

# CONTRASTIVITY OF 'MO' AS AN AFFIRMATION PARTICLE IN JAPANESE AND 'JUGA' AS ADVERB IN INDONESIAN

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## ABSTRAK

*The difference between Japanese and Indonesian is quite diverse, one of which is about 'mo' and 'juga'. 'Mo' includes affirmation particles in Japanese and 'juga' includes adverbs in Indonesian. This study aims to compare the two linguistic elements by looking for similarities and differences. The Japanese theory used is the theory of the structure and meaning of the affirmation particle 'mo', while the Indonesian theory used is the theory of structure and the meaning of adverbs 'juga'. The results obtained from this study are 'mo' and 'juga' used in the form of equalization adding an element into other similar elements, can be attached to the class of nouns, noun phrases, verbs, and adjectives.*

*The difference is that 'mo' is after the element it adds, while 'juga' is more flexible in position can be before or after the element it adds.*

Keywords : particle affirmation, adverbs addition, structure, meaning

## Introduction

Communication is the delivery of messages from the sender to the recipient through a channel in the form of a token system. A proven sign system that can act as an effective, efficient, and dynamic means of communication throughout the history of human life is language. Society is complex so there is not a single language in the world that is uniform in nature. People in society have been bound by a certain nationality, race, or tribe and culture so that each uses a different language from each other.

Japanese is a language that has a uniqueness in particles. The large number of particles makes Japanese a unique and distinctive language. Particles belong to the class of words 付属語 *fuzokugo* are groups of words that can not stand alone without the help of other words to form sentences. These words must follow other words that can stand alone to form sentences. 助詞 *joshi* 'particle' has a very important function in Japanese. A sentence will not be formed if it does not use particles. Proper use of particles will result in a good sentence.

Iori (2001 : 60) suggests that particles are one type of word, which in Japanese grammar includes 付属語 *fuzokugo*, when standing alone has no meaning, but will have a clear meaning when combined with other types of words that can stand alone (*jiritsugo*) and show the relationship between one word and another word.

Example entence

(1) 太郎が花子を殴る。

*Tarou ga Hanako o naguru.*

'Tarou hit Hanako'

Sentence (1) consists of two particles namely 'ga' particle and 'wo' particle. Both particles play an important role in the sentence. Tarou as the subject is marked with particle 'ga', Hanako as object is marked with particle 'wo' and 'naguru' as predicate with no past form. Toritatejoshi is a Japanese particle. According to Iori (2001 : 181) 取り立て助詞 *toritatejoshi* comes from two words namely 取り立てる *toritateru* and 助詞 *joshi*. The definition of 取り立てる *toritateru* is the speaker's veiled or implied feelings towards something indicated by the elements contained in the sentence. 取り立て助詞 is a particle that serves to give additional meaning or to affirm the existing meaning of the topic asserted by the particle.

Example Sentence.

(2) 中田さんも見舞いに来てくれた。

*Nakata-san mo mimai ni kite kureta.*

'Nakata also came to visit'.

The sentence (2) uses the affirmation particle 'mo' which is placed after the noun that serves as the subject. If the affirmation particle 'mo' is replaced with the particle 'ga' the sentence can be grateful, but as stated above with the addition of the use of 取り立て助詞 *toritatejoshi* indicates that in the sentence there is an element that is asserted so that it has an implied meaning that is not expressed.

According to Numata in Tsukuba Gengobunka Fooramu (1995: 19) the meaning of 取り立て助詞 *toritatejoshi* consists of the 主張 *shuchou* 'express meaning' known by the speaker or reader of a sentence and 含み *fukumi* "implied meaning" contained in the sentence or unimaginable meaning. The express meaning of the sentence (2) is 中田さんは見舞いに来てくれた *Nakata-san wa mimai ni kite kureta* 'Nakata came to visit' because the fact is clearly known in the sentence, while the implied meaning of the sentence (2) is 中田さん以外見舞いに来てくれた *Nakata-san igai mimai ni kite kureta* 'there are others who come to visit other than Nakata', because it is a shadow of the element that has been explained by its true

meaning. Or in other words X *mo* Y ‘X also Y is X *ni tsuite* Y ‘X about Y’ as the express meaning and X *igai ni tsuite* Y ‘other than X, Y’ as the implied meaning.

The express meaning relates to the element in the sentence or element affirmed in the sentence 賞者 *jisha* and the implied meaning relates to elements outside the sentence or other similar elements 他者 *tasha*. In the sentence (2) 中田さん *nakata-san* is the element affirmed in the sentence, and 例えば吉田さん *tatoeba yoshida-san* is another similar element. Between the affirmed element (*jisha*) with other similar elements (*tasha*) must have a paradigmatic relationship (*hanretsutekikankei*). A paradigmatic relationship is the relationship between the elements of language in a particular state and other elements outside that state that are interchangeable (Kridalaksana, 2008:154).

### Paradigmatic Relationships

When looking at the elements affirmed by the affirmation particles 'mo' in the sentence, it is inseparable from the presence of other similar elements. Looking at the relationship between the affirmed element and other similar elements indicated by the affirmation particle 'mo' in the sentence, Iori (2000:250) says that between the affirmed element and another similar element there is a relationship called a paradigmatic relationship (*hanretsutekikankei*). According to Parera (2009:64) the paradigmatic relationship is the relationship between language units that have a certain adjustment systematically. In applying paradigmatic relationships, substitution is necessary with the aim of ensuring that the same group will be distributed in the same place.

Example Sentence.

(3) Mereka telah mengirimkan *barang* itu.

‘They have sent the goods’

(4) Mereka telah mengirimkan *surat* itu.

‘They have sent the letter’

(5) Mereka telah mengirimkan *berita* itu.

‘They have sent the news’

The words of ‘goods’ in the example sentence (3) have a paradigmatic relationship with said ‘letter’ and ‘news’. This is also reinforced by Chaer's opinion (2003:315) that paradigmatic

relationships refer to set groups, where words in a set group can be substituted and a group of words that are a set usually have the same class and appear to be a whole.

Numata argues in Kinsui (2000:160) that the paradigmatic relationship between the affirmed element and other similar elements is the most important of the two, namely.

### 1. Grammatical equality

If the affirmed element is part of a sentence, in general other similar elements have the same grammatical function in the sentence with the affirmed element.

Example sentence.

(6) 太郎 が 来て、次郎 も 来た。

*Tarou ga kite, Jirou mo kita*

'Tarou's coming, Jirou's coming too'

The affirmed element is 次郎 *Jirou* and another similar element is 太郎 *Tarou*. The element affirmed by the affirmation particle 'mo' is the subject that performs the 'coming' activity. Other similar elements both indicate subjects who perform 'coming' activities. Thus between 次郎 *Jirou* and 太郎 *Tarou* there is a paradigmatic relationship with grammatical equality.

### 2. Lexical Equality

Affirmed elements and other similar elements can be followed by different predicates. In examples like this, although predicates come from different vocabularies, they have similarities in meaning and have the same structural functions in sentences.

Example sentence.

(7) パンやハムエッグを食べて、牛乳 も 飲む。

*Pan ya hamueggu wo tabete gyuunyuu mo nomu.*

'Eat bread and eggs, drink cow's milk too'

The elements asserted are the 牛乳 *gyuunyuu* 'cow's milk' and other similar elements are パンやハムエッグ *pan ya hamueggu* 'bread and eggs'. The sentence (7) has two different predicates, but has the same nature of 'eating and drinking' (*inshokukoudou*). Although it has

different predicates, it has a broader elemental similarity than similar elements in word. Equality depends on context and concept based on prevalence in society. Thus between the 牛乳 *gyuunyuu* and パンやハムエッグ *pan ya hamueguu* there is a paradigmatic relationship with lexical equality.

The correct equivalent of the word in Indonesian for the affirmation particle 'mo' is adverb 'juga'. In contrast to 'mo' as an affirmation particle, 'juga' includes a class of adverbs or adverbs in Indonesian. Adverbs are classes of words that accompany nouns, verbs, and adjectives in the formation of phrases or in the formation of a clause (Chaer, 2009:49). 'Juga' falls into the category of adverbs additions. Advervia addition is an adverb that states the addition of an accompanied category.

Example sentence.

- (8) Selain nakal anak itu bandel juga  
'Besides naughty boy is stubborn too'

The sentence (3) adverbs 'juga' are attached to the adjective. The accompanied category is 'stubborn' adjectives, adding 'naughty' adjectives as a similar element. Adverbs 'juga' have a more flexible position can be located after the category they are accompanied can also be before the category they are accompanied.

Example sentence.

- (9) Selain nakal anak itu juga bandel.  
'In addition to the naughty boy is also stubborn'

The sentence (4) adverbs 'juga' are attached to the class of nouns. Although the position of adverbs 'juga' changed, but the category that accompanied is still the same namely 'stubborn' which adds the word 'naughty' as a similar element. The author will examine the similarities and differences of the affirmation particles 'mo' and adverbs 'juga' in terms of structure and meaning.

### **Structure of Particle Affirmation 'Mo'**

Exposure to the particle structure of the affirmation 'mo' refers to the theory presented by Nitta (2009). The particle structure of the affirmation 'mo' is as follows.

1. Affirmation particle 'mo' attached to the noun with the structure of **the noun + affirmation particle 'mo'**

Example:

- a. 先生も *sensei mo* 'sensei too'  
b. 辞辞も *jisho mo* 'dictionary too'

2. Affirmation particle 'mo' attached to particles with structure **noun + particles + affirmation particles 'mo'**

Example:

- a. 教室にも *kyoushitsu ni mo* 'in classroom too'  
b. 日本語よりも *nihongo yori mo* 'than Japanese too'

3. Affirmation particle 'mo' attached to verb with structure **verb connecting shape (renyoukei) + affirmation particle 'mo' + suru**

Example:

- a. 書きます = 書きもする *kaki mo suru* 'write too'  
b. 読みます = 読みもする *yomi mo suru* 'read too'

4. Affirmation particle 'mo' attached to adjective 1 with structure **adjective 1 connecting shape (renyoukei) + affirmation particle 'mo' + aru**

Example:

- a. 高い = 高くもある *takaku mo aru* 'expensive too'  
b. 熱い = 熱くもある *atsuku mo aru* 'hot too'

5. Affirmation particle 'mo' attached to adjective 2 with structure **adjective 1 connecting shape (renyoukei) + affirmation particle 'mo' + aru**

Example:

- a. 親切 = 親切でもある *shinsetsu de mo aru* 'friendly too'  
b. きれい = きれいでもある *kirei de mo aru* 'beautiful too'

## Structure of 'Too' Adverbs

The presentation of this structure refers to Chaer's theory (2009). The structure of the adverbs 'juga' is as follows.

1. Adverbs 'juga' can be attached after nouns with structure **noun + adverbs 'juga'**.

Example.

a. Kakak juga = 'brother too'

b. Jakarta juga = 'Jakarta too'

2. Adverbs 'juga' can be attached after verbs with structure **verb + adverbs 'juga'**.

Example.

a. Memasak juga = 'cooking too'

b. Menggambar juga = 'draw too'

3. Adverbs 'juga' can be attached after adjectives with structure **adjective + adverbs 'juga'**.

Example:

a. Cantik juga = 'beautiful too'

b. Pandai juga = 'clever too'

## Method

Methods are an orderly and well thought-out way to achieve intent; systemic way of working to facilitate the implementation of an activity to achieve a specified goal (Djajasudarma, 2006:1). Method is a way of working to facilitate the implementation of research activities. Technique is a way of implementing the method and determined by the presence of the tool used.

The method used in this study was the intralingual padan method. Intralingual padan method is a method of analysis by comparing lingual elements, both in one language and in several different languages. The techniques used are the technique of banding equalizing and the technique of banding distinguishing.

## Results and Discussion

### 1. Discussion of Affirmation Particles 'Mo'

- a. Affirmation particle 'mo' can be attached after the noun.

Example sentence.

- (10) ロッキーもトットちゃんも 疲れて眠くなった。

*Rokiii mo Tottochan mo tsukarete nemukunatta.*

'Rokkii and Totto-chan are tired and sleepy'

The affirmed element is ロッキー *Rokii* and another similar element is トットちゃん *Totto-chan*. The element affirmed by the affirmation particle 'mo' is a subject that feels 'tired and sleepy'. Other similar elements both show subjects who feel 'tired and sleepy'. Thus between ロッキー *Rokkii* and トットちゃん *Totto-chan* there is a paradigmatic relationship with grammatical equality.

#### b. Affirmation particle 'mo' can be attached after case particles

Example sentence

- (11) 直子に 週一度 手紙 を 書き、レイコさんにも 手紙 を 書いた。

*Naoko ni shuu ichido tegami wo kaki, Reiko-san ni mo tegami wo kaita.*

'Once a week write a letter to Naoko and write a letter to Reiko too'

The element asserted is レイコさんに *Reiko-san ni* 'to Reiko' and another similar element is 直子に *Naoko ni* 'to Naoko'. The element affirmed by the affirmation particle 'mo' is a person who is intended for letter writing. Other similar elements both indicate a person who is intended for letter writing. Thus between レイコさんに *Reiko-san ni* and 直子に *Naoko ni* there is a paradigmatic relationship with grammatical equality.

#### c. Affirmation particle 'mo' can be attached after verbs

Example sentence.

- (12) チームの仲間 とはいっしょに 泣きもしたし、笑いもした。

*Chiimu no nakama to wa isshoni naki mo shita shi warai mo shita.*

'Crying and laughing with teammates'

The element asserted is 泣く *naku* 'crying' and other similar elements are 笑う *warau* 'laugh'. Sentence (12) has two different predicates, but has a similar nature that is 'activities carried out with teammates'. Although it has different predicates, it has a broader elemental similarity than similar elements in a word. Thus between 泣く *naku* 'crying' and 笑う *warau* 'laugh' there is a paradigmatic relationship with lexical equality.

#### d. Affirmation particle 'mo' can be attached after adjective 1

Example sentence.

(13) 子供の成長は、親にとってうれしい仮面、さびしくもある。

*Kodomo no seichou wa oya ni totte ureshii kamen sabishikumo aru.*

'Child development for parents is a fun side and there's also a side sad'

The element asserted is さびしい *sabishii* 'sad' and another similar element is うれしい *ureshii* 'happy'. Sentence (13) has two different predicates, but has a similar nature that describes the 'feelings of parents towards the development of the child'. Although it has different predicates, it has a broader elemental similarity than similar elements in a word. Thus between さびしい *sabishii* 'sad' and うれしい *ureshii* 'happy' there is a paradigmatic relationship with lexical equality.

#### e. Partikel penegas 'mo' dapat melekat pada adjektiva 2

Example sentence.

(14) 鈴木さんは明るい人だが、案外、繊細でもある。

*Suzuki-san wa akarui hito da ga, angai sensai de mo aru.*

'Suzuki's a jolly but unexpectedly soft person too'

The element asserted is 繊細 *sensai* 'soft' and other similar elements are 明るい *akarui* 'jolly'. Sentence (14) has two different predicates, but has the same nature that describes the 'Suzuki character'. Although it has different predicates, it has a broader elemental similarity than similar elements in a word. Thus between 繊細 *sensai* 'soft' and 明るい *akarui* 'jolly' there is a paradigmatic relationship with lexical equality.

## 2. Discussion of Adverbs 'Too'

### a. Adverbs 'too' can be attached after nouns.

Example sentence.

(15) Selain ibu, kakak juga pergi ke Jakarta.

‘In addition to mother, brother also went to Jakarta’

The category accompanied by adverbs 'juga' is ‘sister’ to add ‘mother’ as another similar element. ‘Sister’ has a paradigmatic relationship with ‘her mother’ as a person who does activities 'go to Jakarta'.

### b. Adverbs 'too' can be attached after verbs

Example sentence.

(16) Di samping menipu, dia sering mencuri juga.

Besides cheating, he often steals too.

The category accompanied by adverbs 'juga' is ‘stealing’ to add ‘cheating’ as other similar elements. ‘Stealing’ has a paradigmatic relationship with ‘cheating’ as an unappreciative activity.

### c. Adverbs 'too' can be attached after adjectives

Example sentence.

(17) Gadis itu bukan hanya ramah tetapi cantik juga

‘The girl is not only friendly but beautiful too’

The category accompanied by adverbs 'juga' is ‘beautiful’ to add ‘friendly’ as other similar elements. ‘Beautiful’ has a paradigmatic relationship with being ‘friendly’ as a 'preferred trait or character'.

The position of the adverb can also be moved before the adverb or after the adverbial without changing its meaning.

Example sentence.

(18) Selain nakal anak itu juga bandel

‘Besides being naughty the boy is also stubborn’

The category accompanied by adverbs 'juga' is stubborn to add naughty as other similar elements. Stubborn has a paradigmatic relationship with mischievous as an unappreciative activity. Although the adverbs 'juga' are not attached directly after the accompanied category, the meaning and other similar elements do not change.

### Conclusions

Each language has its own characteristics in terms of its rules. Japanese has different rules than Indonesian. In Indonesian 'juga' is a class of adverbs, but 'mo' although it has the same meaning as 'juga' but does not include the class of adverbs. 'Mo' belongs to the class of particle words in Japanese. The similarities and differences of 'mo' and 'juga' can be concluded in the table below.

Particle Affirmation 'Mo'	Adverbs 'Too'
Equations in terms of structure. 1. Can be attached to classes of nouns, verbs, and adjectives 2. In the noun class, the position of the affirmation particle 'mo' is after the noun	Equations in terms of structure. 1. Can be attached to classes of nouns, verbs, and adjectives 2. In the noun class, the adverbial position 'juga' is after the noun
Differences in terms of structure. 1. Can be attached to the particle word class 2. When attached to the class of verbs and adjectives, the affirmation particle 'mo' is not after the verb or adjective, but rather is in the middle by changing first into the form of <i>renyoukei</i> (connective form) and after the affirmation particle 'mo' is added <i>suru/aru</i>	Differences in terms of structure. 1. Cannot be attached to the particle word class 2. When attached to a class of verbs and adjectives, the adverb 'juga' position is right after the verb or adjective.
Similarities in terms of meaning.	Similarities in terms of meaning.

1. The form of addition 2. Has affirmed elements and other similar elements	1. The form of addition 2. Have a category that is accompanied by adding to other similar elements
Differences in terms of meaning. The position of the affirmation particle 'mo' cannot be moved until the element is asserted	Differences in terms of meaning. The adverb 'juga' position can be moved before the category is accompanied and does not change the meaning. The category of accompanied still remains

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