanese at college.'
b. Indicates the superlative as in (20).
   
   (20) Miyata san wa kurasujuu de ichiban hayaku hashirimasu.
        'Ms. Miyata is the fastest runner in our class.'

c. Indicates the time when an action or process happened or happens as in (21).
   
   (21) Haha wa nijuugosai de kekkon shimashita.
        'My mother got married at age twenty-five.'

d. Indicates what method or tool is/was employed for an action as in (22) and (23).
   
   (22) Watashi wa gakkoo e jitensha de kayotteimasu.
        'I commute to school by bicycle.'
   
   (23) Nihongo de hanashite kudasai.
        'Please speak in Japanese.'

e. Gives the price of something as in (24).
   
   (24) Sono hon o nisenen de kaimashita.
        'I bought the book for two thousand yen.'

f. Indicates time or quantity that makes a unit as in (25) and (26).
   
   (25) Boku wa jikan de arubaito o shiteiru.
        'I am working part time by the hour.'
   
   (26) Sono ringo wa futatsu de gohyakuen desu.
        'Those apples are two for five hundred yen.'

g. Indicates the composition of an object as in (27).
   
   (27) Bataa wa miruku de tsukaimasu.
        'Butter is made from milk.'

h. Indicates the manner of an action, or the condition/intention at the time of occurrence/action as in (28).
   
   (28) Boku wa shikaru tsumori de itta no dewanai.
        'I did not say it with the intention to scold (you).' 

i. Indicates a reason or motive for an action or occurrence as in (29).
   
   (29) Boku wa kyoo kaze de gakkoo o yasunda.
        'Today, I was absent from school due to a cold.'

j. Indicates the source of information, basis of a condition as in (30).
   
   (30) Anata no tokee de wa ima nanji desuka?
        'What time is it now according to your watch?'

k. Indicates the basis of evaluation as in (31).
   
   (31) Mikan no nedan wa ookisa de chigaimasu.
        'The price of oranges varies depending on their size.'

l. Shows which party is/was responsible for an action as in (32).
   
   (32) Sore wa kazoku de kimeta koto desu.
'It was a decision made by (my) family.'

Based on the examples examined with their respective semantics, the postposition 'de' exhibited varied meanings with its semantic nuances contingent upon the context. The researchers have identified several semantic functions of 'de' like those outlined in the study by Kusdiyana (2002). For instance, in indicating the place where an action occurs, as evidenced by examples (18) and (19), bear semantic similarities to 'ni'. Additionally, in expressing meaning through the use of something, as observed in examples (22) and (23), 'de' signifies the utilization of an object for performing an action (Makino & Tsutsui, 1994).

Moreover, there are several things in the study by Kusdiyana (2002) which have been emphasized by the researchers. First, there are two meanings of 'de' that look quite the same in the study Kusdiyana (2002), i.e. to state the place where the deed occurred and to indicate the place where something was done without a specific explanation as to why the two were separated. While the researchers in this study consider that it does not need to be separated if without a specific explanation. Secondly, in his studies, Kusdiyana (2002) specifically said that one of the meanings of the postposition 'de' is its function to indicate the material or manner of doing something. This applies only after the material has transformed into an object where its basic material is still visible. This explanation closely aligns with the findings presented in example (29) of this study. However, what distinguishes this study is the conclusion drawn by the researchers that 'de' can still be used to describe the material regardless of whether it remains visible or not. Third, Kusdiyana (2002) did not explain whether the type of Japanese adposition is the type of preposition or postposition, therefore Kusdiyana (2002) sticking to the term 'preposition' and not using the term 'postposition' for Japanese, basically both are the same, but can cause confusion to the reader if it is not specifically distinguished.

The semantic of Indonesian preposition 'di''

The semantic of Indonesian preposition 'di' can be seen in the following examples that appears on (Tata Bahasa Baku Bahasa Indonesia (Edisi Keempat), 2017).

a. Shows that the noun/nominal is the place in which the subject of the sentence exists as in (33).

(33) Kami tinggal di Jalan Damai
'We live in Jalan Damai.'

b. Indicates it is where an action takes/took place as in (34).

(34) Ia telah bekerja di kantor ini selama dua puluh tahun.
'He has worked in this office for twenty years.'

c. Indicates the superlative as in (35).

(35) Putrilah yang terpandai di antara semua anakku.
'Putri is the smartest among all my children.'
Based on these examples that have been found with semantics, the researchers found semantic results ‘di’ the same as the study Kusdiyana (2002) where the preposition ‘di’ primarily functions to denote a location or mark the spatial relationship of something. This is illustrated in examples (33) and (34). However, in Kusdiyana (2002) mentioned that there is no explanation ‘to indicate a superlative’ as in example (35) where the preposition ‘di’ can also be used to denote a superlative.

Moreover, Kusdiyana (2002) noted that currently, the preposition ‘di’ is often used to precede words denoting time or before a term indicating a written work. Ideally, prepositions such as ‘pada’ (‘on’ in English) or ‘dalam’ (‘in’ in English) should be used in such contexts to avoid confusion.

2. The similarities and differences of semantic between the postpositions ‘ni’ and ‘de’ in Japanese and the preposition ‘di’ in Indonesian

The following section revealed the results of the similarities and differences of the semantic for Japanese postpositions ‘ni’ and ‘de’ and Indonesian preposition ‘di’ that appears on A Dictionary of Japanese Particle (1999) and Tata Bahasa Baku Bahasa Indonesia Edisi Keempat (2017).

Table 2. The similarities and differences of semantic between the postpositions ‘ni’ and ‘de’ in Japanese and the preposition ‘di’ in Indonesian

<table>
<thead>
<tr>
<th>No</th>
<th>Semantic</th>
<th>Ni</th>
<th>De</th>
<th>Di</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shows that the noun/nominal is the place in which the subject of the sentence exists</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Indicates it is where an action takes/took place</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Indicates the superlative</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Indicates the direction and the destination of an action</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Indicates that the action prescribed by a related verb is proceeding toward it</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Indicates the time that an action takes/took place</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Indicates a rate, proportion, frequency or interval of a time or a space</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Shows that someone is involved in or influenced by an action or a condition</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Shows the intention or purpose of the action as in</td>
<td>✓</td>
<td>X</td>
<td>X</td>
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<tr>
<td>10</td>
<td>Shows that something is/was done by/through a measure described by preceding noun</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>Indicates the purpose of an action</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>When the verb is passive form, the particle ‘ni’ is placed after the agent of the action</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>Makes the preceding noun an indirect object</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>Indicates the time when an action or process happened or happens</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Indicates what method or tool is/was employed for an action</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
<tr>
<td>16</td>
<td>Gives the price of something</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
<tr>
<td>17</td>
<td>Indicates time or quantity that makes a unit</td>
<td>X</td>
<td>✓</td>
<td>X</td>
</tr>
</tbody>
</table>
Indicates the composition of an object \( X \) \( \checkmark \) \( X \)

Indicates the manner of an action, or the condition/intention at the time of occurrence/action \( X \) \( \checkmark \) \( X \)

Indicates a reason or motive for an action or occurrence \( X \) \( \checkmark \) \( X \)

Indicates the source of information, basis of a condition \( X \) \( \checkmark \) \( X \)

Shows which party is/was responsible for an action \( X \) \( \checkmark \) \( X \)

The similarities and differences of semantic between Japanese postposition 'ni' and Indonesian preposition 'di'

Translating the Japanese postposition 'ni' and the Indonesian preposition 'di' is crucial due to frequent errors made by translators regarding their meanings. This section dives deeper into these adpositions from a semantic viewpoint which aims to enhance translators' proficiency in both languages. To illustrate, examples extracted from books and dictionaries will be used to reveal the translation of 'ni' in Japanese and 'di' in Indonesian.

Japanese postposition 'ni' and Indonesian preposition 'di' have a similar semantic "shows that the noun/nominal is the place in which the subject of the sentence exists". In this case, both can be translated into each other, based on (3), (4), and (33), the translation as in (36), (37) and (38).

(36) Michi ni yuki ga takusan nokotteimasu.
        'Masih banyak salju yang tersisa di jalan.'
        'There is a lot of snow left on the street.'

(37) Watashitachi wa tokyoo eki no chikaku ni sundeimasu.
        'Kami tinggal di dekat Stasiun Tokyo.'
        'We live in place near Tokyo Station.'

(38) Kami tinggal di Jalan Damai.
        'Watashitachi wa jalan damai ni sundeimasu.'
        'We live in Jalan Damai.'

There are many semantic differences between Japanese postposition 'ni' and Indonesian preposition 'di' because both have several semantics and only have one similar semantic. Thus, the semantics except "shows that the noun/nominal is the place in which the subject of the sentence exists" are different. In this case, they cannot be translated into each other.

The similarities and differences of semantic between Japanese postposition 'de' and Indonesian preposition 'di'

How to translate the postposition 'de' in Japanese and the preposition 'di' in Indonesian has a significant meaning because the translators often make mistakes about how to translate these two adpositions. This section will discuss these two adpositions from a semantic perspective to help translators in both languages to be better at translating. Thus, several sentences in books and dictionaries are taken as
examples to explain how to translate postposition 'ni' in Japanese and the preposition 'di' in Indonesian.

Japanese postposition 'de' and Indonesian preposition 'di' have a similar semantic "indicates it is where an action takes/took place". In this case, both can be translated into each other, based on (18), (19), and (34), the translation as in (39), (40), and (41).

(39) Watashi wa umi de oyogimashita.
    'Saya berenang di laut.'
    'I swam in the ocean.'

(40) Watashi wa daigaku de nihongo o benkyooshiteimasu.
    'Saya belajar bahasa Jepang di kampus.'
    'I am studying Japanese at college.'

(41) Ia telah bekerja di kantor ini selama dua puluh tahun.
    'Kare wa kono ofisu de nijuunenkan hataratteimasu.'
    'He has worked in this office for twenty years.'

Moreover, Japanese postposition 'de' and Indonesian preposition 'di' have one more semantic similarity "indicates the superlative". In this case, both can be translated into each other, based on (20) and (35), the translation as in (42) and (43).

(42) Miyata san wa kurasujuu de ichiban hayaku hashirimasu.
    'Miyata adalah pelari tercepat di kelas kita.'
    'Ms. Miyata is the fastest runner in our class.'

(43) Putrilah yang terpandai di antara semua anakku.
    'Putri wa watashi no kodomo no naka de ichiban kashikoidesu.'
    'Putri is the smartest among all my children.'

There are many semantic differences between Japanese postposition 'ni' and Indonesian preposition 'di' because both have several semantics and only have one similar semantic, so the semantics except "shows that the noun/nominal is the place in which the subject of the sentence exists" are different. In this case, they cannot be translated into each other.

3. The errors of using Japanese postpositions by Japanese language learners from Indonesian students

The analysis in the previous section has contrasted similarities and differences of Japanese postpositions 'ni' and 'de' and Indonesian preposition 'di'. However, due to grammatical differences between the Japanese and Indonesian languages, Japanese language learners from Indonesia often use it incorrectly based on the I-JAS Corpus data.

The main types of errors are divided into three types, (a) The errors of using Japanese postposition 'ni', (b) The errors of using Japanese postposition 'de', (c) The errors of using Japanese particle/postposition which should be 'ni' or 'de'. Thus, based on the I-JAS Corpus data, Japanese language learners from Indonesian can find out the types of errors in using Japanese postpositions 'ni' and 'de'.
The errors of using Japanese postposition 'ni'

There are two errors in using Japanese postposition 'ni' based on the I-JAS Corpus data, where both are the same error as in (44) and (45).

(44) Kawa ni, asobimasu.
    'Bermain di sungai.'
    'Play in the river.'

(45) Kawa ni asondeimasu
    'Sedang bermain di sungai.'
    'Playing in the river.'

In the examples above, the Japanese postposition indicates it is where an action takes/took place, but the correct use of Japanese postposition is 'de', not 'ni'. Because 'de' indicates it is where an action takes/took place (Kawashima, 1999) as in (18) and (19). Kawashima (1999) has noted that the particle 'ni' or 'e' indicate the direction of the action.

The errors of using Japanese postposition 'de'

There are nine errors in using Japanese postposition 'de' based on the I-JAS Corpus data, where there are two types of error according to Kawashima (1999) in his dictionary. The first types of error as in (46), (47), (48), (49), (50), (51), and (52), the second types of error as in (53).

(46) Boru ie de, jitsu wa, hito ga, sundeimasu.
    'Sebenarnya, ada seseorang yang tinggal di rumah.'
    'Actually, there is someone living in the house.'

(47) Uchi de, tottemo mazui mono ga, takusan arimasu.
    'Ada banyak hal buruk di rumah.'
    'There are a lot of bad things at home.'

(48) Kawa de, iroiro na sakana ga arimasu.
    'Ada banyak jenis ikan di sungai.'
    'There are many types of fishes in the river.'

(49) Benchi no naka de, kappuru ga arimasu.
    'Ada pasangan di dalam bangku cadangan.'
    'There is a couple inside the bench.'

(50) Kono machi de, fujisan ga, arimasu.
    'Ada gunung fuji di kota ini.'
    'There is Mt. Fuji in this city.'

(51) Uchi no ue de, ano, neko ga arimasu.
    'Ada kucing di atas rumah.'
'There is a cat on the house.'

(52) Machi no naka de, kinou, ano ame ga, takusan futteirukara
'Karena hujan sudah turun di kota ini kemarin.'
'Because it was raining in the city yesterday.'

In the examples above, the Japanese postposition shows that the noun/nominal is the place in which the subject of the sentence exists, but the correct use of Japanese postposition is 'ni', not 'de'. Because 'ni' shows that the noun/nominal is the place in which the subject of the sentence exists (Kawashima, 1999) as in (3) and (4).

(53) Yama de, nobotteikimasu
'(Saya) akan mendaki (ke) gunung.'
'I'm going to climb the mountain.'

In the examples above, the Japanese postposition indicates the direction and the destination of an action, but the correct use of Japanese postposition is 'ni', not 'de'. Because 'ni' indicates the direction and the destination of an action (Kawashima, 1999) as in (5) and (6).

The errors of using Japanese particle/postposition which should be 'ni' or 'de'

There are two errors in using Japanese particle/postposition which should be 'ni' or 'de' based on the I-JAS Corpus data, where both are the same error as in (54) and (55).

(54) Uchi no naka wa, dounattemasuka?
'Apa yang sedang terjadi di dalam rumah?'
'What is going on inside the house?'

(55) Uchi no naka wa, iroirona koto ga arimasu.
'Ada banyak hal di dalam rumah.'
'There are many things inside the house.'

In the examples above, the Japanese particle/postposition shows that the noun/nominal is the place in which the subject of the sentence exists, but the correct use of Japanese particle/postposition is 'ni', not 'wa'. Because 'ni' shows that the noun/nominal is the place in which the subject of the sentence exists (Kawashima, 1999) as in (3) and (4).

Suggestions for reducing errors in the use of Japanese postpositions 'ni' and 'de'

The suggestions for both teachers and learners, students will encounter errors in the use of adpositions like the examples above. If it is clear enough about how to use it will reduce the possibility of errors as much as possible, therefore, the author puts forward several suggestions for teachers and students.

First, for reducing errors in the use of adposition for teachers, it can be done when teachers learn how to use adpositions clearly because the preposition 'di' in Indonesian has the same semantics as some of the semantic postpositions 'ni' and 'de' in Japanese, where both are often confused in usage. Thus, in the teaching
process, it can compare the similarities and differences in adpositions in the two languages so that students know more about the differences.

In addition, even though it is difficult to provide a language environment to students, teachers should implement daily practice so that students can understand different semantics of the same adposition in different contexts so that students can learn directly. If time and resources permit, it would be beneficial for teachers to author learning materials on adpositions by providing valuable reference material for both teachers and students.

Second, to reduce errors in the use of adpositions for students, it can be done by reducing the negative influence of mother tongue migration. Students should learn their mother tongue well, then study Japanese so they can understand the differences clearly and will not mix the two languages. Given the opportunity, students can greatly benefit from studying in Japan as it offers a more immersive language environment.

CONCLUSION

In conclusion, it can be concluded that there are three points of the similarities and differences between the postpositions 'ni' and 'de' in Japanese and the preposition 'di' in Indonesian, and there are three types of errors in the use of Japanese postposition 'ni' and 'de' by Japanese language learners from Indonesian students based on I-JAS Corpus data: (a) The errors of using Japanese postposition 'ni', (b) The errors of using Japanese postposition 'de', (c) The errors of using Japanese particle/postposition which should be 'ni' or 'de'. The first and the second types of errors as in (a) and (b), the preposition 'di' in Indonesian has the same semantics as some of the semantic postpositions 'ni' and 'de' in Japanese, where both are often confused in usage. The last types of errors as in (c), the Indonesian students still confused about using particle/postposition which should be 'ni' or 'de'.

Thus, the types and reasons for errors in the use of Japanese postpositions for Indonesian students based on the I-JAS corpus have described. Also, suggestions are given to teachers and students to reduce the possibility of errors. It is hoped that the results of this research will be useful for Japanese language students in Indonesia and Indonesian language students in Japan as well as other related researchers. As an implication for Japanese language teaching, the findings can be utilized as instructional materials for the learners. As mentioned earlier, the teaching approach solely through functions is inadequate, additional materials, especially in Japanese adpositions teaching on the semantic, may be useful for the learners. This research does not include all postpositions and/or prepositions and only takes a few as examples due to writing and time limitations. Therefore, if future researchers can examine all postpositions and/or prepositions in both languages, it will be very beneficial for teaching and learning Japanese and Indonesian. Apart from that, for students in both countries, there are still many grammatical problems that need to be considered and researched so that learning can be more advanced.

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