

Analysis of The Meaning of *Setsuzokujoshi Nagara* As A Component of Compound Sentences

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Abstract

The morphological role of the *setsuzokujoshi* (接続助詞) *-nagara* as an auxiliary form of verb conjunction (*dōshi*) is to connect one clause to another through verbal linkage, thereby producing new semantic relationships. In basic usage, *-nagara* expresses a limited meaning, as in the statement “while watching, chewing gum.” As a type of *setsuzokujoshi*, *-nagara* belongs to the *heiretsu* (並列) category, which denotes two actions occurring simultaneously or nearly at the same time. The purpose of this study is to explore the range of semantic variations of *-nagara* understood by learners of Japanese. Morphologically, its function is tied to the auxiliary verb *-masu* (助動詞ます); however, semantically, not all verbs can co-occur with *-nagara*. The findings suggest that learners experience significant difficulty in comprehending the semantic scope of *-nagara*. This is evidenced by questionnaire results showing that more than 50% of respondents made semantic errors. The results indicate that many students fail to grasp the extended meanings and additional functions of *-nagara*, suggesting that this difficulty is also common among intermediate to advanced learners of Japanese in Indonesia.

Keywords: *Setsuzokujoshi*, *Konyugasi*, Country, *Jodoushimasu*.

Introduction

In Japanese grammar, the form *-nagara* (「ながら」) is classified as a conjunctive particle (接続助詞 *setsuzoku-joshi*) that functions to connect two verbs within a complex sentence construction. This form attaches to the *ren'yōkei* (連用形, continuative form) of a verb and expresses a relationship of simultaneity (同時性) or parallel actions (並列性 *heiretsu-sei*) between two events occurring at the same time. In Indonesian, this meaning is generally translated as “while” or “sambil,” as seen in the sentence 「彼は映画を見ながら飴をかんでいる」 (“He is watching a movie while chewing candy”). In such a structure, the action marked by *-nagara* serves as the secondary action, whereas the subsequent action functions as the primary action (Makino & Tsutsui, 1986). The formulation of this research problem is to describe the acceptance of the meaning of *nagara* as a consequence of the relationship between the verbs of the second action (*secondari action*) and the primary action in compound sentences.

ながら (*state*) is a type of *conjunction* auxiliary (接続助詞 (*setsuzokujoshi*) that binds itself to the verb form *masu*. The important role of *-nagara* in pluralistic sentences forms the meaning of equality or *heiretsu* in two cases of plurality of sentences. In Indonesian it is translated with the word “sambil” as in the sentence, “la watching television while eating candy”, “Kare wa eiga wo minagara ame wo kandeiru”. It can be seen here that the two verbs of the sentence consist of two activities that occur simultaneously. According to Makino and Tsutsui (1986), the verb “chewing/kandeiru”, functions as an occasional action (the second action), while the verb “watching”, ‘miru’ is the primary action. State liaison is conjugated with the verb of secondary action. It is further said, that the active verb type (動作動詞) in the condition of the second action and the main action will allow for the occurrence of relevant semantic relationships (*heiretsu*). In this case, it can be unacceptable for compound sentences to be entered if they are entered with verb types such as in the case, 彼女は喜びながら泣いた、*non-volitional non-volitional Emotive Verbs* and *te iru* (*current*) are meaningfully unacceptable in compound sentences. Many cases were encountered in this study, and will be raised as important material for teaching the basics of Japanese compound sentences.

Makino and Tsutsui (1986) further explain that simultaneity in the use of 「ながら」 is acceptable only when both verbs are action verbs (動作動詞) that allow a parallel semantic relationship. Therefore, verbs that are non-volitional, emotive, or denote a state are generally

incompatible with *nagara* constructions. For example, a sentence like 「彼女は喜びながら泣いた」 is considered semantically unnatural because it does not represent two conscious actions occurring simultaneously; instead, it depicts an emotional condition that cannot be readily interpreted as parallel volitional acts. Similarly, verbs that indicate a continuous state, such as those in the 「～ている」 form, do not always combine naturally with 「ながら」, as they may produce awkward or semantically inconsistent interpretations.

This phenomenon is particularly significant in the context of teaching Japanese as a foreign language, as the *nagara* construction is seemingly simple yet semantically complex. Previous studies have shown that learners frequently struggle to determine which verbs can appropriately co-occur with this pattern. Yamada (2002) found that beginner-level students tend to overuse 「ながら」 without considering the volitional characteristics of the verbs, resulting in pragmatically unacceptable sentences. Similar findings are reported by Kobayashi (2010), who observed that foreign learners often attach emotive or stative verbs as secondary verbs, thereby obscuring the primary-secondary relationship within the sentence.

Another study by Sutedi (2016), focusing on the teaching of complex sentence constructions in Japanese, shows that Indonesian learners often interpret 「ながら」 as expressing a causal relationship or sequential action, leading to semantically inconsistent sentences. Furthermore, research by Nurhayati (2018) on morphological and syntactic errors in Japanese complex sentences found that more than 40% of errors occur in constructions expressing simultaneity, particularly 「ながら」 and 「～つつ」, caused by learners' limited understanding of secondary verb functions.

Given the frequent inaccuracies in learners' usage of 「ながら」, it is necessary to conduct a more in-depth investigation into how students understand the morphological processes, semantic relationships, and syntactic functions of this pattern. Therefore, the research problem addressed in this study is to describe the acceptability of the meaning of *nagara* as a consequence of the relationship between secondary and primary verbs in Japanese complex sentences.

The purpose of this research is to see the extent to which students understand the morphological process of *nagara* and the meaning presented in the relationship of compound sentence verbs in Japanese grammar. This study aims to identify the extent of students' understanding of the morphological formation of 「ながら」 and to analyse their ability to determine the semantic relationship between the two verbs in a complex sentence structure. The findings are expected to contribute to the development of instructional materials, particularly for teaching Japanese syntax at the beginner to intermediate levels.

Theoretical Foundations

Position and Morphological Process of the *Nagara*

Setsuzokujoshi nagara in the classification of word types (品詞分類) occupies the position as a type of *joshi* (auxiliary word) consisting of *kakujoshi*, *setsuzokujoshi*, *fukujoshi*, *shuujoshi*. *Nagara* is classified into *setsuzokujoshi* which functions to connect two clauses through conjugation to active verbs. *Setsuzokujoshi* consists of two words, namely '*setsuzoku*' and '*joshi*'. Meaningfully the first word refers to the meaning of '*link*' and the second word as an auxiliary word or '*joshi*'. *Setsuzokujoshi nagara* can be conjugated with other words so that it forms a new meaning. This conjunction adjective is classified as *fuzokugo* (付属語), a type of word that cannot stand alone, see input by Takayuki Tomita (1991: 68), 接続助詞は主にふんとふんをつなぐ役目をしますが、接続助詞は主によけに付いて一つの文の中でそこまでの部分とその後ろの部分とつなぐ役目をします。

Some types of *setsuzokujoshi* consist of, *Junsetsu type* (順接), which is a node and *kara* that indicates a statement of conditions that can or cannot be fulfilled due to previous factors; A type of *gyakusetsu* (逆説), *keredomo*, *ga*, or *noni* that causes one sentence to paradox the other. The third is the type of *heiretsu* (並列) *nagara* (ながら) which connects two sentences and expresses two events that occur simultaneously or almost simultaneously. This form is called conjunctive particles because it behaves like a conjunction, See Takayuki Tomita's (1991:68) view.

この助詞は接続のような動きをするので接続助詞をよばれています。接続助詞は主に文と文をつなぐ役目をしますが、接続助詞は主によけに付いて一つの文の中でそこまでの部分とその後の部分とつなぐ役目をします。(富田貴行 1991:68)

This particle is called a conjunctive particle because it acts like a conjunction. Conjunction particles mainly connect sentences, while conjunctive particles mainly attach to the side of sentences and connect the part up to that point with the part after it in a sentence. (Tomita Takayuki 1991:68)

Takayuki Tomita (1993), said, 動詞 *doushi* is a word that expresses certain activities, movements or conditions that are done or occur around us, 「行動、動作」や「様子、状態」私たちの周りにあるもの「動作、変化」や「代況」などを表す単語を動作と言います(富田隆行、1993:8). *"A verb is a yogen, which is a word that can carry out a morphological process to reveal its new semantic elements or add new meaning and meaning to the same verb before. Jodoshi is a verb affixation that can be translated as "verb help". Jodoshi-masu belongs to a type of word that cannot stand alone (付属語) but can conjugate with other words (富田隆行、1993: 34). The active verb function (動作動詞) as yougen (用言), binding..country, through jodoshi. (verb help) Pray to achieve new meanings. Each group of verbs has different provisions. In the Group I Verbs group (五段動詞、five-step verbs), the final sound (in dictionary form) of each verb goes up one rung from the ending of the "u" sound to the "i" sound in "a,i,u,e,o" (five steps), followed by "jodoushi... masu", for example, "Kau" becomes "Kaimasu", "Tatsu" becomes tachimasu (on the stairs ta, chi, tsu, te, to) and so on. Group II verbs can be changed to the form "masu" by changing the final sound of "ru" to masu, for example, the words, Taberu (tabemasu), Miru (mimasu) and others. Changes in the form of group III verbs (変格動詞), irregular in the morphological process, for example in verbs, Kuru, Kimasu and Suru, Shimasu. Verbs play the role of associating oneself with setsuzokujoshi.. nagara through jodoshi masu and governed by semantic terms which Tomita Takayuki describes as follows, ".. nagara" comes from the verb "masu" and has the sentence form "A and B", meaning that "A" and "B" are two acts or actions that are done at the same time (Takayuki Tomita, 1993:126). (Stuart 1993:126).*

Types of Binding Verbs ... Nagara

Judging from its nature and meaning, verbs are divided into, 状態動詞 (じょうたいどうし), which is a verb that describes the state / situation / status of an object / person or animal. Because it emphasizes more explanation of the existence of an object, it is called Verb Statif. Continuous verbs, verbs that indicate continuous activity, such as, reading (読む), writing (書く), laughing (笑う), singing (歌う) (見る) and others. Because this verb is more active than other verbs, it is also called, 動作制動し or 動作性 (*dousasei*). Verbs that can form .. *Te Iru* stated that the activity was going on "at the moment". Seasonal verbs, which are verbs that take place at very small intervals of time, which semantically indicate the result of an activity that has taken place, for example, marriage (結婚する), class (授業), death (死ぬ) *extinguishment* (消える), know (知る), understand (分かる) and others. The fourth type is called, *Verbs of the Fourth Circle*, which are verbs that state an object that at first always remains in a fixed state, for example in the verbs towering (聳える), *resembling* (似る), 富む (rich in abundance) and others. Kindaichi haruhiko (1976:39), Machida Ken (1989:24). Other experts such as Seiichi Makino and Michio Tsuitsui 1989, classify verbs into eight parts, namely, Stative Verbs, Progressive Aspects, *eating, reading*, and so on, *Stative Contounal Verbs, seeing, seeing, hearing (heard)*, and others, Punctual Verbs, knowing, knowing, *flying, etc., Punctual Verbs, knowing, flying,flying, attacking, hitting etc. Continuous Verbs-Point, kill (cut), change (change)* and others, *Non-Vollitional Verbs*, are divided into *Non-Volitional Emotive Verbs* and *Non-volitional Non-emotive Verbs*. Verbs that belong to the *Non-volitional Emotive Verbs*

group include よろこぶ、(*happy*). While those who belong to the *Non-Emotive Verbs* group are わかる、(*understand*)、ちがう、(*different*) and others. Reciprocal verbs, for example, *marriage*, *quarrel*, and others. *Movement Verbs*, e.g. 行く、(*go*)、帰る、(*go home*) and others (Seichi and Michio 1989:52). Mayumi Kudou (1977) classifies verbs into three parts, namely active verbs in which there are the verbs *Ishi* (意志動詞) and *Muishi* (無意志動詞), verbs that show symptoms such as, *psychic*, *pray*, *believe*, *radiant*, *calculating*, *thinking*, *happy* and others. As well as other verbs that are classified as static verbs.

On that basis, I declare, that the division of verbs generally consists of *the verb Ishi / Ishisei*, which is a verb that expresses the will of a human being (living being) and *muishisei* in which there are transitive and intransitive verbs, verbs that indicate activeness or action or *dousasei* (動作性) and *Jotaisei* (状態性) or verbs that describe the situation of an object or being. All verbs show a lexical sense but can also form a contextual or grammatical sense. Active verbs in this case are more likely to indicate conjugation with ... *By Jodoushi Masu*

The Meaning of Conjugation ...Nagara

Some of the views of experts such as, Tomita Takayuki 1993:126-129; Morita et al, Heisei 2:743. and Yokobayashi et al. 1988:74.

c.1. The meaning that gives rise to the meaning of "*sambil*" as a verb that indicates two equivalent jobs and take place simultaneously or almost simultaneously. For example, in the following sentence, 1. 辞書をひきながら日本語の新聞を読みます。 *Reading a Japanese newspaper while opening a dictionary*, 2. あのひとはいつも新聞を読みながらごはんを食べます。 *He always eats while reading the newspaper*. 3. 私は青い空を見ながら草花にねころんでいた。 *I lay down looking at the sky and others*

c.2. Giving Rise to Opposite Meanings, as in the sentence, 1. このカメラは小さいながら性能がいい、 *This camera is small but the way it works is amazing*. 2. すぐ近くまで行きながら母の家に寄せらずに帰った、 *Even if he left immediately, he did not say goodbye/stop by his mother's house*. 3. 日本人でありながら、日本の歴史を全く知らない、 *the Japanese are Japanese but don't know Japanese history at all*. 4. むかしいむかしいといいながらもこの本を読んでしまった、 *Even though it is said that the book is too old, he reads it to the end*. 5. 子供達よく分からないながらも先生の話に決心に聞こうとしている、 *Even though the children didn't understand what the teacher was saying at all, they heard the teacher's voice carefully*. 6. このカメラ小型(*kogota*)ながらよく移る、 *This camera is small but the work is good*. 7. 田中さんは体小さいながらなかなか力がある、 *Tanaka's body is small but powerful*. 8. 子供ながらも周囲の人々の気持ちを感じることが出来る、 *Even though he is still a child, he can understand the feelings of the people around him*.

c.3. Giving rise to the meaning of "*unchanged from the past to the present*". According to 富田隆行、(Tomita Takayuki 1993) *setsuzokujoshi* can also form a meaning that expresses 「昔とかわらない」 (*mukashi to kwaranai*) some examples: . この町には昔ながらの町並みが残っています。 *The city is made up of old buildings that are still functioning*, 2. この建物は昔ながらの製法で作られた、 *The building was made in the old style, and others*.

c.4. Contains the meaning of "*all*" or "*together*", for example in sentences, 1. 二つながらよくできる、 *Two things can be done together*, 2. 兄弟三人ながら T 大学の卒業です *The three brothers all went to T college*.

Setsuzokujoshi morphological process ..Nagara can appear in various meanings and can relate to other types of words (other than *Jodoushi masu*) as listed in the example sentence above,

among others it can be tied to verbs (certain types of verbs), nouns (c.2., 8), adjectives (c.3.), *fukushi*, and nouns (c.4.,1) in four (4) senses (c1, c2, c3, c.4).

Research Methods

This research is a descriptive research. (Sudaryanto, 2015) states that descriptive research is research that is carried out solely based on existing facts or phenomena that are empirically lived in the speakers, so that what is produced or recorded is in the form of language that is usually said to be like a portrait. The research data was obtained from a questionnaire distributed to a number of students at the campus of Maranatha Christian University of the Japanese Literature Undergraduate Program. From the population, a sample of 10 respondents was randomly selected for analysis. In order for the data to meet valid data reliability, respondents must have fulfilled the number of hours of study with the Minna no Nihongo II book up to the middle to upper level. The questionnaire is prepared in the form of a test, with the option of TRUE("+ conformity value), FALSE ("- opposition value) or reliability pattern with indicators "1" (true), "0" (false). The indicators measured were the morphological process of the verb against *setsuzokujoshi* *gagara*, the type of verb that binds the state, and the meaning resulting from the compound sentence relationship. The arrangement of the questionnaire can be seen in the appendix. Data processing techniques use manual data processing to prove hypothetical answers, the tendency of students not to understand the meaning evoked by conjugation.. A country in the Japanese language.

Analysis of Verbs + Countries on the Questionnaire

Secondary Action (SA) and Primary Action (PA) in Question Items

The basic pattern of *setsuzokujoshi* conjugation .. The country with the verb is, A.. State B. A in this structure is a side job or *Secondary Action (SA)* and B is a *Primary Action (PA)*, which is the main job. The relationship between the meaning of verbs in SA and PA can be accepted and semantically reasonable or cannot be seen from verbs that are conjugated with *nagara* and compared to the meaning of equality of the two clauses. The following table presents the question items and focus of the analysis designed based on three main indicators as follows: a. the process of conjugation (01, 02), b. Verb type (03, 04, 05, 06). c. Meaning of Plurality Relations (07, 08, 09, 10).

Table-1

Questionnaire Data Sentence..	Number,	Secondary Action (SA) and Primary Action (PA)	Proper answer
01. 歩きながら考える		The verbs in these two sentences are <i>thinking</i> ,	1
02. 考えながら歩く		<i>walking</i> functions as both PA and SA. The verbs in these sentences are correctly consonated with <i>jodoshi masu</i> correctly and have a reasonable meaning. So the function..The country in that sentence accepts.	1
03. 彼女は喜(よろこ)びながら泣いた		Sentences (03), (04), (05), (06) are not acceptable because both PA and SA in these sentences are 状態動詞 (<i>static</i>), so they cannot play a semantic role.	0
04. 彼はその家に住みながら働いた		Some experts state that the relationship between SA and PA should occur between 動作性, but the verbs in these sentences do not indicate a clear object. See verbs (立つ、 and 持つ) and others.	0
05. 父は入院しながら歌を歌った			0
06. 食べながら持つ			

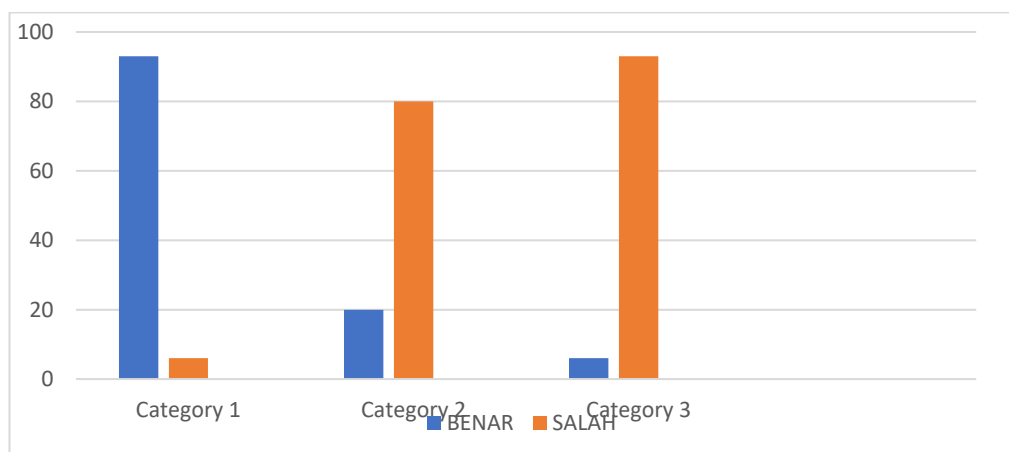
Questionnaire Data Sentence..	Number,	Secondary Action (SA) and Primary Action (PA)	Proper answer
07. 歌いながら立ち上がった		SA and PA in sentences (07) to (09) are other meanings of compound sentences that do not consider the meaning of the connecting clause.	1
08. 食べながらそれを両手で持つ		Sentences (09) and (10) associate <i>nagara</i> with adjectives and nouns that are not immaculate. Function .. <i>State</i> in this case fulfills the semantic function of grammar.	1
09. 車は小さいながら良く走る			1
10. あの子は子供ながらいろいろな事を知っています			

Results of Question Item Analysis for 15 Respondents

Table-2

Indicators	Questionnaire Number	Percentage	Description
a	1,2	+(B) 93,3%	Students can easily conjugate verbs with <i>nagara</i> .
		-(S) 06,7%	
b	3,4,5,6	+(B) 20,0%	Students are not yet able to distinguish the types of verbs that correspond to <i>setsuzokujoshi nagara</i>
		-(S) 80,0%	
c	7,8,9,10	+(B) 0,6%	Other functions of <i>setsuzokujoshi nagara</i> and the semantic relationships in compound sentences are completely unknown.
		-(S) 93,3%	

Note the following graphic attachment:



Conclusion

In compiling compound sentences with functions.. In the meantime, students focus on the form of the verb "*masu*" involved in the sentence...*nagara* and can barely notice the meaning and type of verbs involved in it.

Students do not understand at all the other functions of *Sesukujoshi nagara* which give rise to opposite meanings, equality together and others. This shows the limitations of teaching or the continuity of teaching materials that are not complete.

Function of *sesuzokujoshi* .. *state* cannot be grammatically semantically recognized if the genie of the verb involved in it does not meet the active requirements, be it PA or SA, in addition to that the questionnaire is filled with the type of sentence that *utilizes* .. *nagara* as a form of connection that can be accepted outside of the verb. The above description explains the correct answer about the questionnaire given to students as a test of understanding outside the conjugation of *masu kei* with ..*Nagara*.

Recommendations

Paying attention to various complex matters related to Japanese language teaching, the author recommends that the teaching of sentence patterns should not be focused on the meaning that is linked to one situation but can expand and develop the teaching material to a complex and detailed form. To achieve JLPT we forget the core material that students should know.

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