JAPANEDU: Jurnal Pendidikan dan Pengajaran Bahasa Jepang
Vol. 08, No. 01, June 2023, pp. 40-53

JURNAL UPI

JAPANEDU:
Jurnal Pendidikan dan Pengajaran Bahasa Jepang
http://ejournal.upi.edu/index.php/japanedu/index

Construction of Complex Sentences with Predicative Phrases of Transitive Verbs in The Utterances of Japanese Language Learners: *Transformational Generative Studies*

Mintarsih
Department of Japanese Education, Universitas Negeri Surabaya, Kampus Lidah-Wetan, Surabaya, Indonesia
mintarsih@unesa.ac.id

ABSTRACT

This research seeks to prove descriptively-objectively how complex sentences *fukubun* with transitive verb is actually constructed in the utterance of Japanese language learners. The *fukubun* constructions are described and analyzed through transformational generative grammar. This research method is descriptive-qualitative, with data collection techniques in the form of semi-structured interviews. Data analysis uses an analytical approach to transformation generative grammar e.i. analysis of phrase structure rules and analysis of the transformation process. The results showed that there were 4 types of B-derived constructs (the complex sentence construction with predicative phrase in main clause is transitive verb) e.i. BB type, BB (1) type, BB (2) type, and BB (3) type. In the four types of derivatives, there is a dominance of BB type construction (the predicate of the verb in the main clause and the subordinate clause is the same e.i. a monotransitive verb) in the utterance of learners. This is indicated by the tendency to use the BB type construction relatively high when describing various situations. Even though the utterance use various conjunctions, its still in the BB type construction. The dominance of the BB type shows the utterance of the research subjects is relatively simple because its delivered in basic and simple complex sentence construction. Furthermore, 8 varieties of conjunctive transformation in B type construction appear in the BB type construction, with relatively high frequency of causality, serial, selection/alternative, and temporal conjunctions. On the other hand, the elementary transformation process analysis shows several tendencies in the utterance of the research subjects e.i. the omission of the subject in both the subordination clause or the main clause; the merger of the subject or the predicate of the verb; whereas in causality conjunctive transformation, research subjects showed a more varied and complex transformation process. This research has not yet completely discovered the utterance' patterns of Japanese language learners, but through this research, it has been found certain dominations and tendencies in the B type construction of Japanese language learners' utterances. Further research is needed to examine more deeply the differences in utterance' patterns between native and non-native speakers, and this has implications to find more applicable teaching learning in Japanese, especially in exercises that emphasize productive aspects.

KEYWORDS

Conjunctions; Complex sentences *fukubun* construction; Transformation process; Transitive verbs; Utterance of Japanese language learners.

ARTICLE INFO

First received: 09 April 2022 *Revised: 22 May 2023* *Final proof accepted: 25 June 2023*
Available online: 30 June 2023

e- ISSN 2528-5548 | p-ISSN 2776-4478

INTRODUCTION

The construction in this study is the arrangement of words and phrases into a unified sentence in the process of forming *fukubun*. This *fukubun* construction study aims to describe linguistic phenomena measurably, as stated by Arnawa (2016, p.51) in accordance with the nature of linguistics as a scientific study that bases linguistic phenomena descriptively rather than prescriptively, therefore linguistic facts must be measurably explained.

For example, sentence construction research in linguistic studies was conducted by Sutedi and Widianti (2016) regarding the differences and similarities of supposition sentences in Japanese, namely assumptions using the conjunction *to, ba, tara*, and *nara*. It is concluded that the four forms of Japanese supposition have the same variety of structures, namely: the subordination clause and the main clause both state the state; The subordination clause states the act while the main clause states the state or vice versa. Other similarities and differences are (1) V-TO and V-BA show assumptions in general; (2) V-TARA and V-BA can be followed by main clauses in the past tense; (3) V-NARA indicates clauses 1 and 2 occur in a single unit of time; (4) V-TARA, V-BA, and V-TO denote sequential events; (5) V-TO expresses sequential events without any time intermediary; (6) V-TARA also serves to declare that the occurrence of the subordination clause has been completed; and so on.

Mintarsih, Yulianto, Subandi, Fanani, and Sasanti (2020) examined the structure of *fukubun* in the utterances of beginner students. The results showed the dominance of the use of the *–te* alignment coordinating connector; the use of the syntactic structure of the coordinate *fukubun* with predictive phrasing verbs FN + FPred {FN + PO + FVtrans}, and the alignment transformation (serial) is most dominant in the utterances of the subjects research. In another study, Mintarsih, Yulianto, and Subandi (2022) stated that the causality relationship in the utterances of research subjects manifested in the following 3 types of *fukubun* structures: 1) AB type, namely *fukubun* formed from the subordination clause of the predicative phrase of the intransitive verb and the main clause of the predicative phrase of the transitive verb; 2) BB type, which is *fukubun* with monotransitive verb predicative phrases in subordination clauses and main clauses; and 3) BB(2) type, which is *fukubun* formed from subordination clauses of predicative phrases, monotransitive verbs, and main clauses are bitransitive verbs. The use of the -kara conjunction shows the highest frequency of use in AB and BB types, while the least conjunction is -*desukara/dakara*. The *–node* conjunct is often used in AB type, while the *–te/de* conjunction in BB type. Verb phrasing and adverb phrase addition often occur in the transformation process. The transformation process of adding adverb phrases often appears in subordination clauses while subject ellipsis occurs in main clauses.

Sentence construction research was also conducted by Sulastra (2014) who analyzed the structure of Indonesian sentences using constrain-based formalism. The source of data is in the form of sentences taken from electronic mass media. The sentence data was analyzed using the PC-PATR tool. The results showed what percentage of sentence structure can be parsed/cannot be parsed by the tool. From the results of the study, it was also found that sentences were grammatically standard, but could not be described by these tools. In addition, there are deviations in the process of parsing sentence structure in the use of these tools. Djuwita (2010) in her research on the types and patterns of subordinate clauses in Indonesian stated that subordinate clauses are one of the constituents of complex sentences; subordination clauses generally function as adverbs, but can also be objects or complements depending on the verb in the main sentence; subordinating clauses are marked with time conjunctions, conditional, purpose, causality, etc. Zhang (2016) also examines the acquisition of English existential constructs from Chinese learners who are studying English. The researcher concludes that students tend to frequently use existential constructions and prefer basic forms, simple intransitive verbs, frequently used expressions, avoiding standard grammar and difficult forms. Ordem (2017) examined the acquisition of complex sentences with a focus on noun clauses, adverbial clauses, and relative clauses. His research findings show that Turkic students who are studying English tend to frequently use noun clauses and adverbial clauses. Students' complex sentence construction tends to be in a standard structure, good and correct, and in a very simple way. So it tends to be more basic level variety, rather than complex and abstract sentences.

e- ISSN 2528-5548 | p-ISSN 27764478

These studies prove descriptively and objectively how sentences are constructed, both in theoretical studies such as Sutedi and Widianti (2016), Sulastra (2014), and Djuwita (2010), and experimentally in the utterances of beginner learners such as Mintarsih, Yulianto, Subandi, Fanani, and Sasanti (2020), Mintarsih, Yulianto, and Subandi (2022), Zhang (2016), and Ordem (2017). Through the studies of *fukubun* construction, in the end, a gap can be found in the cognition system of Japanese learners as a foreign language, namely between the Japanese grammar system being studied (competence) and its use concretely in utterances (performance) characterized by the finding, for example, certain structural and conjunctive dominations in the utterances of beginner learners. The results of *fukubun* construction research in the cognition system of Japanese language learners can be used in the development of Japanese language learning, especially as a basis for developing learning strategies/techniques and textbooks.

This research focuses on the study of construction or *fukubun* structure with the phrase predicative transitive verbs in the utterances of beginner Japanese learners (the terms structure and construction are used interchangeably in this article with reference to the same concept). This focus is based on the results of previous studies that show a tendency for beginner learners to use transitive verbs when speaking in Japanese (Mintarsih, Yulianto, & Subandi, 2022, p.294). Research on the tendency to use transitive FV in Japanese learners as foreign speakers also appears to occur in the utterances of research subjects in the research of Nakaishi (2005a), Morita (2004), Kobayashi and Naoi (1996). In these studies, it was stated about the trend of using transitive and intransitive verbs of Japanese language learners. Research findings show that intransitive verbs are more difficult to obtain than transitive verbs, and there is a tendency for individuals to always use transitive verbs for certain conjugations (e.g. conjugation into the *-te* form). Similar research was also conducted on students at the University of Mexico in obtaining intransitive verbs. Data collection is done by giving several tasks, such as making morphological assessments of lexical forms and completing a discourse. The results showed the difficulty of research subjects in mastering intransitive verbs, especially verbs that express resultative states such as *kiete iru* 'has disappeared'. Other subjects were Australian learners who were asked to interpret the morphological forms of transitive and intransitive verbs. No significant difference was found when compared between conversational ability and the correct response rate for this task. The subjects of the study stated transitive verbs are better understood because transitive verbs are more often found than intransitive verbs in explanations from textbooks and instructors.

These studies prove that students studying Japanese as a foreign language tend to use transitive verbs in their utterances. This trend is also seen in the utterances of beginner Japanese learners in Indonesia. However, research proving this assumption empirically is relatively rare. Therefore, this study seeks to prove descriptively-objectively how *fukubun* is actually constructed in the utterances of beginner Japanese learners in universities. This study of *fukubun* construction is manifested in meaningful groupings of units and in accordance with the syntactic rules of *fukubun* in Japanese. However, this research is limited to the construction of *fukubun* phrases with transitive verb predicative phrases only in both subordination clauses and main clauses, and the research subjects are limited to learners who have completed basic Japanese learning materials and have speaking skills with the criteria of being able to develop basic knowledge of Japanese into complex sentence structures.

The construction of *fukubun* in the utterances of beginner Japanese learners in this study was described and analyzed through transformational generative grammar. Therefore, the transformation process in research data becomes an important part of *fukubun* construction analysis, so that in the end there can be found tendencies in the language rules of Japanese beginner learners. This is in accordance with the nature of the generative of transformation purpose, namely the purpose of linguistic analysis is to find the rules of language. In relation to the findings of language rules, Pangaribuan (2008, p.43-45) explained generative transformation by providing parameters that language rules only produce correct and constructed sentences from the language and the output can be proven theoretically, methodologically or applied, or known as well-formedness. [...] The generative version of the transformation of linguistic studies is to discover the essentials of the language and the nature of its acquisition, deviation, and potential for language speakers. With that basis, it is hoped that the essence of human language can be found as homo grammatical.

Looking at previous studies that used transformational generative theoretical studies in

e- ISSN 2528-5548 | p-ISSN 2776-4478

analyzing *fukubun*, there are several studies that have similarities with this study, for example, Suganuma (n.d.) examined the acquisition of compound sentences in English texts on 49 Japanese students. The study subjects were asked to read compound sentences, then write down their understanding (interpretation) of the sentences in Japanese. Suganuma analyzes students' writing using phrase structure rules; Iwata (2013) attempted to prove that rentaisetsu (noun modifier clause) that is non-restrictive and clauses that use the conjunction *-kara* 'because' (meaning reason indicator) can be analyzed using principles in government and binding theory; Haryati (2015) examined the omission of noun phrases in English using the theory of transformational generative grammar. Data analysis uses phrase structure rules, tree diagrams, and transformation rules. In her research, founded 2 patterns of noun phrases and 3 causes of omission of noun phrases.

Achmad (2018) describes the process of transforming German coordinating compound sentences (equivalent). This study used the 2005-2010 edition of Deutschland magazine as a data source.

METHOD

Purposive sampling techniques are used as the basis for determining research subjects. Researchers choose research subjects who have experience in accordance with the focus of this study, namely Japanese language students who are generally competent and at least have completed the basics of the Japanese language. Therefore, this selection technique is a typical sampling type. The selection of research subjects was conceptually based on three conditions. The first is a student who has thoroughly studied all the material in the *shokyuu nihongo* basic Japanese learning package book, namely: *Minna no Nihongo* volumes I and II (basic Japanese learning books that integrate mastery of grammar and vocabulary, as well as four language skills), *Kanji* volumes I and II (kanji learning books), *Dokkai* volumes I and II (reading skills learning books), *Choukai* (listening skills learning books), *Sakubun* I and II (writing skills learning books). The second is students who have passed the Japanese Language Proficiency Test (JLPT) level N3. JLPT passing standard is based on the rubric of Japanese language proficiency standards in the subcategory of speaking skills in the curriculum issued by the Japan Foundation (2017), namely JF Standard or better known as JF Can-do, that the ability of Japanese language learners to speak in the form of *fukubun* simply starts at level A2, this ability moves up to level B1, and so on to the highest level, namely level C2. The range of speaking skills at levels A2-B1 is at the level of language skills JLPT level N4-N3. So it is assumed that when referring to the JF Can-do curriculum, Japanese language learners who have passed N3 should have speaking competence at the B1 level. The third is students who have speaking skills with criteria that are able to develop basic knowledge of Japanese possessed into a more complex sentence structure. Based on this, it is determined that the research subjects in this study are level III students who have passed JLPT level N3 on the grounds that the speaking ability of level III students who pass JLPT level 4 will be reflected in students who have just graduated from JLPT level N3.

Table 1 below shows a description of the speaking ability of preliminary research subjects on a scale of 2 and 3 according to criteria adapted from JF Can-do in the subcategory of productive speaking ability at levels A2 and B1.

To obtain research subjects in accordance with the profile attributes of this research subject, researchers conducted interviews with lecturers from universities that were used as data collection locations. Based on the results of the interview, a total of 62 research subjects were determined in 1 non-Japanese language education study program and 1 Japanese language education study program at universities in Malang, and 1 Japanese language education study program at universities in Surabaya. The data collection took place from August 2019 to February 2020.

The main data collection techniques used in this study are semi-structured interview techniques, accompanied by supporting data collection techniques, namely: recording techniques, and field note techniques. These techniques are used comprehensively, continuously, and complement each other, so each does not stand alone. The following is an explanation of the data collection techniques used in this study.

The semi-structured interview technique is an interview whose main purpose is to describe linguistic competence and the flow of thinking reflected in the utterances of the research subject, not the type of interview that aims to explore opinions on something from the research subject. This interview is conducted in the form of language interaction that takes place between two people in

e- ISSN 2528-5548 | p-ISSN 2776-4478

a situation facing each other, namely researchers as interviewers and students as subjects under study.

Table 1: Criteria for the ability to speak research subjects.

Scale 2 (A2)	Scale 3 (B1)
Able to explain in sufficient detail by calculating the things conveyed regarding the information that needs to be known about the topic being discussed.	Able to explain in sufficient detail, the information that needs to be known about the topic being discussed.
Able to tell, and describe something by connecting sentences using frequently used conjunctions such as *sorekara*, *shikashi*, etc.	Able to tell, and describe simply and linearly, connecting some short elements with conjunctions such as *mazu, -te kara, -baai*, etc
Able to speak even though there are many pauses, correct or change speech, but if it is a short conversation, students are able to make the other person understand what the student wants to convey.	Able to speak long enough and easily understood without difficulty, although there are occasional pauses or corrections in speech due to attempts to use grammar and vocabulary accurately.
It is enough to have and be able to use the vocabulary to negotiate or deal with in everyday life regarding the topic of conversation students choose.	Having and being able to use vocabulary to be able to state what students want to convey about the topic of conversation they choose, even though they sometimes convey it in convoluted sentences.
Able to use several sentence patterns, although they still repeatedly make mistakes, when using simple sentence patterns, students are able to use them correctly.	Able to accurately use sentence patterns that are often used in conditions that are relatively predictable (experienced in daily life).

Source: Adapted from JF Can-do Curriculum (2010).

When the interview was conducted, researchers also conducted fishing using image media, namely: narrative images with the theme of events that have cause-and-effect relationships, the sequence of an event, the purpose of doing something, and so on. Elicitation is also used when researchers face vagueness that occurs during interviews. In addition to elicitation, researchers also confirm which is conveyed in the forms of questions, this is done if there is a deadlock, vagueness, speech out of the focus of research, or when researchers hear or feel the vagueness of the research subject's answers so that researchers feel the need to ascertain what is meant by the research subject.

1. The recording technique carried out in this study is audio recording, and audio visual (if needed). Audio recording is carried out using audio recording facilities on mobile phones and laptops, then transferred to computer/laptop devices with the help of USB OTG flash/data cable/Bluetooth, immediately after the interview activity is completed on the same day. This technique is used to support semi-structured interview techniques and is supported by recording techniques/documentation techniques, then at the end of the activity, the recording results will be transcribed.
2. In the application of these techniques, it is necessary to support instruments that will facilitate data collection. This research instrument is in the form of illustrative image media which is used as a means to lure research subjects to produce utterances in the form of *fukubun*. As stated by Hagiwara (2010) that visualization of images media will reduce the cognitive load of foreign language learners, so they can focus more on syntactic elements. It is hoped that by using image media, research subjects can produce utterances in the form of complex sentences better. The illustration media is randomly taken from the Minna no Nihongo Shokyuu illustration picture collection package book volumes I and II published by 3A corporation in 2004. This textbook is a complement to basic Japanese learning books to practice speaking skills. The scope of material in Minna no Nihongo Shokyuu volumes I and II is used as a standard for mastering the basics of grammar and Japanese language skills, because (1) This book is used by almost all study programs, both educational and non-Japanese, in universities throughout Indonesia; (2) Grammar learning materials related to *fukubun* are in accordance with the material in theoretical reference books that explain grammar about *fukubun* structure. The procedure for preparing this research instrument follows the following signs.
3. Analyze teaching materials, namely *fukubun* material that has been studied in *Minna no Nihongo Shokyuu* volumes I and II, so that the material and media for illustrative images on the interview instruments used are equivalent to the speaking skills of elementary-intermediate

e- ISSN 2528-5548 | p-ISSN 2776-4478

and intermediate-early Japanese learners (not too complicated and not too simple).

4. The scope of the interview theme is taken from the JF Can-do curriculum (2010) in the subcategory of interactive and productive speaking skills at levels A2 and B1, for example, various topics that interest personal interests in the scope of daily life both experienced by themselves and others, such as desires, hopes, work, plans, daily routines, and others. The scope of the topic/situation of the conversation includes a variety of concrete and abstract matters.
5. There are several clues to make it easier for research subjects to produce utterances, for example: in the form of icon images that are relatively easy to recognize (the vocabulary for pronunciation of the image is relatively often used by research subjects) so that utterances will continuous.
6. There are instructions for doing the task.
7. There is an interview control (specifically for researchers) that is similar to the answer key that contains possible sentences that arise from the utterances of the research subject. This interview control is to facilitate researchers when conducting interviews.

Image 1 below is an example of an illustrative image used in the interview.

Donna hito to kekkon shitai desu ka. Eranda riyuu wa nan desu ka.

Pay attention to the illustrative image, then make compound sentences using conjunctions such as: *-te, node, kara, ka dou ka*, *ga, temo, ato de, toki* or other conjunctions that you can use to convey reasons for choosing a partner.

Example sentences:
Kekkon to iu no wa aite to isshou ni kurasu koto nanode, shinsetsu de yasashii kokoro o motsu hito ga kekkon aite toshite ii to omoimasu.

Figure 1: Example of illustration media in the semi-structured interview technique.

Data analysis is based on one of the smallest main clause archetypes as a tool used to analyze the syntactic structure. Parera (2009) states the basic pattern of main clause is characterized as single, active, affirmative sentences, positive, and complete. The *fukubun* construction obtained from the analysis of the deep structure is termed type. The writing of the *fukubun* construction type refers to the concept of sentence structure transformation analysis proposed by Suhardi (2017), while the alphabetical codification of the type is written by researchers randomly. The basic pattern of main clauses in *fukubun* is constructed from the components of FN+FPred or FPred phrases only. The predicative phrases in the basic structure of this clause serve as a reference for the reclassification and recodification of the structure of the *fukubun* clause. Encoding for *fukubun* with transitive verb predicative phrases in its main clause written as type B.

The classification and reduction of data is then carried out by paying attention to how many research subjects describe the *fukubun* in each variety of *fukubun*. This is done because based on observations of data, there are research subjects who are very productive only in certain types of *fukubun*. Considering this, researchers consider it necessary to determine the minimum number of speakers in each variety of *fukubun*. Based on the results of the identification of overall data, it is known that in one variety of *fukubun* at least 5-6 research subjects were spoken. Therefore, it is determined that *fukubun* spoken by at least 6 research subjects in each variety of *fukubun* is considered representative of *fukubun* acquisition in all research subjects. The classification is based on 2 criteria, namely: the predicative phrase verb in the main clause and the minimum number of speakers in each variety of *fukubun*. This research is also limited to *fukubun* which consists of 2 clauses only, namely 1 main clause and 1 subordination clause, as well as to *fukubun* construction consisting of main clauses and subordination clauses with transitive verb predicative phrases only.

RESULTS

After interviewing the research subjects, a *fukubun* construction analysis was then carried out. 98 utterances were found that use type B *fukubun*. The utterances are divided into 4 types of *fukubun* construction which are derivatives of type B,

e- ISSN 2528-5548 | p-ISSN 2776-4478

namely: type BB, BB (1) type, BB (2) type, and BB (3) type. In order to see how B type *fukubun* is constructed in the utterances of the research subject, then an analysis of the transformation process is carried out using the T-rule of the *fukubun*. The description is as follows.

BB Type *Fukubun* Construction

The BB type *fukubun* construction has the following deep structure (DS): #S# => (X) FN1+ FN2 + FVt1+ Konj + FN3 + FN4 + FVt2(Y). FN1 and FN3 are subject to their respective clauses; FN2 and FN4 are objects of monotransitive verbs. FVt1 and FVt2 are monotransitive. The following is an example of BB type *fukubun* in the utterances of the research subject. DS is the deep structure, and TS is the transformation structure.

(1) 平仮名の読み方を勉強して、漢字の読み方を勉強します。
Hiragana no yomikata o benkyou shite (S1), kanji no yomikata o benkyou shimasu.(S2)
'Learn how to read hiragana letters then learn how to read kanji.'

Fukubun (1) is formed from clauses:
1. (*Watashi ga*) *hiragana o benkyou suru.* (clause 1/subordination clause/S1)
2. (*Watashi ga*) *kanji o benkyou suru*. (clause 2/core clause/S2)

The T-process rule that occurs in *fukubun* (1) is as follows.

DS: (X)FN1+FN2+FVt (Y); (X)FN3+FN4 + FVt (Y)
TS: (X)Ø+FN2+FVt(Y) + *te*
(X)Ø+FN4+FVt(Y)
=> (X)Ø+FN2+FVt+konj-*te* + Ø + FN4 + FVt (Y)

Omission (Ø) occurs in subjects S1 and S2 (FN1 and FN3). In *fukubun* (1) subject S1 is equal to S2 or FN1=FN3. Conversion of verbs in S1 into the form *–te* as a connecting conjunction (*setsuzoku joshi*).

BB (1) Type *Fukubun* Construction

The construction of *fukubun* type BB (1) has the following DS: #S# = > (X) FN1+ FN2 + FN3 + FVt1+ konj + FN4 + FN5 + FVt2 (Y). FN1 and FN4 are subject to their respective clauses; FN2 and FN3 are objects of bitransitive verbs, and FN5 are objects of monotransitive verbs. The following is an example of *fukubun* type BB (1) in the utterances of the research subject.

(2) A さんは　いちいち、いちいち　ステップは私に 教えた　教えて　ながら、教えるながら、教え　教えながら、A さんは材料を準備しておきます。
A san wa ichi ichi, ichi ichi suteppu wa watashi ni oshieta oshiete nagara, oshieru nagara, oshie oshie nagara, A san wa zairyo o junbi shite okimasu.
'Mr. A while teaching me one by one step, Mr. A prepares the materials.'

Fukubun (2) is formed from clauses:
1. *A san wa watashi ni suteppu o oshieru*. (S1)
2. *A san wa zairyo o junbi suru*. (S2)

The T-process rule that occurs in *fukubun* (2) is as follows.

DS: (X) FN1+FN2+FN3+FVt (Y); (X)FN4 + FN5 + FVt (Y)
TS: (X)FN1+Adv-Qt + FN3 + FN2 + FVt (Y) + *nagara*
(X)FN4+FN5+FVt(Y)
=> (X) FN1+ Adv-Qt +FN3 + FN2 + FVt + conj-*nagara* + FN4 + FN5 + FVt (Y)

In *fukubun* (2) there is an addition of quantity adverbs, namely *ichi ichi* 'one by one' on S1, and the addition of *nagara* conjunctors as a link between S1 and S2.

BB (2) Type *Fukubun* Construction

The construction of *fukubun* type BB (2) has the following DS: #S# = > (X) FN1 + FN2 + FVt1+ konj + FN3 + FN4 + FN5 +FVt2 (Y). FN1 and FN3 are subject to their respective clauses; FN2 is the object of the monotransitive verb, and FN4 and FN5 are the objects of the bitransitive verb. The following is an example of *fukubun* type BB (2) in the utterances of the research subject.

(3) ゼミナールのコンセプトを作った後で、彼はえっと会長にそのコンセプトを報告しました。
Zemina no konseppu o tsukutta ato de, kare wa etto kaichou ni aa.. sono konseppu o houkoku shimashita.

e- ISSN 2528-5548 | p-ISSN 2776-4478

'After drafting the seminar. He (male) ehm reported the concept to the seminar chairman'.

Fukubun (3) is formed from clauses:
1. (*Kare wa*) *zemina no konseppu o tsukuru*.(S1)
2. *Kare wa kaichou ni sono konseppu o houkoku suru*.(S2)

The T-process rule that occurs in *fukubun* (3) is as follows.

DS: (X) FN1+FN2+FVt(Y); (X)FN3+FN4 + FN5 + FVt(Y)
TS: (X) Ø+FN2+FVt (Y)
(X) FN3+FN4+FN5+FVt (Y) } + *ato de*
=> (X) Ø + FN2 + FVt + conj-*atode* +FN3 + FN4 + FN5 + FVt (Y)

Omission (Ø) occurs in subject S1 (FN1). In *fukubun* (3) the subject S1 is equal to S2 or FN1=FN3. Conversion of verbs in S1 into the past tense *–ta* (*ato*) as connecting conjunction (*setsuzoku joshi*) S1 and S2.

BB (3) Type *Fukubun* Construction

Meanwhile, the BB type *fukubun* construction (3) has the following DS: #S# = > (X) FN1+ FN2 + FN3 + FVt1+ konj + FN4 + FN5+ FN6 + FVt2 (Y). FN1 and FN4 are subject to their respective clauses; FN2 and FN3, as well as FN5 and FN6 are objects of bitransitive verbs. The following is an example of *fukubun* type BB (3) in the utterances of the research subject.

(4) 妹も 両親からも お年玉を もらうんだけど, えと 私は えと お姉さんにとって お姉さんにとって えと 妹を 妹に ぬいぐるみを 買いたいんです。
Imouto mo ryoushin kara mo otoshidama o moraun dakedo, eu watashi wa eu onesan ni totte onesan ni totte eto imoto o imoto ni nuigurumi o kaitai ndesu.

'Although my younger sister from parents also received otoshidama, ehm I ehm as an older sister (sister) ehm my sister for my younger sister wanted to buy a doll.'

Fukubun (4) is formed from clauses:
1. *Imouto mo ryoushin kara otoshidama o morau*. (S1)
2. *Watashi ga imouto ni nuigurumi o kau*. (S2)

The T-process rule that occurs in *fukubun* (4) is as follows.

DS: (X)FN1+FN2+FN3+FVt (Y); (X)FN4 + FN5 + FN6 + FVt (Y)
TS: (X)FN1+FN2+FN3+FVt (Y)
(X) FN4+Adv- Pronoun+ FN5 + FN6+ FVt (Y) } + *kedo*
=> (X)FN1+FN2+FN3+FVt+conj-kedo+ FN4+Adv-Pronoun +FN5+FN6 + FVt (Y)

In *fukubun* (4) there is the addition of the conjunct *-kedo* as a liaison between S1 and S2, and the addition of adv-pronoun + *ni totte* namely *oneesan ni totte*.

Based on the T-rule analysis on the DS of the four types of fukubun construction, it was found that certain types of conjungtive transformation (hereinafter abbreviated as CT) appear on the surface structure/transformation structure (TS) of each type of *fukubun*. In this B type *fukubun*, 8 types of CT have been founded, with details as follows: The CT on BB type *fukubun* are situation-modality, temporal, temporal in the same occasion, juxtaposition/serial, concessional situation, election/alternative, causality, volitional; The CT on the BB (1) type *fukubun* is modality-situation only; The CT on the BB (2) type fukubun is the juxtaposition/serial, the causality, and the temporal; The CT on the BB (3) type *fukubun* is the parallel/serial and the concessional. Table 2 below is a matrix table containing the frequency of appearances in the utterances of the research subject.

e- ISSN 2528-5548 | p-ISSN 2776-4478

Table 2: Conjungtive transformation (CT) slice matrix on B type *fukubun* construction variety.

No	B Type *Fuku-bun*	The frequency of occurrence of various conjungtive transformations (CT)							
		Situation-modality	**Tempo-ral**	**Temporal timing**	**Align-ment/ serial**	**Concessive situations**	**Elections/ Alternatives**	**Causa-lity**	**Will/ voli-tive**
1	BB type	7	12	3	18	4	16	20	6
2	BB (1) type	2							
3	BB (2) type		2		4			1	
4	BB (3) type				3	1			
	Total	8	14	3	25	5	16	21	6

In the table, it appears that the use of BB type *fukubun* in the utterances of research subjects shows a relatively high frequency of occurrence, which is 86 times. In addition, BB type *fukubun* experiences 8 varieties of CT, while in other types it only occurs between 1 to 3 varieties of CT. In the table also appears causality conjunction in the BB type *fukubun* structure show a relatively high frequency of use compared to other conjunctions. But when viewed as a whole in type B, the alignment/serial conjunct shows a relatively high frequency of use, with details on type BB a total of 18 occurrences, but only 3-4 occurrences in 2 other types, namely: type BB (2) and (3). While volitive CT characterized by the *-tame* conjunct only appears in BB type *fukubun* with 6 occurrences.

BB type *fukubun* with causality CT contains various conjunctions, namely: *-kara*, *-node*, *-desukara*, *-te/de*. Type BB conjunct causality showed a relatively high frequency of use with the occurrence of 22.4% of the total B type (98 *fukubun*); followed by BB type with alignment/ serial CT with conjunctive *-te* amounting to 18.3%, selecting/alternative CT with a variety of conjunctors *-toka*, *-to*, *-tari*, *-ka* amounting to 16.3%, temporal CT with a variety of conjunctors *-ta ato*, *-mae ni* amounting to 12.2%, the remaining 20.4% divided into other types of CT in BB type *fukubun*. Looking at these quantitative data, it can be said that there is a dominance of type BB in the construction of B type *fukubun* in the utterances of beginner Japanese learners. This dominance is also characterized by the tendency of research subjects to use BB-type constructions when describing various situations. Although the conjunction used are very diverse, the research subjects still construct their utterances in BB type *fukubun*. In addition, the dominance of type BB *fukubun* construction implies the statement that the utterances of the research subject can be said to be relatively simple because it only contains 1 object in each clause.

Furthermore, the transformation process analysis of BB type *fukubun* construction focused on CT with a frequency of occurrence above 10 occurrences only, namely: causality, alignment/serial, selection/alternative, and temporal. CT analysis of BB-type *fukubun* uses T-rule to explain transformation processes (T-processes) and P-marker derivation in *fukubun* construction. This process details the origin of sentence derivation and how the transformation process from DS to ST in the utterances of the research subject. Transformation analysis on research data is focused on elementary transformations only, namely: addition, omission, permutations, and replacement. The following is a classification based on the analysis of such data.

1) In temporal CT, it was found that there was a tendency for speakers (research subjects) to omit the subject of perpetrators both in subordination clauses and main clauses, as in the following data case example.

   (5) *Ee souji shita ato, ee isu o narabete imasu.*
   ええ　掃除した後、ええ　いすを並べています。
   'um after cleaning up, lined up the chairs.'

   DS in a sentence (5) is *watashi wa souji suru* (subordination clause/S1) and *watashi wa isu o naraberu* (main clause/S2). T-process in the form of omission of the perpetrator's subject '*watashi*' occurs in S1 and S2.

2) The serial CT also shows the same tendency as temporal, where the speaker omits the perpetrator subject in both S1 and S2. If the subject, object or information on S1 and S2 are the same, then the tendency that occurs is

e- ISSN 2528-5548 | p-ISSN 2776-4478

to omit the subject, object or information on S2, and maintain or make it a topic on S1 by way of permutation, focusing, and so on, for example in the following data case example.

(6) *Kyou watashi wa haha o byouin e surete ite, teikikenshin o shimasu*.
今日私は母を病院へ連れていて、定期健診をします。
'I take my mother to the hospital now, then receive a routine medical check-up.'

The deep structure in *fukubun* (6) are *watashi ga haha o byouin e tsurete iku* (S1), and *haha ga teikikenshin o suru* (S2). Mother '*haha*' on S1 is the object, and on S2 as the subject. The speaker omits *haha* on S2 and keeps it on S1. Meanwhile, in the following example of *fukubun* data case (7), the T-process focused on object (*boushi*).

(7) *Sono boushi wa korekushon o shite, iroiro na kuni kara atsumemashita*.
その帽子はコレクションをして、いろいろな国から集めました。
'Collect these hats, and collect them from various countries.'

The T-process by focusing the object as the topic occurs in this way. The deep structure in *fukubun* (7) are *watashi ga sono boushi o korekushon suru* (S1), and *watashi ga boushi o atsumeru* (S2). There is a omission of the subject on S1 and S2, then the speaker performs the T-process by omitting the object ('*boshi*' hat) on S2, and then making the object as the topic on S1 in that *fukubun*. There is also a T-process of adding adverbs, namely *iroiro kuni kara* 'from various countries' in S2.

3) The alternative/selection CT occurs in the most tendency to merger the subject of the perpetrator and the verb predicate. As in the following data case example.
(8) *Juusu o junbi shite, etto tabemono nara sandoitchi to ..... mm tenpura.... sandoitchi ya tenpura ya keeki to .. etto chippusu o junbi shite okimasu*.
ジュースを準備して、えっと　食べ物ならサンドイッチと。。。ええてんぷら。。サンドイッチやてんぷらやケーキと。。。えっとチップスを準備しておきます。
'Preparing juices, then hmm food e.g. sandwiches and... hmm tempura... Prepare sandwiches, tempura, cakes, and... hmm chips.'

The DS in sentence (3) *is watashi juusu o junbi suru* (S1), *watashi sandoichi o junbi suru, watashi tenpura o junbi suru, watashi keeki o junbi suru*, and watashi *chippusu o junbi suru* (S2). T-Process merging occurs in the perpetrator subject i.e. *watashi* and the verb predicate phrase in S2 i.e. *junbi suru.*

4) In the causality CT, research subjects shows a more varied and complex T-process. The tendency in the form of subject completion in both S1 and S2 relatively often appears in the utterances of research subjects, for example: if the subjects in S1 and S2 are the same, there is a omission of subjects in S1 and S2; or the subject in S2 is omitted; In addition, the tendency of T-process adding adverbs (location, time) in S1 or in S2 is often found. If compared, the addition of adverbs is more often done in S2. Other T-process variations include the permutation of the structure to S2→S1; omission of objects; focused by turning objects into topics; if the subjects in S1 and S2 are different, then the subject that is the first pronoun (*watashi*) is omitted, and so on. Here's an example case of adverb omission and addition data.

(9) *A san wa kare raisu o tsukuritai kara, kesa ichiba de zairyo o kaimashita*.
A さんはカレライスを作りたいから、今朝市場で材料を買いました。
'Since Mr. A wanted to eat curry rice, bought the ingredients this morning at the market.'

The deep structure in *fukubun* (9) are A *san ga kare raisu o tsukuru* (S1), and A *san ga zairyo o kau* (S2). The subjects in S1 and S2 are the same, then the subjects in S2 are omitted, and there is the addition of time/location adverbs namely *kesa* 'this morning' and *ichiba de* 'in the market' in S2.

(10) *Osake o nomanai desukara, ee asoko de ju-su eh ju-su o chumon chumon shimashita*.

e- ISSN 2528-5548 | p-ISSN 2776-4478

お酒を飲まないですから、ええ　あそこでジュースを注文しました。
'Because you don't drink sake, um... there are juice eh ordered juice'

The deep structure in *fukubun* (10) are *watashi wa osake o nomu* (S1), and *watashi wa juusu o chumon suru* (S2). There is a omission of the subject in S1 and S2, and the addition of a location adverb that is *asoko de* 'there' in S2.

In addition to elementary T-processes, T-processes appear to be verb and adjective conversions too. This change is as integral to *fukubun* construction as it is to nominalization in Indonesian. Changing verbs in research data such as changing verbs into conjunctions *–te*, past *–mashita/-ta*, form *–masu*, aspect/tense *–te imasu*, a form of denial *–nai*, modalities *–nakereba naranai*, *-tai*, *-te oku*, and so on; Changing adjectives e.g. into the form *-ku* when facing verbs. These adjective changes do not appear very often in the utterances of research subjects.

DISCUSSIONS

Referring to the analysis, it can be said that the construction of *fukubun* with predicative phrases of transitive verbs in the utterances of beginner Japanese learners is characterized by dominance and certain tendencies. In type B *fukubun* construction (transitive verb predicate phrases in main clauses) 4 types of type B derivative constructions are found, namely: BB type refers to the type of *fukubun* deep structure construction composed of main clauses and subordination clauses with predicative phrases of monotransitive verbs, as follows. (X) FN + FPred (FN + FVt) (Y) ; (X) FN + FPred (FN + FVt) (Y); BB (1) type refers to the type of *fukubun* deep structure construction composed of a monotransitive verb predicative phrase main clause and a bitransitive verb predicative phrase subordinate clause that requires 2 complements, as follows. (X) FN + FPred (FN + FN + FVt) (Y) ; (X) FN + FPred (FN + FVt) (Y); BB (2) type refers to the type of *fukubun* deep structure construction composed of a main clause with a predicative phrase of bitransitive verbs that requires 2 complements and a subordinated clause of predicative phrases of monotransitive verbs, such as the following. (X) FN + FPred (FN + FVt) (Y) ; (X) FN+FPred (FN+FN+FVt)(Y); and BB (3) type refers to the type of *fukubun* deep structure construction composed of main clauses and subordination clauses with predicative phrases of bitransitive verbs that require 2 complements, such as the following. (X) FN + FPred (FN + FN + FVt) (Y) ; (X) FN + FPred (FN + FN + FVt) (Y). Of the four derivative types, it appears that there is a dominance of BB type construction in the utterances of Japanese beginner learners, which is a total of 86 appearances. The dominance of BB type in the utterances of research subjects is marked by the tendency to use BB type construction when describing various situations. Although the subjects of the study described events using various conjunctions, they were still in BB-type construction. The dominance of this BB type also has implications for the statement that when viewed from the use of monotransitive verbs, the utterances of the research subject is relatively simple because it only requires 1 object in the subordination clause or main clause.

This finding has similarities with research findings by Ordem (2017), Zhang (2016), namely beginner (intermediate) foreign language learners when speaking in complex sentences often use simple forms and basic forms. The findings of this study also strengthen previous studies. (Nakaishi (2005a), Morita (2004), Kobayashi and Naoi (1996), and Ito (2021, p.26) that students of Japanese as a foreign language have a tendency to use transitive verbs more often in their speech.

On the other hand, this is in contrast to the habits of Japanese utterances among native speakers. Sakai (2013, p.11) states that intransitive FV as basic phrase markers appear more often in the use of native speakers. In her research on sentences in 22 Japanese novels, the frequency of using sentences with direct objects or transitive sentences was 22% of the total 1563 sentence examples. The frequency of using complementary sentences, which is also a characteristic, in Japanese intransitive sentences is 30%, and sentences without a direct object or complement is 48%. Furthermore, Sakai (2013) explained that there is no direct object due to omission, but overall there is no direct object because the sentence is an intransitive sentence. Thus, his research proves that in Japanese the use of intransitive sentences is more/frequent than transitive sentences.

Differences in the use of verbs in the utterances of native speakers and Japanese language learners as a foreign language indicate differences in

e- ISSN 2528-5548 | p-ISSN 2776-4478

viewing an event. It could be caused by, *first* the method of teaching Japanese, whereas the frequency of *fukubun* constructions with transitive verbs in Japanese language textbooks play a significant role in influencing students' mastery. In textbooks at the basic level, transitive sentence structures and transitive verbs appear more frequently than intransitive verbs. *Secondly*, the difference in passive sentence structure in Japanese and Indonesian is still as an obstacle in mastering intransitive sentences. *Third*, the complexity faced by speakers in the context of direct communication tends to direct students' cognition to things that are more quickly found in the lexicon of thought, such as syntactic and lexical structures that are easier to use and more similar in structure to the speaker's language background.

Furthermore, in this B type *fukubun*, 8 varieties of CT (Conjungtive Transformation) were found. These eight varieties that appear in BB-type constructions, with a relatively frequently use in causality, alignment/serial, selection/alternative, and temporal conjunctions. The use of complex sentence constructions with causality conjunctions in the speech of research subjects shows a relatively high frequency of occurrence. This tendency was also seen in previous research (Mintarsih, Yulianto, & Subandi, 2022). This is interesting for further research, because layers in causality complex sentences can be used to investigate more deeply the interactions between various components in complex sentence structures. As stated by Verstraete (2008) the causality complex sentence construction is one of the other two constructions (constructions of purpose, and intended endpoint) that have a special position in the typology of complex sentences. This type of construction proves the existence of certain layers between clauses, especially it can be used to distinguish organization related to descriptions and those related to interactions, furthermore it can explore deeply the layers of structure related to interactions in modal and illocutionary components. This phenomenon in causality complex sentences can be followed up in further research.

T-process analysis is performed on a variety of elementary transformations only. The analysis shows several trends in the process of elementary transformation in the utterances of the research subject, namely: in temporal CT it was found that there was a tendency for speakers (research subjects) to omit the perpetrator subjects both in subordination clauses and main clauses; in serial CT also found the same tendency as temporal CT, namely the speaker omits the perpetrator subject in both S1 and S2. In this series CT, there is a tendency if the subject, object, or information on S1 and S2 are the same, then the tendency that occurs is to omit the subject, object, or information on S2, but maintain or make it a topic on S1 by permutation, focusing, and so on; in the alternative/selection CT, the transformation process that occurs is the merging transformation, with the most tendency to combine the subject of the doer and the verb predicate; while in the causality CT the research subjects showed a more varied and complex T-process. The tendency in the form of subject omission in both S1 and S2 relatively often appears in the utterances of research subjects, for example: if the subjects in S1 and S2 are the same then there is a omission of the subject in S1 and S2; or the subject in S2 is omitted; in addition, the tendency of T-process adding adverbs (location, time) in S1 or in S2 is often found. If compared, the addition of adverbs is more often done in S2. In addition to elementary T-processes, verb, and adjective transformation were also seen (in this study they were not analyzed). Changing verbs in research data such as changing verbs into conjunctions *–te*, past *–mashita/-ta*, form *–masu*, aspect/tense *–te imasu*, a form of denial *–nai*, modalities *–nakereba naranai*, *-tai*, *-te oku*, and so on; conversion of adjectives e.g. into the form *–ku*+V. These adjective changes do not appear very often in the utterances of research subjects

CONCLUSIONS

This research on the construction of complex sentences with predicate verb phrases proves the dominance of the use of monotransitive verbs in the main clause and subordinate clauses in student utterances. This is contrary to the general utterances of native speakers who more often use intransitive verbs. Because the verb is one of the focus on a sentence construction, the difference in the use of this verb has indicated a difference in speakers' utterance patterns. This tendency reveals one of Indonesian students' difficulties in understanding the utterance of native speakers. On the other hand, the construction of complex sentences on research subjects also tends to be simple and uses basic forms. Furthermore, it appears that there is a dominance of the use of certain types of conjunctions in *fukubun*

e- ISSN 2528-5548 | p-ISSN 2776-4478

construction, such as: serial conjunctions and causality. Process transformation analysis also proves that there are omissions, additions, combinations, and permutations in the formation of *fukubun* constructions in the speech of research subjects. These tendencies can be identified as specific Indonesian leaners' utterance patterns when describing or explaining various events in Japanese as a foreign language.

The trends in complex sentence construction in this study have implications for further research in order to investigate more deeply the differences in utterance patterns between native speakers and non-native speakers, as well as have implications for applicable teaching learning in Japanese by increasing learning activity in productive aspects.

This research has not yet completely found the utterance patterns of Japanese learners, but through this research, it has been found that certain dominance and tendencies of Japanese beginner learners when learning Japanese. Continuous research needs to be done so that eventually these tendencies can lead to the discovery of utterance patterns in the process of learning Japanese as a foreign language.

REFERENCES

Achmad, A. K. (2018). Kalimat majemuk koordinatif bahasa Jerman: Kajian tata bahasa transformasi versi teori standar (Standard theory) [Review of the grammar of transformations of standard theory versions]. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*. *2*(1), 63-69.

Arnawa, N. (2016). Struktur semantik dan pembatasan gramatikal: Studi kasus pada kalimat bahasa Indonesia [Semantic structure and grammatical boundaries: A case study on Indonesian sentences]. *Prosiding Seminar Nasional Bahasa, Sastra, & Pengajarannya IV: Pemartabatan Bahasa dan Sastra Indonesia dalam Kajian Bahasa, Sastra, dan Pengajarannya, Singaraja*, 43-52.

Djuwita, B. R. (2010). Tipe dan Pola Klausa Subordinatif Bahasa Indonesia [Type and pattern of subordination clause in Indonesian]. *Jurnal Sosioteknologi, 20*(9), pp 895-922.

Hagiwara, A. (2010). *Attention and L2 Learners' Segmentation of Complex Sentences* (Doctoral dissertation). Retrieved from OpenDissertations.

Haryati. (2015). The analysis of elliptical noun phrases of the book A complete collection of English Proverbs by using transformational generative grammar at English Department, Andalas University. *Vivid Journal, 4*(1).

Ito, H. (2014). From native-speaker likeness to self-representation in language: Views from the acquisition of japanese transitive and intransitive verbs. *Jurnal Acta Linguistica Asiatica, 11* (1). DOI: 104312/ala.11.1.25-36. pp.25-36.

Iwata, R. (2013). Nihongo no higenteiteki meishi shuushokusetsu to suiron youhou no "kara" setsu ni tsuite [Non-restrictive Noun Modifier Clauses in Japanese and "~kara" Clauses in Inferential Usage]. *Tenri Daigaku Gakujou. 65*(1).

Kobayashi, N., & Naoi, E. (1996). Are [Japanese] relative transitive-intransitive verbs learnable? A study of Spanish speakers. *Japanese Language Teaching Journal*, *11*, 83-98.

Mintarsih, M., Yulianto, B., Subandi, U. Z., Fanani, N., & Sasanti, S. (2020). Japanese Compound Sentences of Syntactic Structure Acquisition in University Student's Speech. *Proceeding of the International Joint Conference on Arts and Humanities (IJCAH 2020)*. pp. 755-762. Retrieved from https://doi.org/10.2991/assehr.k.201201.126.

Mintarsih, M., Yulianto, B., & Subandi, U. Z. (2022). Pembentukan struktur *fukubun* kausalitas pada pertuturan pemelajar bahasa Jepang: Kajian generatif transformational [The formation of the structure of *fukubun* causality in the speech of Japanese learners: A transformational generative study]. *JPBJ, 8*(3), pp. 286-295.

Morita, M. (2004). The acquisition of Japanese intransitive and transitive paired verb by English speaking learners: Case study at the Australian National University. *Japanese-Language Education Around The Globe*, 14, pp.167-192.

Nakaishi, Y. (2005a). A second language study on transitive-intransitive verb pairs: An analysis of the uses of '*Tsuku/Tsukeru*', '*Kimaru/Kimeru*' And '*Kawaru/Kaeru*'. *Japanese Language Education*, 124, pp. 23–32.

Nakaishi, Y. (2005b). Do learners make properly-differentiated use of transitive and intransitive verbs? A transitive-intransitive verb pair acquisition study using utterance surveys. In M. Minami (Ed.), *New directions in applied linguistics of Japanese* (151–161). Tokyo: Kurosio Publishers.

Ordem, E. (2017). Emergence of complex sentences in second language acquisition. *Turkish Studies: International Periodical for the Languages, Literature and History of Turkish or Turkic*, *12*(6), pp. 603-612. DOI http://dx.doi.org/10.7827/zturkish Studied

Pangaribuan, T. (2008). *Paradigma Bahasa [Language Paradigm]*. Yogyakarta: Graha Ilmu.

Parera, J. D. (2009). *Dasar-Dasar Analisis Sintaktis [Fundamentals of Syntactic Analysis]*. Jakarta: Erlangga.

Sutedi, D., & Widianti, S. (2016). Kalimat pengandaian bahasa Jepang: Kajian sintaktis dan semantis [Japanese supposition sentences: A syntactic and semantic study]. *Jurnal Pendidikan Bahasa dan Sastra*. *16*(1), 23 – 3232. DOI: http://dx.doi.org/10.17509/bs jpbsp. v15i2

e- ISSN 2528-5548 | p-ISSN 2776-4478

Suganuma, N. (n.d.). Nihongo no *fukubun*: Jokenbun to genin-riyuubun no kijutsuteki kenkyu [Japanese complex sentences: A descriptive study of conditional sentences and causative sentences]. *Nihongo no Kenkyu, 6*(2), pp. 93-98.

Suhardi. (2017). *Dasar-Dasar Tata Bahasa Generatif Transformasional [Fundamentals of Transformational Generative Grammar]*, Yogyakarta: UNY Press.

Sulastra, J. S. (2014). Perancangan penganalisisan struktur kalimat bahasa Indonesia dengan menggunakan Constraint-based Formalism [Design of sentence structure analysis Indonesian using Constraint-based Formalism]. *Lontar Komputer: Jurnal Ilmiah Teknologi Informasi, 5*(2).

Sakai, Y. (2013). *Syntax Tree Diagram in Japanese: From Deep Structure to Japanese Surface Structure*. Tokyo: University of Technology.

The Japan Foundation. (2017). *JF Standard bagi Pendidikan Bahasa Jepang, Petunjuk Pemakaian bagi Pengguna [JF Standard for Japanese Language Education, User's Guide]* (Indonesian edition.). Penerjemah: T., Sawitri & The Japan Foundation). Tokyo: Kokusaikoryukikin.

Verstraete, J. (2008). The status of purpose, reason, and intended endpoint in the typology of complex sentences: Implications for layered models of clause structure. *Linguistics*, *46*(4), pp.757-788.

Zhang, X. (2016). A corpus-based study on Chinese EFL leaners' acquisition of English existential construction. *Journal of Language Teaching and Research*, *7*(4), pp. 709-715. DOI: http://dx.doi.org/10.17507/jltr.0704.10

e- ISSN 2528-5548 | p-ISSN 2776-4478