

The use of Chinese adverbs 又 (yòu) and 再(zài) by Indonesian students: error analysis

Arini Junaeny¹, Mir'ah Azizah²

Universitas Negeri Makassar^{1,2}
¹email: arinijunaeny@unm.ac.id

Abstract - This study aims to obtain data and analysis of errors in the use of adverbial words 又 (yòu) and 再(zài) in Chinese Language Education Study Program students and the factors that influence Chinese learners' errors in the use of structures. The adverbial words 又 (yòu) and 再(zài) in the Chinese Language have their structure in use. It is very important to learn and understand. Chinese language learners often make mistakes in using these two words. This study uses a qualitative approach with data sources from the results of student tests and secondary data from open questionnaires. From the data, the percentage of errors in the use of the adverbial (yòu) was 32.49% and the use of the adverbial (zài) was 29.49%. And from the results of making sentences, it was found that the forms of errors were, the use of 又 (yòu) in sentences, the use of 再 (zài) in sentences, sentence structure, use of vocabulary, and sentence logical meaning, with a total of 25 errors.

Keywords: adverb, Chinese language, grammar, 又 (yòu) and 再(zài)

1. Introduction

Chinese language as a foreign language for Indonesian students is not an easy thing to be learned. The Chinese language is a language that has its own writing characters or script which is quite complicated. Chinese grammar also needs to be understood more deeply, because Chinese grammar also has its own rules and characteristics.

又 (yòu) and 再 (zài) are synonymous words, but there are differences in their usage. The adverbial words 又 (yòu) and 再 (zài) in Mandarin have their structure. So, it is very important to learn and understand. Chinese learners often make mistakes in using these two words. Conducting the error analysis contributes to the improvement of Chinese learning.

The purpose of this study was to obtain data and analysis on errors in the use of adverbial words 又 (yòu) and 再 (zài) in Chinese Language Education Study Program students and the factors that influence Chinese learners' errors in the use of structures, especially the adverbial words 又 (yòu) and 再 (zài).

A language is a form of the unified system used in communication. From this unitary form, language can be divided into language units, so that it is easy for the analysis process and also in-depth understanding. As according to Parera (2009), “*Bahasa sebagai salah satu sistem lambang bunyi yang manusiawi dan dipakai untuk berkomunikasi antar sesama manusia harus dipenggal-penggal atas satuan-satuan bahasa agar dapat dianalisis.*” Language as a human sound symbol system and it is used to communicate between human beings must be cut into pieces of language units first so that they can be analyzed. Tarigan (2011) put forward that error analysis is a work procedure commonly used by researchers and language teachers which includes sample collection, identification of errors contained in the sample, explanation of the error, classifying the error based on its cause and evaluating or assessing the seriousness of the error.

In Chinese, the adverbial words 又 (yòu) and 再 (zài) are synonyms and have the same meaning. However, there are differences in their use.

1. Use of 又 (yòu) (xin, 2012:505)

a. The structure of “又...又...” can show juxtaposition structure. Example:

小明又高又瘦 *Xiǎomíng yòu gāo yòu shòu*

Translation: Xiaoming is tall and also skinny.

b. Can show something that is done repeatedly. Example:

刚晴了一天, 又下雨了 *Gāng qíng le yī tiān, yòu xià yǔ le*

Translation: It's just been a sunny day, and it's raining again.

c. Can show an activity or a condition that appears one after another. Example:

她刚才醒了, 现在又睡了 *Tā gāngcái xǐng le, xiànzài yòu shuì le*

Translation: He just woke up, now asleep again

d. Can mean "but" or emphasize the meaning of negation. Example:

他想睡觉, 又睡不着 *Tā xiǎng shuìjiào, yòu shuì bùzháo*

Translation: He wants to sleep, but can't sleep.

2. Use of 再 (zài) (shuxiang, 2015:642)

a. Indicates an Action is repeated or continuous. Example:

我们要学习, 学习, 再学习 *Wǒmen yào xuéxí, xuéxí, zài xuéxí*

Translation: We must study, study, and study.

b. Indicates an event that occurs in a certain situation.

今天来不及了, 明天再回答大家的问题吧。

jīntiān lái bù jí le, míngtiān zài huídá dàjiā de wèntí ba

Translation: It's too late today, tomorrow will answer everyone's questions.

c. Used before an adjective indicating the addition of a degree (more)

即使天再冷，风再大，我们也不怕。

Jíshǐ tiān zài lěng, fēng zài dà, wǒmen yě bùpà

Translation: No matter if the weather is very cold, the wind is very strong, we are not afraid.

d. The use of the word negation with the word negation indicates something that is not repeated or does not continue the action anymore.

喝了一个，不再喝了 Hēle yīgè, bù zài hēle.

Translation: Drink once, will not drink again.

3. Similarities and Differences 又(yòu) and 再(zài) (袁娅 yuan ya, 2014:27)

Yuan ya (2014) concludes the similarities and differences between (yòu) and (zài), as follows.

Similarities	Differences
1. 又(yòu) and 再(zài) both can show the meaning of repetition	1. 又(yòu) is used in front of a repetitive activity that has already happened, 再(zài) is used when expressing a repeated activity in the past.
2. 又(yòu) and 再(zài) both can indicate repetition that has not occurred	1. After再(zài) the speaker generally hopes that the action/activity needs to be carried out, 又(yòu) cannot express such meaning. 2. As a rule, when stating that action occurs repeatedly based on its quantity (number of actions), then it can only use又(yòu) and can't use再(zài). 3. The structure “再这么+Predicate” indicates the speaker does not want the action to continue, while 又(yòu) does not have that structure and rules.

2. Method

The research uses descriptive qualitative. A qualitative approach is used to analyze the deeper and broader focus of the research, namely the analysis of language errors. Sugiyono (2019:9) suggests that qualitative research methods are research used to examine the condition of natural objects, data analysis is inductive and emphasizes meaning rather than generalizations.

The focus of this research is to analyze the errors of Chinese learners, in this case, students in using Chinese grammar. The focus of the grammar that will be analyzed is the use of Chinese adverbial words 又(yòu) and 再(zài). The data in this study were obtained from the results of test work on students of the Chinese Language Education Study Program State University of Makassar, at least in semester 5, with 15 people successfully obtaining data. The other data sources are from an open questionnaire regarding the factors that cause errors in the use of Chinese adverbial words 又(yòu) and 再(zài).

3. Results and Discussion

Errors Data from Student's Test Result

Part A and B are fill-in-blank types of questions that use adverbial 又(yòu) and 再(zài). Part A question is answered by choosing 又(yòu) or 再(zài) to complete the sentence. Part B question is complete the sentence according to Indonesian translation. The result data can be shown in this table.

Table 1 The Use of Adverbial 又(yòu) and 再(zài) Errors

Errors	Quantity	Percentage
The use of 又(yòu)	39	32, 49 %
The use of 再(zài)	53	29, 48 %
Total	92	30, 67 %

Table 1 shows the result of Part A and Part B student's test results data. There are 39 (32,49%) errors of 又 (yòu), and 53 (29,48%) errors of 再 (zài). The total errors are 92 (30,67%).

Table 2 The Errors Use of Adverbial 又 (yòu)

Item	Question	Errors Quantity	Errors Percentage
Part A	1	2	13,3 %
	3	8	53,3 %
	6	9	60 %
	8	2	13,3 %
Part B	1	4	26,7 %
	2	4	26,7 %
	6	2	13,3 %
	9	8	53,3 %
Total	120	39	32,49 %

Table 2 shows the errors use of adverbial 又 (yòu) in every item of the question. The items have 8 questions and 15 respondents. There are 120 data collected. The errors are 39 (32, 49%).

Table 3 The Errors Use of Adverbial 再 (zài)

Table 3 The Errors Use of Adverbial 再 (zài)

Item	Question	Errors Quantity	Errors Percentage
Bagian A	2	1	6,7 %
	4	3	20 %
	5	6	40 %
	7	3	20 %
	9	2	13,3 %
	10	4	26,7 %
Bagian B	3	3	20 %
	4	7	46,8 %
	5	4	26,7 %
	7	8	53,5 %
	8	10	66,8 %
	10	2	13,3 %
Total	180	53	29,48 %

Table 3 shows the errors use of adverbial 再 (zài). There are 180 data collected from question quantity. The errors are 53 and the error percentage is 29,48 %.

Part C question is “to create sentences”. The students were asked to create five sentences of each adverbial of 又 (yòu) and 再 (zài). Data was collected from students' sentences, then carried out data reduction. Data reduction is in the form of finding errors in sentences and then classifying them into forms of errors. The description is as follows.

Table 4 Classification of Sentences Error

Errors Form	Quantity
1 The use of 又 (yòu) in sentences	3
2 The use of 再 (zài) in sentences	8
3 Structure of sentence	4
4 The use vocabularies and the meaning of sentence	10
Total	25

From the data collection, the errors in making sentences were classified based on the form of the error, namely: 1) Use of 又(yòu) in sentences, 2) Use of 再(zài) in sentences, 3) Sentence structure, 4) Use of vocabulary and sentence meanings. As shown in Table 4.4. and obtained a total of 25 errors. The form of errors will be described in more detail in the discussion section.

Error Analysis of Using Adverbial Words 又(yòu) and 再(zài)

In the use of the adverbial word 又(yòu), the highest error was in item part A number 6 with an error percentage of 60%.

(1) 你要是__把衣服弄脏的话, 我告诉你妈妈。

Nǐ yàoshi __bǎ yīfú nòng zāng dehuà, wǒ gàosù nǐ māmā.

Translation: If You __ make your clothes dirty, I would tell your mom.

In this sentence (1), 9 students answered 再(zài), while the correct answer was 又(yòu). The adverbial word 又(yòu) is used because it indicates an activity that is repeated over and over again. In this sentence, it means a warning or it is not good if it is done, so it is more appropriate to use 又(yòu). In the second-highest error in the use of 又(yòu) in the item part A number 3 and part B number 9. With an error percentage of 53.3% for each item.

(2) 她哭了__笑, 笑了__哭。(又)(又)

Tā kūle __xiào, xiàole __kū (yòu) (yòu)

Translation: She cries and laughs, laughs and cries again

(3) 他吃了__睡, 睡了__吃。(又)(又)

Tā chīle __shuì, shuìle __chī (yòu) (yòu)

Translation: He sleeps after eating, He eats after sleeping.

In sentences (2) and (3), the correct answer is yòu (又) in both blanks. Students who answered wrongly often paired the words yòu (又) and zài (再) in filling the blanks in the sentence. This sentence uses a juxtaposition structure so that the correct one uses yòu (又). These two sentences mean more than one action that is carried out alternately or simultaneously and repeatedly. From the number of errors, it can be said that students do not understand the structure of “又....又....”.

The least error made by students in using yòu (又) was on the item questions of part A number 1 and 8, part B number 6. These were in the sentences.

(4) 他__在看电视。(又)

Tā __zài kàn diànshì. (yòu)

Translation: He is watching TV again.

(5) 他昨天__迟到了。(又)

Tā zuótiān __chídào. (yòu)

Translation: He was late again yesterday.

(6) 昨天不是已经去过了吗?, 怎么__要去啊?(又)

Zuótiān bùshì yǐjīng qùguòle ma? Zěnmē __yào qù a? (yòu)

Translation: Didn't you go yesterday? Why would you want to go again?

In sentences (4), (5), and (6) the least errors were made by students in the use of 又(yòu). With this, it can be said that most of the students can understand the basic rules of using 又(yòu). The word 又(yòu) is an action that means that the speaker does not expect the event/action to happen again.

In the use of the adverbial word (zài), the highest error was in item part B number 8 with an error percentage of 66.8%. Then the highest error was continued on item part B number 7 (53.5%), part B number 4 (46.8%), and part A number 5 (40%).

(7) 这次不会__忘了带游泳卡。(再)

Zhè cì bù huì __wàngle dài yóuyǒng kǎ. (zài)

Translation: This time, I will not forget to bring my swimming card again.

(8) 我不想__去了, 浪费时间。(再)

Wǒ bùxiǎng __qù. (zài)

Translation: I don't want to go anymore, it is wasting time.

In sentence (7) above, which was item part B number 8, 10 students (66, 8%) made a mistake and completed the sentence with the word 又 (yòu). Sentence (8) is a question item for part B number 7 with the total wrong number of students, 8 (53.3%). Students completed sentences using the word 又(yòu) while the correct answer in sentences (7) and (8) is the adverbial word 再 (zài). As a rule, the word 再 (zài) is used in conditions that will be carried out in the future, and the word negation (不) indicates that the activity will not continue or be repeated again.

(9) 事情要想好了以后, _____ 做决定。(再)
Shìqíng yào xiǎng hǎole yǐhòu, _____ zuò juéding.
Translation: Something has to be thought about before deciding.

In sentence (9) seven students made mistakes (46.8%). The correct answer was using the word 再 (zài). In this sentence, the function of the word 再 (zài) is to indicate an event that occurs in a certain situation, which is the event of deciding something that previously had to be thought about first.

(10) 小花的妈, 来吧! 咱们_____商量商量! (再)
Xiǎohuā de mā, lái ba!, Zánmen _____ shāngliáng shāngliáng!
Translation: Xiaohua's mother, come on! let's have some discussions again!

In sentence (10), 6 students made mistakes (40%). The use of the word 再(zài) in this sentence indicates repeated or continuous action. In the sentence, the speaker invites xiaohua's mother to carry out discussion activities again.

(11) 我要_____吃一块蛋糕。
Wǒ yào _____ chī yīkuài dàngāo.
Translation: I want to eat a piece of cake again.

The last error made by students in the use of the word 再(zài) was 1 error in item part A number two (2). It showed in a sentence (11) that the students understood the word 再(zài) is used for an action that will be repeated.

Based on the analysis of students' work on the items in part A and part B, it can be considered that most students can understand the difference between 又(yòu) and 再(zài). However, in certain rules, students still make many mistakes. The mistakes are 1) The students do not understand the structural rules of 又...又..., and 2) The students do not understand the use of 再(zài) together with the word negation which indicates something does not repeat itself or does not continue the action again.

Error Analysis of Creating Sentences in Adverbial Words 又(yòu) and 再(zài)

The use of the adverbial word 又(yòu) has 3 errors, and the use of the adverbial word 再(zài) has 8 errors. The sentence structure on student work contains 4 errors, in the use of vocabulary and sentence meaning errors, there are 10 errors. These sentence errors are described as follows.

12. 不能又决定什么时候去
bùnéng yòu juéding shénme shíhòu qù
13. *他谦虚又诚恳地说
tā qiānxū yòu chéngkěn de shuō
14. *我很哭又哭
wǒ hěn kū yòu kū

In sentence (12), the most appropriate adverbial word to use is 再(zài) because 再 (Zai) is used with the word negation which indicates an action that one doesn't want to do anymore. In sentence (13), the word 又(yòu) must be used twice, the structure of you is “又...又...” so that

the correct sentence is 他又谦虚又诚恳地说. In sentence (14), besides the use of the word 又 (yòu), the other errors are the use of illogical vocabulary, structure, and meaning of sentences. The word (kū) is a verb so it cannot be placed after the word (hěn). The correct sentence is “我又哭了” (wǒ yòu kūle).

15. *我想吃再肉丸

Wǒ xiǎng chī zài ròu wán

16. *我可以在去中国。

wǒ kěyǐ zài qù zhōngguó.

17. *再高明的谎言都有被识破的一天。

Zài gāomíng de huǎngyán dōu yǒu bèi shìpò dì yītiān.

In sentence (15), there is an error in that sentence structure which should be +V, with the correct sentence 我想再吃肉丸 (wǒ xiǎng zài chī ròu wán) 'I want to eat meatballs again'. In sentence (16), the error is in the vocabulary aspect. The word zai 在 should be used replaced with zai 再. In sentence (17), the use of 再(zài) is not appropriate because it does not indicate the repeated action occurs, and after the word 再(zài) is placed a noun (noun phrase) which indicates a structural error.

18. 我在玩

Wǒ zài wán

19. 我在吃面

wǒ zài chī miàn

20. 我在看电视

wǒ zài kàn diànshì

21. 我在做功课

wǒ zài zuò gōngkè

22. 你在吃什么

nǐ zài chī shénme

In sentences (18) to (22), there is no error in the structure and meaning of the sentence. However, all these sentences do not use the adverbial word 再(zài). In making sentences, students did not pay attention to the character of the vocabulary 再(zài). Because of the similar sound to the word 再(zài), Therefore, the students made mistakes like that. Besides that, the use of 再(zài) in the sentence should contain repeated actions so that the use of the word 在(zài) is confusing the readers. 在(zài) in these sentences means “while” or on progress action. In other words, the sentence is too simple with a narrow meaning specifically the use of 再(zài).

23. 冰箱里有一些水果了，我们再买吧

bīngxiāng li yǒu yīxiē shuǐguǒle, wǒmen zài mǎi ba

24. 今晚我们看哈利波特电影，明晚我们再看电影。

jīn wǎn wǒmen kàn hā lǐ bō tè diànyǐng, míng wǎn wǒmen zài kàn diànyǐng.

In sentences (23) and (24), the error is in the meaning of the sentence. In sentence (23) it means 'there are some (many) fruits in the refrigerator, let's buy some more. Logically, if there are already fruits, the next clause should not need to buy them again. The correct sentence can be changed to 冰箱里只有几个水果，我们再买吧 'there are only a few (a few) fruits in the refrigerator, let's buy some.

In the sentence (24) 'We watch Harry Potter tonight, we watch a movie again tomorrow night. In Chinese, the use of this sentence is not appropriate because the first clause mentions the name of a particular film, so the use of 再(zài) in the second clause also mentions the name of the film or the quantity of the action. For example 今晚我们看哈利波特电影，明晚我们

再看一遍 'we watch Harry Potter tonight, we watch it again tomorrow night' or 'we watch Harry Potter tonight, then we watch The Chronicles of Narnia tomorrow night'.

The error cause factors of Adverbial Words 又(yòu) and 再(zài)

The Structure Learning of Mandarin in the Mandarin Education Study Program is considered by students to be good. The explanation given in class is sufficient. Based on the open questionnaire, one student argued that the learning which focused on grammar was still lacking and needed to be improved.

Some students already understand the rules of structure and its use in the learning of the use of 又(yòu) and 再(zài). However, some are still of the opinion that sometimes they were still confused in distinguishing them. So, it can be considered that student's understanding of the use of 又 (yòu) and (zài) still need to be improved.

After the results of the open questionnaire were collected, the classification of the causes of errors in the use of the Chinese structure was found, as follows.

- a. Lack of understanding and mastery of the structure and grammar of Chinese.
- b. The differences in sentence structure between Indonesian and Chinese make students often make mistakes.
- c. Students are still much influenced by Indonesian when compiling Chinese sentences.
- d. Students are still lacking in practice and learning the structure and grammar of Chinese.
- e. Student's ability to understand learning is due to forgetting the placement of structure and grammar.

The Factors that can support students in the structure of Chinese, especially the use of 又 (yòu) and 再(zài) is students must often use adverbial words 又(yòu) and 再(zài) both in learning and in everyday life. Besides that, the students must need to raise their self-awareness of learning, get support and motivation to learn, have experienced teachers, media, and learning references from various sources (books, music, videos, dramas, novels in Chinese), and have a good learning atmosphere.

The factors that hinder learning the Chinese structure, especially the use of 又 (yòu) and 再(zài) are the lack of practice and application of these structures in daily life and not interacting in using Chinese with friends. Mandarin language skills that still need to be improved such as understanding structure, mastery of vocabulary, and meaning of sentences.

Students know the use of 又 (yòu) and 再(zài). The lack of practice and application of the use of these words makes students not remember what they have learned. What needs to be done is the students must get motivation from both themselves and others to consistently improve their Chinese skills, especially the Chinese structure and grammar.

4. Conclusion

Based on the study results, it can be concluded several important points, as follows.

In the test item, the percentage of errors in the use of the adverbial 又(yòu) is higher than the use of the adverbial 再(zài). The percentage of using the adverbial 又 (yòu) is 32.49 % and the use of the adverbial 再 (zài) is 29.49 %.

The forms of student errors in making sentences that were found are classified into, 1) The use of 又(yòu) in sentences, 2) The use of 再(zài) in sentences, 3) Sentence structure, 4) The use of vocabulary and sentence meaning, with 25 total errors. Students basically can understand the difference between the use of 又(yòu) and 再(zài). However, in certain rules, students still make many mistakes. namely, 1) students do not understand the structural rules of, and 2) on the rules for using the word (zài) together with the word negation which indicates something does not repeat itself or does not continue the action again.

Students know the use of 又 (yòu) and 再(zài). The lack of practice and application of the use of these words makes students not remember what they have learned. What needs to be done is the students must get motivation from both themselves and others to consistently improve their Chinese skills, especially the Chinese structure and grammar.

References

- Arikunto, Suharsimi. (2019). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Bo Rong, Huang. (2012). *现代汉语 (Xiandai Hanyu)*. Beijing: Peking University Press.
- Cook, V.J, dan Newson. (1998). *Chomsky Universal Grammar: An Introduction*. Australia: Blackwell Publishing.
- Crystal. (2011). *Xiandai Yuyanxue Cidian*. Beijing: Shangwu Yinshuguan.
- De Xi, Zhu. (2015). *语法讲义 (yufa Jiangyi)*. Beijing: Shangwu Yinshuguan.
- Hardani, dkk. (2020). *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Pustaka Ilmu.
- Huimin, Yang. (2013). *留学生使用副词“再”“又”的偏误分析及教学策略: Error Analysis of Foreign Students in Using Adverbs “Zai” “You” and The Teaching Strategies*. Harbin Normal University, China. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201401&filename=1013313025.nh> (accessed on October 4th. 2021)
- Jianhua, Liu. (2007). *副词“还、也、又、再”的重复义研究: A Study on the Repeated Meaning of the Adverbs “Han, Ye, You, Zai”*. Yanbian University, China <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD2008&filename=2007184073.nh> (accessed on October 4th. 2021)
- Mahsun. (2017). *Metode Penelitian Bahasa: Tahapan, Strategi, Metode, dan Tekniknya*. Depok: Rajawali Press.
- Nurgiantoro. (2010). *Penilaian Pembelajaran Bahasa*. Yogyakarta: BPFE-YOGYAKARTA.
- Parera. (2009). *Dasar-dasar Analisis Sintaksis*. Jakarta: Penerbit Erlangga.
- Purwanto, M, Ngalim. (2012). *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT. Remaja Rosdakarya.
- Sasmita, Misnawaty Usman dan Arini Junaeny. (2022). *Analisis Kesalahan Penggunaan Kata Pelengkap Arah 趋向补语 (qu xiang buyu) 来 (lai) dan 去 (qu) Pada Kalimat Bahasa Mandarin Kelas XI MAS An Nuriyah Bontocini Jeneponto*. Wenchuang Journal. <https://ojs.unm.ac.id/WenChuang/article/view/31978> (accessed on March 1st. 2022)
- Sudjana, Nana. (2005). *Metode Statistika*. Bandung: Tarsito.
- Sugiyono. (2011). *Statistika Untuk Penelitian*. Bandung: Alfabet
- Tarigan, Henry Guntur dan Djago Tarigan. (2011). *Pengajaran Analisis Kesalahan 46 Berbahasa*. Bandung: Penerbit Angkasa Bandung.
- Verhaar. (2016). *Asas-asas Linguistik Umum*. Yogyakarta: Gadjah Mada University Press.
- Xin, Zhao dan Ying. (2012). *学汉语近义词辞典: The Commercial Press Guide to Chinese Synonyms*. Beijing: The Commercial Press.
- Ya, Yuan. (2014). *汉语副词“再、还、也、又”偏误分析—以母语为英语的留学生为例: The Error Analysis of Adverts “再、还、也、又”—Based on Native English Speakers Who study Chinese As a Second Language*. Jinan Normal University, China <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201402&filename=1014243607.nh> (diakses tanggal 4 Oktober 2021)
- Yusri dan Mantasiah. (2020). *Linguistik Mikro: Kajian Internal Bahasa dan Penerapannya*. Yogyakarta: Deepublish.