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The semantic roles of '*kaku-joshi*' in Japanese textbooks

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ABSTRACT

Case particles are an important Japanese language learning aspect that the learners should have learned since the beginner level, yet there are still many who still do not grasp the meaning and function of each particle. This is because, in the instructional process, the elaboration of such articles is confined to the external structure, while the inner structure (semantic roles) is rather neglected in the textbooks. This study seeks to explain each semantic role of the particles '*kaku-joshi*' contained in Japanese language teaching materials starting from elementary to secondary levels used in Indonesia. The method used is descriptive, with textual analysis employed as a data analysis technique. Findings reveal that all Japanese case particles have appeared in elementary level textbooks, namely particles GA, WO, NI, DE, TO, E, KARA, MADE, and YORI which are used to follow arguments or syntactic functions in the form of a subject, object, complement, and adjunct. However, not all semantic roles appear in the textbook; 14 semantic roles are evidently not present. The findings of this study can be used as reference material for Japanese instructors in the teaching of Japanese case particles so that the differences among the particles will be clearer and more easily understood by Japanese language learners in Indonesia.

Keywords: Agentive; *kaku-joshi*; objective; semantic roles; textbooks

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INTRODUCTION

The 'joshi' particles are crucial elements in Japanese sentences. Each sentence in Japanese consists of such elements as a noun (N) or noun phrase (NP) followed by a particle, then a predicate follows. Tanaka (1990 p. 27) asserts that the function of particles is to clarify the relationship of each noun phrase (argument) and its predicate so that its meaning is more easily understood by the interlocutor.

In conversations, some particles are omissible as in the following example.

(1) Watashi Ø, ikimasu. (Tanaka, 1990 p. 27)
I-Subj. go-Pred.
'I (will) go.'

Even though the particle accompanying the subject of the sentence above is left out, the context helps Japanese speakers understand what it means, but perhaps the intended meaning is not conveyed completely. However, when a particle emerges, the meaning gets clearer.

(2) Watashi WA, ikimasu. (Tanaka, 1990 p. 27)
I-Subj. go-Pred.
'As for myself, I will go.'

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(3) Watashi GA, ikimasu. (Tanaka, 1990 p. 27)
I-Subj. go-Pred.
'I (am the one that will) go.'

(4) Watashi MO, ikimasu. (Tanaka, 1990 p. 27)
I-Subj. go-Pred.
'I (also will) go.'

(5) Watashi DAKE, ikimasu. (Tanaka, 1990 p. 27)
I-Subj. go-Pred.
'Let me be the one that will go.'

(6) Watashi MADE, ikimasu. (Tanaka, 1990 p. 27)
I-Subj. go-Pred.
'I (also almost have to) go.'

Example (1) earlier, if followed by different particles, will give result in different pragmatic meanings. In example (2) with the use of WA particle, the meaning is that I will go, but he other will stay. In (3) with GA, the meaning is it is I that will go, not the others. Sentence (4) with MO means 'I will also go, like the others'. In (5) with DAKE, it means 'Only I will go, while others will not'. In example (6) with MADE, the meaning is I also have to go, even though it really is unnecessary. Such is the importance of using particles which creates different meanings and nuances in a Japanese sentence.

Therefore, a particle that determines and clarifies the position or meaning of the noun follows each NP in Japanese. Such a particle is called a case particle or *kaku-joshi*. The vital role of particles in determining the meaning of sentences in Japanese can be seen in the following example.

(7) Watashi----- rokuji-----densha-----gakkou----iku.
NP1 NP2 NP3 NP4 VP
'I 6 train school go'

(8) Watashi GA rokuji NI densha DE gakkou E iku.
Watashi-NP1-GA rokuji –NP2-NI densha-NP3-DE gakkou-NP4-E iku-V.
'I go to school at 6 by train.'

For Japanese speakers, example (7) will be difficult to perceive due to the absence of particle markers. On the contrary, example (8) is clearly easy to understand because each NP is followed by the particle GA, NI, DE, and E demonstrating the semantic role of each noun. The semantic role of NP1 with GA is agentive, NP2 with NI states time, NP3 with DE denotes instrument, and NP4 with E denotes goal. The errors in using particles may alter the meaning or render the sentence illicit, and incomprehensible by Japanese speakers. Such errors are often made by Indonesian learners of Japanese as a foreign language.

There are only nine case particles (*kaku-joshi*) in Japanese, yet these express more than 30 semantic roles (Hasegawa, 1999; Muraki, 2004; Sutedi 2018). Consequently, some particles have more than one semantic role, or conversely, one semantic role can be expressed by several different particles. For example, NI and DE that have multiple functions can be used to follow an NP that denotes place, but they are variations in use. While NI expresses the existence of an entity, DE states activity. These two particles are quite troublesome for Japanese learners as a foreign language, especially how to discriminate them as in the learners' L1 the two particles are equivalent to one word, as experienced by Japanese learners in Turkey (Dalkiran, 2014), and in China (Chuu, Tamaoka, & Hayakawa, 2013) and Lee (2014), including in Indonesia (Sutedi, 2018). Therefore, Japanese particles are deemed a relatively complex learning task for the learners of Japanese as a foreign language.

The complicated nature of Japanese particles for the learners may be caused, among others, by lack of clarity and inadequate teacher explanation. In Japanese learning in Indonesia, especially in grammar teaching, the instructor generally only explains the *kaku-joshi* based on the external structure (*shinsou-kouzou*) by solely underlining its parallel in Indonesian. For example, the particle NI is equated to the preposition 'di', the particle E to 'ke' in Indonesian. Note that not all Japanese particles can be found their parallels in Indonesian. The instructor generally only explains the outer structure of the particles, for example, the subject is followed by GA, the subject by WO, place by NI or DE, and so on. Apparently, each particle has a broad range of functions, and its inner structure needs exploring, namely by revealing its semantic roles. This will help to avoid or prevent misconceptions and misunderstanding. Classroom elaborations of each Japanese language particle contained in the textbook have not yet elucidated its semantic roles, thus resulting in lack of explanation. This is so partly due to the poverty of understanding of the articles on the part of the teacher.

This study seeks to describe the semantic roles of each case particle contained in Japanese teaching materials, something that has received scant attention. The results of this study are expected to be used as a

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reference or enrichment material for Japanese teachers and learners in Indonesia. More specifically, the objectives of the study are to explore any case particles contained in Japanese textbooks, the arguments that precede each particle, and the semantic role expressed by each particle.

Japanese particles

Japanese particles are one of the sentence building blocks that play an important role in determining the meaning of a sentence. Sutedi (2018) enumerates and classifies them into *kaku-joshi, fuku-joshi, kei-joshi, setsuzoku-joshi*, and *shuu-joshi*. Emerging after an NP, *kaku-joshi* or case particles are the particles determine the relationship between an NP and the predicate of the sentence.

Sentences can be analyzed at least from three levels: (1) syntactic functions, (2) syntactic categories, and (3) semantic roles (Alwi, Dardjowidjojo, Lapoliwa, H., & Moeliono, 2014; Hasegawa, 1999; Kridalaksana, 1986; Muraki, 2004; Shibatani, 2000; Sutedi, 2015; Tsunoda, 2002; Verhaar, 1982). Syntactic functions involve the structure of sentences related to the subject, predicator, object, adjunct, and complement. Meanwhile, the syntactic category concerns the class of words used to fill each syntactic function, which is related to nouns, verbs, adjectives, and so on. Semantic roles denote something that is considered to play an agentive role (actor), experiencer, or objective, determined by other roles; something is said to have an objective role because something else plays an agentive role. For example, the sentence: "Father is washing the car in the yard" can be analyzed as the following.

Sentence	: Father	is washing	the car	in the yard.
Function	: Subject	Predicator	Object	Adjuct
Category	: NP1	V	NP2	NP3
Role	: Actor	Action	Objective	Locative

In Japanese, the semantic role of each argument (NP1, NP2, and NP3) is marked by the presence of particles called *kaku-joshi* 'case particles'. The particles in Japanese are of many types; some are placed behind each noun; some are at the end of the sentence, and so on. Tanaka (1990, p. 27) classifies Japanese particles into: *kaku-joshi, fuku-joshi, kei-joshi, setsuzoku-josho*, and *shuu-joshi*. *Kaku-joshi* particles refer to particles that express the relationship between a noun or noun phrase (NP) and its predicate in a sentence (Nitta, 2011 p. 3). These constitute GA, WO, NI, DE, KARA, MADE, YORI, TO, and E (Nitta, 2011 pp. 5-6).

Numerous Japanese linguists have deployed various modern linguistic theories to describe Japanese particles, such as Muraki (2004), Koizumi (2007), Nitta (2011), and others. The work of Fillmore in Case Grammar has been adopted in Japanese by Hasegawa (1999), Inoue (1977), Itou (1991a, 1991b), Itou (2002), Shibatani (2000), and Tsunoda (2002). Inoue (1977) refers to Fillmore's theory by classifying Japanese cases into 15 types, while Ishiwata (1999) categorizes them into 24 types.

Muraki (2004, p. 89) defines a semantic role as a meaning relationship between an NP and other NPs with the predicate in a sentence. Therefore, in describing each type of role, the relationship is always expressed in the form of 'NP1 NP2'. Nominal sub-categories that are used to express the semantic role relationship consists of the following hierarchy: human (hum), concrete (con), abstract (abs), action (act), place/space (loc), time (tim), and number (qua). Muraki (2004) classifiers Japanese particles in terms of their semantic roles into 30 distinct types. For example, there are similar roles that can be expressed by different particles such as NI and DE to express locative, in addition to other roles both particles carry.

On the other hand, Sutedi (2018, pp. 300-301) distinguishes the semantic roles expressed by each particle into 24 semantic types, which can be seen in Table 1. This research employed a combination of Sutedi's (2018) framework with Muraki's (2004) to describe each Japanese case particle contained in the textbooks.

METHOD

This is qualitative research using a descriptive analysis in which a generalization is carried out inductively. The data are sentences originating from Japanese textbooks used in Japanese departments in various universities in Indonesia. These books include (a) *Shokyu Bunpou* I and II, *Chuukyu Bunpou* I published by the Department of Japanese Education of Indonesia University of Education for beginners; (b) *Nihongo Shoho, Nihongo Cyuukyuu I and II* published by The Japan Foundation Tokyo for beginners; (c) *Minna no Nihongo Shokyu I and II books, Minna no Nihongo Chuukyuu I, and II* published by Suriiee Netto Waakku Tokyo for beginners; (d) *Nyuu Apuroochi Chuukyuu Nihongo*, published by Kenkyuusha Tokyo for Intermediate learners; and (e) *Nyuu Apuroochi Joukyu Nihongo*, published by Kenkyuusha Tokyo for advanced learners.

Data were gathered by manually recording each data (Sudaryanto, 1988), after which they were analyzed through a distributional method via techniques such as substitution, omission, insertion and the like (Hasegawa, 1999; Shibatani, 2000; Sudaryanto, 1993).

FINDINGS AND DISCUSSIONS

This section presents the results of data analysis on various case particles contained in the Japanese textbooks. The discussion includes: (a) any case particle contained in the books; (b) the syntactic function or argument followed by each particle, and (c) the semantic role of each particle.

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Table 1. The semantic roles of Japanese case particles

No	Semantic Role	Label	Remarks	Particle
1	Agentive/*dousashu*	A	The role of an actor in active, causative and passive sentences	GA, NI, DE, KARA
2	*Experiencer/keikensha*	E	The role that experiences something due to accidental actions or events. (animate nouns)	GA, NI
3	Experiencer Adversative */meiwaku keikensha*	Ea	The role that experiences something unpleasant generally in indirect passive sentences	GA
4	Objective/*taishou*	O	The role that is directly affected by an act or event, (animate or inanimate nouns)	GA, WO, NI, DE
5	Objective effective/ *taishou shutsugen*	Oe	The role that indicates the presence of an object due to an action	GA, WO
6	Objective disappearance/ *taishou shoumetsu*	Od	The role that indicates the disappearance of an object due to an action	GA, WO
7	Objective change/ *taishou henka*	Oc	The role that indicates the change of an object both its form and its characteristics due to an action	GA, WO
8	Path/*keiro*	Pt	The role that indicates a path that something passes by	WO
9	Source/*kiten*	S	The role that indicates the starting point (both in space, time, and other physical dimensions)	WO, NI, KARA, YORI
10	Locative stative /*basho*	L-stat.	The role that indicates a place of incidence or an existence of an entity	NI
11	Locative active/ *dousa-basho*	L-act.	The role that indicates a place of incidence or conduct of an activity.	DE
12	Locative Sousure/ *basho*	LS	The role that indicates a place to see a situation	KARA
13	Goal/*chakuten*	G	The role that indicates the endpoint (both in space, time, and other physical dimensions)	NI, TO, MADE
14	Time/*jikan*	T	The role that indicates the time something happens	NI
15	Motive/*douki*	MT	The role that indicates the purpose of an activity	NI
16	Ascriptive/*ki-in*	AS	The role that indicates the cause of something or state	NI, DE, KARA
17	Instrument/*dougu*	I	The role that indicates the tool used to do something	DE
18	Material/*genryou*	Mat	The role that indicates the material or element making up a product	DE, KARA
19	Limit/*gendo*	Lim	The role that indicates the scope of a situation	DE
20	Esssive/*shikaku joutai*	ES	The role that indicates the state of something permanent	DE
21	Partner/*aite*	P	The role that indicates a partner or an opponent in doing something	TO
22	Comparative/*hikaku*	Comp	The role that indicates the comparison point about a state	TO, YORI
23	Content/*naiyou*	Ct	The role that indicates the contents of a speech or thought (can be a noun, phrase, or clause)	TO
24	Directional/*houkou*	Dir	The role that indicates the direction of the purpose of a transfer activity	E NI

(Sutedi, 2018 pp. 300-301)

1. *Kaku-joshi* contained in the Japanese textbooks

The case particles (*kaku-joshi*) contained in the Japanese textbooks under examination are: (1) GA; (2) WO; (3) NI; (4) DE; (5) TO; (6) YA; (7) KARA; (8) MADE; and (9) YORI. This is in conformity with Nitta (2011, pp. 5-6) and others.

2. The arguments and syntactic functions each case particle follows

The arguments or syntactic functions each case particle follows are as follows.

a. GA follows a subject as illustrated in (9) or functions as *objective* as in (10).

(9) Satou san GA wain wo kuremashita. (MNI: 217)
Mr. Sato-S-GA wain-O give-Pred.
'Mr. Sato gave wain (to me).

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(10) Koko ni denwa GA arimasu. (NS: 15)
Here-K telephone-O-GA exist-Pred.
'There exists a telephone here.'

b. WO may follow an *objective* argument in an active sentence as in (11) or in an indirect passive sentence, or follow an adjunct as in (12).

(11) Watashi wa juusu WO nominasu. (MNI: 216)
I-S juice-O-WO drink-Pred.
'I drink juice.'

(12) Basu wa koko WO torimasu ka. (NS: 213)
Bus-S here-K-WO pass-Pred.
'Does the bus pass by here?'

c. NI may follow an adjunct as in (13) or a complement as in (14).

(13) Koko NI denwa ga arimasu. (=10)
Here-K-NI telephone-O exist-Pred.
'There exists a telephone here.'

(14) Watashi wa kaishano hito NI hon wo karimashita. (MNI: 218)
I-S office worker-Pel-NI book-O borrow-Pred.
'I borrowed books from an office mate.

d. DE may follow a complement as in (15).

(15) Hanaya DE hana wo kaimashita. (NS:42)
florist-K-DE flower-O buy-Pred.
'(I) bought a flower at this florist.'

e. TO is used to follow a complement as in (16).

(16) Kyouko san TO kekkon shimasu. (NS: 92)
Kyou-Pel-TO marry-Pred.
'(He) married with Kyouko.'

f. E may follow a complement NP as in (17).

(17) Watashi wa Kyouto E ikimasu. (SN: 28)
I-S Kyoto-Pel-E go-Pred.
'I will go to Kyoto.'

g. KARA can follow only a complement as in (18).

(18) Doko no kuni KARA kimashita ka. (NS: 51)
country what-Pel come from-Pred.
'(You) come from what country?'

h. MADE generally follows a complement as in (19).

(19) Watashi wa kuji kara goji MADE hatarakimasu. (MNI: 219)
I-S hour 9-comp. hour 5-Pel. work-Pred.
'I work from 9 to 5.'

i. YORI follows a complement as in (20).

(20) Chuugokugo no hou ga Eigo YORI muzukashii. (NS: 205)
Chinese-S more English Pel-YORI hard-Pred.
'Chinese is more difficult than English.'

Therefore, it can be concluded that the syntactic functions of these Japanese particles are subject, object, complement and adverbial. This is something previous researchers such as Katou (2006), Muraki (2004), and Nitta (1995) did not elaborate in their studies albeit the rising importance of the particles for learners of Japanese as a foreign language, especially in assisting their acquisition.

3. The semantic roles of each *kaku-joshi* contain in the Japanese textbooks

The following will present the results of the analysis of the semantic roles for each *kaku-joshi* that appears on Japanese textbooks under investigation.

The semantic roles of GA

The semantic roles of GA can be seen in the following examples.

(21) Satou san GA wain wo kuremashita. (MNI: 217)
NP1-A NP2-O V-actional
'Satou gave wain (to I).'

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(22) Ani GA byouki ni narimashita. (SN: 147)
NP1-E NP2-G V-nonvolitional
'Brother/sister is sick.'

(23) Kaze GA fukimasu. (NS: 77)
NP1-O V-nonvolitional
'The wind is blowing'.

In the three examples above, GA follows the subject but carries different semantic roles. The argument 'Satou san' in example (21), when associated with the *kuremashita* verb 'giving' as the predicate, exemplifies the semantic role of an 'actor' or agentive (A). Meanwhile, the argument 'Ani ga' in (22) shows the role of an experiencer (E) of the 'being sick' event indicated by the predicate. Quite differently, the argument, 'kaze ga' in (23) shows the role of objective (O) because it is an inanimate noun.

(24) Watashi wa nihongo no shimbun GA yomemasu. (MNII: 219)
NP1-A Japanese newspaper -O V-state
'I can read Japanese newspaper.'

The GA particle follows an argument that acts as a filler of the object function. Thus the semantic role of the subject is objective (O). Thus, it is conclusive that the semantic roles of GA can be agentive (A) as in (21), experiencer (E) as in (22), and objective (O) as in (23) ~ (24).

The semantic roles of WO

The particle WO also exhibits a variety of semantic roles. Let us observe the examples 25-27.

(25) Chichi wa haha ni hana WO agemashita. (SN: 59)
NP1-Top NP2-G NP3-O V-active action
'Father gave a flower to Mother.'

(26) Watashi wa inu ni te WO kamareta. (SN: 214)
NP1-Top NP2-A NP3-O V-passive action
'My hand was bit by the dog.'

(27) Ari san wa aoi kao WO shite imasu. (SN: 204)
NP1-E NP2-O V-state
'Ari's face is pale.'

In the examples above, it is clear that WO is used to follow the object of an active transitive sentence such as (25), indirect function in a passive sentence in (26), and the function of a stative object in (27). All these particles carry the same semantic role, i.e. objective (O).

The examples above instantiate distinct objective roles: objective effective (Oe), objective disappearance (Od), and objective change (Oc). All these roles appear in the textbooks (see examples 31-32).

(28) Ratana san wa se-ta- WO amu. (NS: 160)
NP1-A NP2-Oe volitional action
'Ratana made a sweater.'

(29) Akari WO kesu. (NS: 161)
light-NP1-Od volitional action
'(somebody) turned off the light.'

(30) Mado WO akeru. (SN: 182)
NP1-Oc volitional action.
'(somebody) replaced the window.'

(31) Kinou watashi ga kaisha WO yasumimashita. (MNI: 217)
NP1-E NP2-S V-nonvolitional action
'Yesterday I did not come to work.'

(32) Densha wa senro WO hashirimasu. (NS: 215)
NP1-Top NP2-Pt V-run
'The train runs on a railway.'

In the examples above, WO all follow the complements, yet their semantic roles vary. WO in (31) demonstrates the role as an abandoned place (kiten/source/S), while that in (32) states the place that entity passes (keiro/path/Pt).

Thus, it can be concluded that the semantic roles of

WO can be objective (O) in active actions such as (25), objective (O) in passive sentences such as in (26), objective (O) in a situation such as (27), objective effective (Oe) as in (28), objective disappearance (Od) in (29), and objective change (Oc) in (30), place or source (S) as in (31), the place passed (Pt) as in (32).

The semantic roles of NI

The semantic roles of NI found in Japanese language textbooks are as follows.

1. NI indicates a location or also called locative stative (L-stat.)

(33) Sensei wa doko NI imasu ka. (NS: 24)
NP1-E NP2-L-stat. V-existence
'Where is Father?'

(34) Maria san wa Oosaka NI sunde imasu. (MNI: 218)
NP1-E NP2-L-stat. V-existence
'Maria lives in Osaka.'

In example (33), NI follows the word *doko* 'where' associated with the predicate stating where the subject is, namely Kobayashi Sensei'. In (34), NI follows Osaka (city name) associated with the *sumu* verb 'stay' indicating the subject's residence, 'Maria san'. Therefore, one of the semantic roles of NI is to indicate the location of the subject or locative (L).

(35) Kaisha NI tsutomemasu. (MNII: 219)
NP2-L-stat. V-existence
'Work for a company.'

Much like previously, NI follows a location in terms of space in the form of a company or an office. If it is associated with the verb that is the predicate, namely *tsutomeru* 'work', then the place is where someone works in an office or a company. Therefore, NI plays a role as locative (L), but given the verb is stative, the semantic role becomes locative stative (L-stat.). Compare that with DE which acts locatively.

NI, in the example below, follows the adverbs, both of which express the time (T) for an activity or event to occur.

2. NI indicate space and time (T)

NI whose semantic role indicates time (T) for an event to occur can be seen in the following example.

(36) Mikka NI shuppatsu suru. (NC-1:12)
3-T Pred-action
'Will depart on the 3rd.'

3. NI indicates 'goal' (G)

Some examples of the use of NI whose semantic role is to state the purpose (G) of an action are as follows.

(37) Haha wa watashi NI jisho wo kuremashita. (SN: 59)
Mother-A I-G dictionary-O give.
'Mother gave me a dictionary.'

(38) Asu tomodachi NI aimasu. (MNI: 218)
tomorrow friend-G meet
'Tomorrow will meet with a friend.'

The examples above also confirm that the use of NI states the role of a goal of action (G). The difference is, in some of the previous examples, NI follows the word in the form of a place (L) in space, but in (37-38) the goal is not space but a person.

(39) Koko NI suwatte kudasai. (MNI: 218)
here-G sit
'Sit here!'

(40) Basu NI norimasu. (NS: 91)
bus-G get on
'Get on a bus.'

The aforementioned examples present the target in the form of the final goal (G) of an activity; activities carried out to sit (movement from a certain position to a position on a chair) in (39), a riding activity ends after the subject is on a train or bus (40).

4. NI as a motive (MT)

In the following example, NI is used to express the motivation to do something (MT).

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(41) Nihon e benkyou NI ikimasu. (NS: 83)
Japan-dir study-G go-action
'Go to Japan to study.'

The action stated by the verb in the example is the verb *iku* 'go'. The subject goes to that place because there is a certain motivation, namely to study (41). The motivation is the semantic role; NI indicates motivation (MT).

5. NI as a point of origin or source (S)
The example below suggest that NI indicates the semantic role as source or point of origin.

(42) Jon san NI nekutai wo moratta. (NS: 244)
Jon-S dasi-O receive-action
'(I) received a tie from John.'

In the example above, NI follows the argument that is a complement, and semantically it expresses the role as the source of the object that is transferred. With the transfer of books from John in the hands of the subject in (42), it shows that John is the source (S) or point of origin of the book.

6. Agentive NI (A) in passives
The semantic role as an agent or agentive (A) of NI can be seen in the following example.

(43) Sensei NI shikarareta. (NS: 262)
Teacher-A scold-pass
'(I) was scolded by the teacher.'

In the example above, NI marks the actors (agentive – A) in passive sentences or the adjuncts.

7. Objective NI (O)
NI that plays an objective role in the textbooks is few in number as in the following examples.

(44) Kore NI sawaru to, mizu ga demasu. (MNI: 218)
This-O touch-act water-O out-process
'If (you) touch this, the water will come out.'

(45) Shitsumon NI koateru. (NC-1:2)
question-O answer-act.
'Answer the question.'

NI in the examples above follows the NP which is a complement, which acts as an objective (O).

8. Directional NI (Dir)
The example below show that the semantic role of NI is to express the direction (Dir).

(46) Jitensha de daigaku NI kayotte iru. (MNII: 219)
bicycle-I campus-Dir come-go-act.
'I make an errand to campus by bike.'

The word *daigaku* 'campus' and *onsen* 'hot spring' followed by NI in the example above express the directions (Dir) OF commuting (46).

Thus, the semantic roles that can be expressed by NI are at least of seven kinds, covering: locative (L); time (T); source (S); goal (G); motivation (MT), agentive (A); objective (O); and Direction (Dir).

The semantic roles of DE

The semantic roles of DE found in the Japanese textbooks in question are as follows.

1. DE as locative active (L-act.)
DE, which conveys the semantic role as a place for the occurrence of activity or acting locatively (L-act), can be exemplified as follows.

(47) Eki DE shinbun wo kaimasu. (MNI: 218)
Station-L newspaper-O buy-act.
'Buy newspaper at the station.'

In the example, DE follows the word *eki* 'station' state the place where an activity occurs; the activities to buy newspaper occur at the station. The particle exhibits an L-act role. Let us compare it with the locative role of NI discussed above through the following examples.

(48) Bandon (DE/*NI) Ajia-afurika kaigi ga aru.
Bandung-L-act Conference of AA-O exist-state.
'There was Asia-Africa Conference in Bandung.'

(49) Bandon (*DE/NI) Gedung Merdeka to iu tatemono ga aru.
Bandung-L-stative building called Merdeka Building -O exist-state.
'There is a so-called Merdeka Building in Bandung.'

In the examples above, it can be seen that locative roles can be distinguished from locative stative and locative action, even though they use the same predicate. This can be used as supplementary material for Japanese learning in Indonesia.

DE can be used to express instrumental roles (I) as seen in the following examples.

In the examples 50-51, the word Japanese is considered as a tool or way of doing things, so that DE carries the semantic role of a tool or instrument (I).

In the example, DE follows the *word* stating taxi, which is a means to travel for the implied subject. Therefore, the semantic role of DE in the example above is an instrument (I).

2. Instrumental DE (I)

(50) Takushii DE ie e kaerimasu. (MNI: 218)
Taxi-I house-Dir return-act.
'GO home with a taxi.'

(51) Nihongo DE repooto wo kakimasu ka. (MNI: 218)
Japanese language-I report-O write-act.
'Do (I) write the report in Japanese?'

3. DE expressing 'Material' (Mat.)

The example of the use of DE whose semantic role expresses material are the following.

(52) Kono fuku wa kami DE tsukurarete imasu. (MNII: 220)
Cloth this-Top paper-Mat. made-act.
'This cloth is made up of paper.'

The example above shows that DE can be used to follow nouns which state the raw material of an object. Therefore, DE indicates the semantic role as raw material (Matt.). In the example above, the raw material in question paper as clothing material.

The *jishin* 'earthquake' in (53) is the cause of the many deaths. The cause is followed by DE. Therefore, particle DE carries the semantic role as the cause of a situation.

4. DE as ascriptive (As)

DE can also express the semantic role as the cause of something like in the following examples.

(53) Jishin DE hito ga oozei shinimashita. (MNII: 220)
earthquake-As hito-E many die-process.
'Because of the eathquake, many people died.'

5. DE indicating limit or amount (Lim)

The following examples show that the other semantic role of the DE is the limit of the amount or (lim).

(54) Eki made sanjuppun DE ikemasu. (MNII: 220)
Station-G 30 minutes-Lim. can go-state.
'It takes 30 minutes to get to the station.'

The limit shown in the example is '30 minutes' which suggests that someone can arrive at the station within 30 minutes. Therefore, the semantic role of DE in the example above is to state the limit (Lim.) or the amount limit.

From the explanation above, it can be concluded that the semantic roles expressed by DE are: (1) locative active (L-act); (2) instrumental (I); (3) material (Matt.) or raw material; (4) cause or ascribe (As); and (5) number or limit (Lim.).

The semantic roles of TO

The semantic roles of TO are of two kinds: as a companion, or partner (P) in an activity or state as exemplified in (70) and (71), and as expressing content or Ct such as in (72) and (73).

(55) Otoko no hito TO onna no hito ga imasu. (NS: 23)
Male-P female-O exist-existence.
'There is a male and a female.'

(56) Chichi TO isshoni ikimasu. (NS: 83)
Father-P with go-act.
'Go with Father.'

In (55) above, TO is used following a noun parallel to another noun, namely the word *otoko no hito* 'male' and the *onna no hito* 'female' in the sentence. Likewise, the word *chichi* 'father' in (56) is considered to be

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parallel to the subject of the sentence, which is unstated. Therefore, the semantic role of the particle TO in the examples above is to indicate a partner or companion in an activity.

(57) Ani wa otouto **TO** shumi ga chigau.
Older brother younger brother-Comp hobby different
'The older brother's hobby is different from the younger brother's.'

The example above uses TO as to state the role of comparison between the hobby of the older brother and that of the younger brother.

The example 58 demonstrate that TO does not follow words or phrases but rather follows clauses or sentences. In the example, the semantic role clearly differs from that in the previous examples. The role of TO here states content or Ct.

Thus, there are three semantic roles that can be expressed by TO: as a companion or partner (P), comparative (Comp.), and as content (Ct).

(58) "Ohayou" TO iimashita. (NS: 119) content
Oyahou-Ct. say-act.
'Say: "Good morning!"'

(59) Doko E ikimasu ka. (NS: 50) Dir.
where-Dir go-act.
'Where are (you) going?'

f. The semantic role of E

The semantic role of E is only one, i.e. indicating the destination or direction (Dir) as in the example (59).

Based on the example above, it can be seen that the semantic role of particle E is to express the direction (Dir). NP followed by E is the intended place by the action expressed by the verb. In (59), the word *doko* 'which place' is the intended direction. Thus, there is only one semantic role that is carried by E, which is directional (Dir).

The semantic roles of KARA

The semantic role of KARA found in the textbooks is as source (S) or origin of both space and time as in the following example.

(60) Tonari no heya KARA Manaa san n koe ga kikoemasu. (SN: 146) S
Room next door-S voice Mr. Mana-O heard-process.
'From room next door Mr. Mana's voice can be heard.'

(61) Watashi wa ku-ji KARA go-ji made hatarakimasu. (MNI: 219)
I-A hour 9-S hour 5-G word-act.
'I work from 9 to 5.

In the example (60), the word *heya* 'room' is a place in space which states the origin of Mana's voice which is heard, while in (61) 9 o'clock is the beginning of the start of work. Both of these express the semantic role as the origin of something.

(62) Sake wa kome KARA tsukurareta. (SN: 15)
Sake-TOP rice-Mat. made-stative.
'Sake is made up of rice.'

In the example above, the semantic role of KARA is different from before. Here, it indicates material (Matt.) to make something. This is almost the same as one of the semantic roles of DE. The difference in the semantic role of these two particles will be discussed in the next sub-section.

The semantic role of MADE

The semantic role of MADE found in the textbooks is a goal (G) or a reaching point, both in space and time as in the following examples.

(63) Watashi wa ku-ji kara go-ji MADE hatarakimasu. (MNI: 219)
I-A hour 9-S hour 5-G work-act
'I work from 9 to 5.'

(64) Anata no ie MADE densha de ikimasu. (SN: 38)
house you-G train-I go-act.
'(I) will go on a train to get to your house.'

The two examples above show that MADE is utilized to express the goal (G), both in space and time.

The semantic role of YORI

The semantic role of YORI found in the textbooks is as a source (S) which is the comparative (Comp) such as in (65), and the origin of both space and time as in (66) below.

(65) Toukyou ga Oosaka YORI jinkou ga ooi. (SN: 156)
Tokyo-O Osaka-Cmp. population-O more-state.
'The population of Tokyo is greater than that of Osaka.'

(66) Kaien wa 10-ji YORI hajimaru.
exhibition-TOP hour 10-S start-process.
'The exhibition starts at 10.'

Such are all the semantic roles of case particles found in the Japanese textbooks in question. It is clear that not all the semantic roles exist or are presented in the books. When compared with all Japanese language semantic roles in Table 1 above, a number of roles are not present as shown in Table 2 below.

Table 2. The semantic roles of case particles in the textbooks

No	Particle	Types of semantic roles in English and Japanese and their labels		The Japanese textbooks	Notes
1	GA	1	Agentive/A	✔	Present
		2	Expreriencer/E	✔	Present
		3	Adversative Experiencer/Ea	✘	Indirect Passive
		4	Objective/O	✔	Present
		5	Objective-effective/Oe	✘	WA
		6	Objective disappearance/Od	✘	WA
		7	Objective change Oc	✘	WA
2	WO	1	Objective/O	✔	Present
		2	Objective-effective/Oe	✔	Present
		3	Objective disappearance/ Od	✔	Present
		4	Objective change/Oc	✔	Present
		5	Path/ Pt	✔	Present
		6	Source/S	✔	Present
3	NI	1	Agentive (A)	✔	Present
		2	Objective/O	✔	Present
		3	Source/S	✔	Present
		4	Locaive stative/L-stat.	✔	Present
		5	Goal/G	✔	Present
		6	Time/T	✔	Present
		7	Motive/MT	✔	Present
		8	Ascriptive/AS	✘	Absent
		9	Directional/ Dir	✔	Present
4	DE	1	Agentive/ A	✘	Absent
		2	Objective/O	✘	Absent
		3	Locative action/L-act.	✔	Present
		4	Ascriptive/AS	✔	Present
		5	Instrument/I	✔	Present
		6	Material/Mat.	✔	Present
		7	Limit/Lim.	✔	Present
		8	Esssive/ES	✘	Absent
5	TO	1	Goal/G	✘	Absent
		2	Partner/P	✔	Present
		3	Comparative/Com.	✔	Present
		4	Content/Ct	✔	Present
6	E	1	Directional/Dir	✔	Present
7	KARA	1	Agentive/ A	✘	Absent
		2	Source/S	✔	Present
		3	Locative Source/LS	✘	Absent
		4	Ascriptive/AS	✘	Absent
		5	Material/ Mat	✔	Present
8	MADE	1	Goal/G	✔	Present
9	YORI	1	Source/S	✘	Absent
		2	Comparative/Comp.	✔	Present

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From Table 2, several things are apparent. First, there are seven kinds of semantic roles of GA; however, the textbooks accommodate only three types: agentive (A), experiencer (E), and objective (O). The semantic roles of GA that do not appear in the textbooks are the experiencer adversative (Ea), objective effective (Oe), objective disappearance (Od), and objective change (Oc). These four semantic roles are related to passive sentences, both direct and indirect passives. The role of experiencer adversative (Ea) does appear in textbooks but is expressed with WA, rather than GA. Other objective roles (Oe, Od, Oc) related to direct passive sentences are unfortunately not found. This shows that the presentation of Japanese passives in the textbooks is incomplete (Sutedi, 2012, 2013, 2016).

Second, the six different types of semantic roles of WO are all exemplified in the Japanese textbooks. Muraki (2004) has, in some length, enumerated these roles, and Sutedi (2015) applied for these roles in delineating Japanese passive structures. Sugai (2017) expanded and enriched the discussions with cognitive linguistics insights.

Third, there are eight kinds of semantic roles of NI in the textbooks, and only one type is not present, namely the ascriptive (AS) role as in the following example.

(67) Otouto wa shakkin **NI** nayande iru. AS
Younger brother-NP1 debt-NP2-AS confused
'He is confused with his debts.'

Such an example is indeed not found in the books, even though it is quite important for communication needs. Hasuike (2004), Muraki (2004), and Sugai (2011) have also reiterated the relative significance of these semantic roles. In a similar vein, Li Dan (2010 & 2011) has also highlighted that a full range of semantic roles of NI plays a pivotal role in Japanese acquisition and learning.

Fourth, of the eight semantic roles of DE, only six appear in the books; the agentive (A) and objective (O) roles as in the following examples do not appear.

(68) Ato wa watashi-tachi **DE** yarimasu.
rest we-A do
'We will do the rest.'

(69) Chichi wa kachou **DE** owaru.
Father section head-ES retire
'Father retired from a section head post.'

Asayama (2002), Mabushi (2000) and Sugai (1997) suggest that these roles are crucial in communication; therefore, they need to be taught to learners.

Fifth, of the four semantic roles of TO, only two types appear in the books: the role of partner (P) and content (Ct), while the goal (G) and comparative (Comp.) as in the following example are not found.

(70) Koori ga tokete, mizu **TO** naru.
Ice melt water-G become
'The ice melts to become water.'

Muraki (2004) holds that the role such as above is equally important, and thus it must be incorporated into the Japanese textbooks.

Sixth, the role of E, which is directional, is attested in the books. This is in line with Kubota's (1994) statement that the directional role of E is found in the early stages of Japanese language learning.

Seventh, of the five semantic roles of KARA, only three appear in the books: the role of source (S), locative source (LS), and material (Matt.). Meanwhile, the agentive role (A) and cause (AS) as in the following example, do not exist.

(71) Watashi **KARA** renraku shimasu.
I-A call
'I am the one that called him/her.'

(72) Shingou no kakunin misu **KARA** daijiko ga okotta.
error see light LL-AS accicent hard occur
'Because of the error in seeing the traffic light, a big accident occurred.'

Itou (2001) believes KARA is agentive (A) and cause (AS), and such roles are pertinent to learn.

Finally, MADE that exhibits the role of goal (G) both in space and time is found the books, while the semantic role of YORI that appear only acts as a comparison (Comp.); the source role (S) does not appear. In this regard, Kitahara (1998) underscores the importance of all the roles MADE is endowed in a Japanese textbook.

Thus, from the 40 semantic roles, the nine Japanese particles can express, it turns out that there are only 26 roles found in the textbooks. This means that

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the Japanese language textbooks widely used in Indonesia so far are still inadequate in presenting all the materials concerning particles. Therefore, additional materials on case particles are to be supplemented, especially for grammar teaching, because it's commonly used in daily conversation (Muraki, 2004).

In addition, the problems that have arisen so far in grammar teaching have never been approached from a semantic role point of view, where a number of particles have multiple functions, or several particles share the same function (Oka, 2007). This confuses Japanese learners (Wang, 2007).

With a more detailed description of the semantic roles of each Japanese particle, it will be easier for the learners to completely grasp and distinguish two particles that have the same function. For example, NI and DE, both of which state place (L), can be discriminated by the locative semantic role of an action (L-act.) for DE and locative stative (L-stat.) for NI. DE and KARA, both of which state raw materials (Mat.), can be distinguished into visible raw materials *(zairyou/* Mat-raw) and invisible raw materials (ingredient/ genryou/ Mat-ingr). A fuller description of particles can help learners distinguish particles.

CONCLUSION

It can be concluded that there are nine cases in the Japanese textbooks for basic to intermediate learners: GA, NI, WO, DE, TO, E, KARA, MADE, and YORI. Each particle can follow a noun phrase that occupies the syntactic function (argument) of a subject, object, complement, or adjunct. The semantic roles of these particles are quite varied, ranging from those acting as agentive (A), objective (O), experiencer (E), locative (L), instrument (I), time (T), cause (As), the raw material (Mat), and so on.

As an implication for Japanese language teaching, the findings herein can be utilized as instructional materials for the learners. As aforementioned, the teaching approach solely through functions and syntactic categories is inadequate, additional materials, especially in Japanese grammar teaching on the semantic roles, may be useful for the learners.

A follow up that seems urgent is the need for uniformity of the terms used in Japanese language learning to express all the semantic roles of case particles, thus making learning Japanese particles relatively easier for the learners.

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