JoKAL
Journal of Korean Applied Linguistics

Journal homepage: https://ejournal.upi.edu/index.php/JoKAL

The acquisition of Korean subject and complementary particles 'i/ga' among Indonesian learners

Fitri Meutia[1]

[1] Nasional University, Indonesia
*Corresponding author: E-mail address: ichalmootiebogie282103@gmail.com

ABSTRACT

Subject and complement markers 이(i)/가(ga) are markers used to form a sentence in Korean language, which are quite difficult for Indonesian Korean learners to master because in Indonesian there is no subject or complement marker. Therefore, it is difficult to conquer. This research is a descriptive quantitative study that aims to find out the acquisition of Korean subject and complement markers 이(i)/가(ga) of Indonesian Korean language learners, and difference in understanding Korean subject and complement markers 이(i)/가(ga) between native Korean speakers and Indonesian Korean language learners. Grammaticality Judment Test (GJT) and statistical tests were conducted on 60 learners of Korean learners, and 20 native Korean speakers to determine their acquisition and difference. The results found that learners acquisition was quite low as seen from the average of correct answers which was only 72 point for the highest and 45 for the lowest. In addition, it was also found that there is significant difference (Sig. < 0.05) between native Korean speakers and Indonesian Korean language learners regarding understanding Korean subject and complement markers 이(i)/가(ga). The results of this study are similar to previous studieswhich found that there were significant differences between native Korean speakers and Indonesian learners in recognizing Korean subject and complement markers 이(i)/가(ga.

ARTICLE INFO

Article History:
Received 07 Jan 2024
Revised 09 March 2024
Accepted 16 March 2024
Available online 30 March 2024

Keywords:
complementary markers;
grammaticality judgment test(GJT);
이/가(i/ga);
Indonesian learners;
subject markers

1. INTRODUCTION

The acquisition of a foreign language that has been studied can be seen in the production of the foreign language itself, namely when 'speaking' and 'writing' using that foreign language. This is because, in these two skills, the use of grammar appropriate to the context can be measured and assessed. Moreover, grammar is the main supporting factor for demonstrating speaking and writing abilities (Asholahudin, 2020). Adhima (2022), in her research on high school German language learners, stated that grammar plays an important role in conveying meaning in vacation or travel situations. With the use of grammar appropriate to the context, communication with native speakers can be considered successful (Herpindo et al., 2023).

However, grammar in foreign language learning is always a challenging part to master, especially if the grammar in the foreign language being learned does not have equivalence in the learner's mother tongue (Lee et al., 2022; Meutia et al., 2022). This can be found in Korean grammar. Korean is a language with diverse grammatical structures that are often difficult to find equivalents for in Indonesian. One example is subject and complement marking particles. Korean has many particles used for the same function but different in context or usage situations, often causing learners to make mistakes when using them (Keeyoung Ko & Sun Hee Park, 2022). Based on this, it can be estimated that the acquisition of Korean subject-marking particles by Korean language learners is not high.

Several studies have been conducted to determine the acquisition of Korean subject-marking particles by Korean language learners. Oh (2021) researched Chinese and Japanese learners of Korean. Oh (2021) found that the acquisition of Korean subject particles by Chinese and Japanese learners of Korean is quite low because there are still differences compared to native speakers. The reason for the acquisition not matching native Korean speakers is due to the influence of the learners' mother tongue's linguistic structure. Other studies showing similar acquisition results for Chinese, Japanese, Arab, and other Korean learners have been conducted by Su (2020); Mun (2020); Wu (2020); Lee & Lee (2020); Kim et al. (2022).

Looking at the research results regarding the acquisition of subject particles, which is still not optimal among learners from various countries, it indicates that this particle has a high level of difficulty. Thus, a technique or method is needed to teach this grammar to achieve better acquisition. However, to design these techniques and methods, input is needed on how these subject particles can be equated in Indonesian, and what the current acquisition conditions are for Indonesian learners of Korean. So far, there has been research attempting to compare Korean and Indonesian subjects to determine if there is any equivalence of Korean subject particles in Indonesian (Prismayanti & Mulyadi, 2022). However, there has been no research trying to find the acquisition of Korean subjects by Indonesian learners. This study aims to determine the acquisition of Korean by Indonesian learners. Additionally, this study aims to understand the acquisition of '이/가 (i/ga)' with other functions, namely complement particles, which do not only function as subject particles. Therefore, the research questions are (1) "How is the acquisition of Korean subject and complement particles '이/가 (i/ga)' between native Korean speakers and Indonesian learners of Korean?" (2) "Is there a difference in the acquisition or mastery of '이/가 (i/ga)' between native Korean speakers and Indonesian learners of Korean?"

1.1. Functions of the Subject and Complement Particles 이/가 *(i/ga)*

The particles 이/가 *(i/ga)* are used to indicate the subject and complement in a sentence. Thus, if a sentence contains a subject and a complement, these particles are attached to indicate that the nouns are the subject and the complement. As shown, there are two forms: 이 *(i)* and 가 *(ga)*. 이

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

(i) is attached to nouns ending in a consonant, and 가 *(ga)* is attached to nouns ending in a vowel. Below are example sentences where the subject and complement in the sentence are each marked with their respective particles.

(1) a. 컴퓨터가 책상에 있어요.
(kompyutoga ceksange isoyo.)
(The computer is on the table.)

b. 꽃이 예뻐요.
(kochi yepoyo.)
(The flower is beautiful.)

c. 동생이 공원에 가요.
(dongsengi gongwone gayo.)
(My younger sibling goes to the park.)

d. 누나가 회사원이에요.
(nunaga hwesawoniyeyo.)
(My older sibling is a private sector employee.)

e. 친구가 비빔밥을 먹어요.
(Chingguga bibimbapeul mogoyo.)
(My friend is eating bibimbap.)

f. 우리는 집이 있어요.
(Urineun jibi isoyo.)
(We have a house.)

(2) a. 여기는 학교가 이니에요.
(yogineun hakyoga anieyo.)
(This is not a school.)

b. 의사가 될 거예요.
(kheseo euisaga dwel koyeyo.)
(When I grow up, I will become a doctor.)

Sentences (1) a. to f. are sentences that demonstrate the function of 이/가 (i/ga) as subject marking particles. The word '컴퓨터 (kompyuto <computer>)' in the sentence (1) a., the word '꽃 (kot <flower>)' in the sentence (1) b., the word '동생 (dongseng <younger sibling>)' in the sentence (1) c., the word '누나 (nuna <older sister>)' in the sentence (1) d., the word '친구 (chinggu <friend>)' in the sentence (1) e., and the word '집 (jip <house>)' in the sentence (1) f. are subjects, so each is marked with 이/가 (i/ga). Then, the word '학교 (hakyo <school>)' in the sentence (2) a. and the word '의사 (euisa <doctor>)' in the sentence (2) b. are complements, so they are marked with 이/가 (i/ga). When 이/가 (i/ga) functions as a complement, it generally

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

comes with the words 'not' and 'to become/become'. Nouns that follow these words in Indonesian, when translated into Korean, must be marked with 이/가 (i/ga).

2. METHOD

The research begins with sample selection and the design of research instruments. This is followed by the implementation of the research and the inventory of results. Next is the analysis of the results and the discussion of the findings.

This research aims to determine the acquisition of the subject and complement particles 'i/ga' by Indonesian learners of Korean. Therefore, the study will include Indonesian learners as its sample. The sampling technique used is judgmental or purposive sampling. According to Maxwell (2012) and Taherdoost (2016) in Firmansyah & Dede (2022), purposive sampling is a sampling technique that involves selecting a group of people who, according to the researcher, are the only group from which the research results can be obtained or can emerge, or who are believed to be necessary to include to verify the research hypothesis.

The research sample is drawn from the population of all Korean language learners in the Korean Language Study Program at National University who are in their second, third, and fourth years of the odd semester of the 2021/2022 academic year. First-year Korean language learners are not included due to time and access constraints. However, second-year learners are still categorized as basic-level learners, so the absence of first-year learners can be compensated by second-year learners. The total population consists of 111 learners (24 in the second year, 49 in the third year, and 38 in the fourth year). A sample of only 20 learners per year group will be randomly selected, resulting in a total sample of 60 learners, as applied in previous research. Additionally, a sample of native Korean speakers will also be taken using purposive sampling to serve as a comparison group with the Korean language learners. The number of native Korean speakers sampled will be 20, matching the number of learners in each year group of Korean language learners.

The next step is determining the research instrument. The research instrument is a grammatical evaluation test known as the Grammaticality Judgment Test (hereafter referred to as GJT). The GJT is designed to measure implicit acquisition of L2 grammar (Sonesay & Kim, 2020). The GJT contains questions that incorporate the grammar to be evaluated. The questions are in the form of declarative sentences and include the grammar being studied, presented as either correct or incorrect. This is intended so that test participants can judge whether the grammar being tested is grammatically correct, rather than contextually correct. Additionally, to prevent test participants from guessing which grammar is being assessed, other grammar structures outside the evaluated grammar are also included to distract them. In this study, the GJT contains sentences with the particles 이/가 (i/ga) functioning as subject and complement markers, along with other particles as distractors. Below is the sentence pattern that will be used as questions in this study's GJT. These sentence patterns include 이/가 (i/ga) functioning as subject and complement markers.

(1) N + 이(i)/가(ga) 있다(ita)

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

N + subject marker + to be (for existence)

(2) N + 이(i)/가(ga) 아니다(anida)
N + complement marker + not

(3) N + 이(i)/가(ga) 되다(dweda)
N + complement marker + to become

(4) N + 이(i)/가(ga) 형용사(hyeongyongsa)
N + subject marker + adjective

(5) N + 이(i)/가(ga) 자동사(jadongsa)
N + subject marker + intransitive verb

(6) N + 이(i)/가(ga) 이다(ida)
N + subject marker + to be

(7) N + 이(i)/가(ga) + N + 동사(dongsa)
N + subject marker + transitive verb

(8) N + 이(i)/가(ga) 있다(ita)
N + subject marker + to have (for possession)

(9) N + 이(i)/가(ga) 동사(dongsa) + 고 싶다
N + subject marker + transitive verb + to want/to wish

Sentence pattern (1) demonstrates the subject particle 이/가 (i/ga) with the function of marking the subject together with the predicate in the form of the verb 'to be.' In Indonesian, when a sentence includes the phrase "di dompet ada uang" (there is money in the wallet), the word 'uang' (money) is considered an object because it follows the predicate. Learners think that the word following the predicate is an object, thus 'uang' is considered an object. Consequently, when translated into Korean, the word following 'to be' is also regarded as an object, so it would be marked with the object particle 을/를 (eur/reul) instead of the subject particle 이/가 (i/ga) because the word 'to be' in Korean is classified as an adjective, not a verb. Essentially, in Indonesian, the word 'ada' (to be) is also classified as an adjective, but due to the incorrect placement of sentence elements by Indonesian speakers, 'ada' is considered a verb rather than an adjective. The word 'ada' in the sentence should be followed by a place adverb, i.e., 'ada uang di dompet' (there is money in the wallet - incorrect subject placement), 'uang ada di dompet' (money is in the wallet - correct subject placement). Because of the incorrect placement of 'uang' after the predicate, Korean

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

language learners regard the word 'uang' as an object, so when it is translated into Korean, it is marked with the object particle instead of the subject particle. The researcher chose sentence patterns where 이/가 (i/ga) comes with the word 'to be' (있다/ita) to determine whether learners have mastered the acquisition of 이/가 (i/ga) in this pattern.

Sentence pattern (1) is a sentence where there is the subject particle 이/가 (i/ga) and the predicate 'not' (아니다/anida). Similar to sentence pattern (1), placing a 'noun' after the predicate 'not' makes learners perceive the 'noun' following 'not' as an object. For example, 'This is not an apple.' In both Indonesian and Korean, the noun that comes after the predicate 'not' is essentially a complement. However, due to the learners' limited understanding of sentence elements, they mistakenly attach the object particle to the complement element when translating into Korean. Next, sentence pattern (3) is a sentence where there is the subject particle 이/가 (i/ga) and the predicate 'to become' (되다/dweda). The characteristic of this sentence pattern is similar to sentence pattern (2). Learners are expected to make similar mistakes. Sentence pattern (4) is a sentence pattern where there is the subject particle 이/가 (i/ga) with an adjective predicate. In this sentence pattern, learners are expected to make mistakes in using the subject particle 이/가 (i/ga), namely by replacing the subject particle 이/가 (i/ga) with the object particle 을/를 (eur/reul) due to their lack of understanding of the functions of subjects and objects. Therefore, when translating, all nouns that come before the adjective predicate are always considered objects, leading to excessive use of the object particle 을/를 (eur/reul). Sentence pattern (5) is a sentence pattern where there is the subject particle 이/가 (i/ga) and an intransitive verb predicate. Sentence pattern (6) is a sentence where there is the subject particle 이/가 (i/ga) and the predicate 'to be'. Sentence pattern (7) is a sentence where there is the subject particle 이/가 (i/ga) and a verb predicate. Learners are expected to use 을/를 (eur/reul) to replace the subject particle 이/가 (i/ga) in these two sentence patterns. Sentence pattern (8) is similar to sentence pattern (1), where there is the word 'to be' along with the subject particle 이/가 (i/ga). However, in this pattern, 'to be' indicates 'possession' rather than 'existence'. But due to its similar characteristics to sentence pattern (1), the form of mistake in using the subject particle 이/가 (i/ga) is expected to be the same, resulting in minimal acquisition of the subject particle 이/가 (i/ga).

Each sentence pattern is made into 3 question sentences, resulting in a total of 81 question sentences. These 81 question sentences will be marked with 'O' if considered correct, and 'X' if considered grammatically incorrect by the test participants or, in this study, by the learners from each year group. If all test questions are answered correctly, the score obtained is 100. However, in the GJT, a score of 100 is not the benchmark. The benchmark score is based on the average test score of native Korean speakers, which is at least 80 (Lee & Kim, 2021).

The next step is to analyze the acquisition level of 이/가 (i/ga) by learners by comparing it with the GJT results of native Korean speakers using a one-way ANOVA statistical test. This test functions to determine differences between the groups studied. It will show whether there are differences between native Korean speakers and all groups in this study.

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

3. RESULTS/FINDINGS AND DISCUSSION

3.1. The Acquisition of Korean Subject and Complement Particles (이/가 (i/ga))

1) Average GJT Scores of Particles (이/가 (i/ga)) from Native Korean Speakers & Korean Language Learners

To determine the level of acquisition of subject and complement particles by Indonesian learners of Korean in this study, a GJT was conducted as mentioned in the research methodology section. The results of the test, which are the average scores of each group of learners (second-year, third-year, and fourth-year learners), will be compared with the average scores of the native Korean speakers' group. Table 1 shows the results from all groups in this study.

Table 1.
Average GJT Scores of 이/가 (i/ga)

Grammar	Native Korean Speakers (PABK)	Korean Language Learners at National University (PBKUN)		
		2nd Learner	3rd Learner	4th Learner
이/가 (i/ga)	97	54	58	50

From Table 1, it can be seen that native speakers scored above 80, making them a benchmark for comparison with the group to be analyzed (Kim et al., 2012; Guojin, 2016; Sonesay, 2020; Lee & Kim, 2021). Native Korean speakers performed very well on the GJT 이(i)/가(ga), achieving an average score of 95. In contrast, Korean language learners, specifically learners from the Korean Language Study Program at the National University, including second-, third, and fourth-year learners, could not match the scores of native Korean speakers. The average scores were 54 for second-year learners, 58 for third-year learners, and 50 for fourth-year learners.

2) Average GJT Scores of Particles (이/가(i/ga)) Based on Sentence Patterns Containing the Use of Particles (이/가(i/ga))

In point 1), the acquisition of the subject particles 이(i)/가(ga) by learners was explained through the overall average scores of the GJT. Next, to determine in which function of 이(i)/가(ga) the learners show high or low acquisition, the average scores for each sentence pattern representing each function of 이(i)/가(ga) will be described. Table 2 below shows these acquisitions.

Table 2.
GJT Scores of 이/가 (i/ga) Based on Sentence Patterns

Sentence Patterns	Korean Learners		
	2nd Year	3rd Year	4th Year
Sentence Pattern (1) [N+이/가(i/ga) 있다*(ita)*]-1	59	62	**68**
Sentence Pattern (2) [N+이/가(i/ga) 아니다*(anida)*]	54	**61**	37
Sentence Pattern (3) [N+이/가(i/ga) 되다*(dwea)*]	**52**	46	37
Sentence Pattern (4) [N+이/가(i/ga) 형용사*(hyeongyongsa)*]	53	**60**	58
Sentence Pattern (5) [N+이/가(i/ga) 자동사*(jadongsa)*]	52	**64**	63
Sentence Pattern (6) [N+이/가(i/ga) 이다*(ida)*]	57	**67**	72
Sentence Pattern (7) [N+이/가(i/ga) 동사*(dongsa)*]	**67**	62	**67**

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

Sentence Patterns	Korean Learners		
	2nd Year	3rd Year	4th Year
Sentence Pattern (8) [N+이/가(i/ga) 있다*(ita)*]-2	45	47	**55**

In sentence pattern (1), namely "N + 이/가(i/ga) 있다(ita)," the highest average score was obtained by fourth-year learners with a score of 68, followed by third-year learners, and the lowest average score, 59, was obtained by second-year learners. Based on these average scores, it can be inferred that the acquisition of 이/가(i/ga) as a subject particle followed by the predicate 'to be' is the highest, meaning that the learners made the fewest errors in using 이/가(i/ga) in this context.

The particle 이/가 (i/ga) in sentence pattern (2), namely "N + 이/가 (i/ga) 아니다 (anida)," was used with the fewest errors by second-year learners, who achieved the highest average score of 61 compared to third-year and fourth-year learners with average scores of 54 and 37, respectively. Next, for 이/가 (i/ga) in sentence pattern (3), namely "N + 이/가 (i/ga) 되다 (dweda)," first-year learners used the particle 이/가 (i/ga) most accurately, with an average score of 52. This was followed by second-year learners with a score of 46 and fourth-year learners with a score of 37.

Next, the highest average score for the acquisition of the particle 이/가 (i/ga) in the sentence pattern "N + 이/가 (i/ga) 형용사 (hyeongyongsa)" is 60, achieved by third-year learners. Meanwhile, first-year learners scored 53, and fourth-year learners scored 58, which is higher than the first-year learners. Then, for the acquisition of 이/가 (i/ga) in the sentence pattern "N + 이/가 (i/ga) 자동사 (jadongsa)," the highest score was obtained by second-year learners with an average score of 64, followed by fourth-year learners with an average score of 63, and lastly by first-year learners with a score of 52.

Next is the acquisition of 이/가 (i/ga) in sentences with the pattern "N + 이/가 (i/ga) 이다 (ida)." Fourth-year learners achieved the highest acquisition with a score of 72, followed by third-year learners with a score of 67, and the lowest acquisition was by first-year learners with a score of 57. Then, the smallest errors in the use of 이/가 (i/ga) in the pattern "N + 이/가 (i/ga) 동사 (dongsa)" were made by first-year and fourth-year learners, both with an average score of 67. Meanwhile, second-year learners scored 62.

In the sentence pattern "N + 이/가 (i/ga) 있다 (ita)," the highest acquisition of 이/가 (i/ga) was achieved by fourth-year learners with an average score of 55, the second highest acquisition by second-year learners with an average score of 47, and the lowest by third-year learners with an average score of 45. Then, for the acquisition of 이/가 (i/ga) in the sentence pattern "N + 이/가 (i/ga) 동사 (dongsa) + 고 싶다 (gosipta)," the highest score was obtained by second-year learners with an average score of 58, followed by first-year and third-year learners, both with an average score of 50.

The average scores show that the acquisition of 이/가 (i/ga) is still low, as the highest average score is 72, and the lowest average score is 45. According to Widoyoko (2009:4), an average score above 90 is categorized as 'very understanding', 80-90 as 'understanding', 70-80 as 'fairly understanding', 60-70 as 'less understanding', and below 60 as 'very less understanding'.

Next, the acquisition of learners will be examined based on each function of 이/가 (i/ga). Table 3 below shows which sentence patterns, indicating the function of subject or complement particles, have high and low acquisition levels.

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

Table 3.

Average Acquisition Scores of 이/가 (i/ga) for All Learners Based on Sentence Patterns

Sentence Patterns	Avarage
Sentence Pattern (1) [N+이/가(i/ga) 있다*(ita)*]-1 (Indicating subject function)	63
Sentence Pattern (2) [N+이/가(i/ga) 아니다*(anida)*] (Indicating Complement Function)	50
Sentence Pattern (3) [N+이/가(i/ga) 되다*(dwea)*] (Indicating Complement Function)	45
Sentence Pattern (4) [N+이/가(i/ga) 형용사*(hyeongyongsa)*] (Indicating subject function)	57
Sentence Pattern (5) [N+이/가(i/ga) 자동사*(jadongsa)*] (Indicating subject function)	59
Sentence Pattern (6) [N+이/가(i/ga) 이다*(ida)*] (Indicating subject function)	65
Sentence Pattern (7) [N+이/가(i/ga) 동사*(dongsa)*] (Indicating subject function)	65
Sentence Pattern (8) [N+이/가(i/ga) 있다*(ita)*]-2 (Indicating subject function)	49

As seen in Table 3, the highest average score of 65 appears in the sentence pattern indicating 이/가 (i/ga) as a subject particle. The acquisition of 이/가 (i/ga) as a complement particle shows lower scores, with average values of 45 and 50. It can be concluded that learners have a better grasp of 이/가 (i/ga) when it functions as a subject particle compared to when it functions as a complement particle.

3) Comparison of the Acquisition of 이 (i) and 가 (ga) between Native Korean Speakers and Korean Language Learners

To gain a more significant understanding of the acquisition of the subject particles 이/가 (i/ga), it can be compared with the acquisition of these particles by native Korean speakers. To determine whether there is a significant difference between the two groups, statistical analysis was conducted. The researcher used an ANOVA statistical test to find these differences. Table 4 below shows the differences.

Table 4.

Acquisition of 이 (i) and 가 (ga) between Native Korean Speakers and Korean Language Learners

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Korean Native Speaker (KNS)	2nd YL	51.778*	2.565	.000	43.28	60.27
	3rd YL	46.778*	3.013	.000	36.68	56.87
	4th YL	53.778*	8.576	.001	24.20	83.36
2nd Y Learners (2nd YL)	KNS	-51.778*	2.565	.000	-60.27	-43.28
	3rd YL	-5.000	3.818	.756	-16.49	6.49
	4th YL	2.000	8.891	1.000	-27.53	31.53
3rd Y Learners (3rd YL)	KNS	-46.778*	3.013	.000	-56.87	-36.68
	2nd YL	5.000	3.818	.756	-6.49	16.49
	4th YL	7.000	9.031	.974	-22.59	36.59
4th Y Learners (4th YL)	PABK	-53.778*	8.576	.001	-83.36	-24.20
	2nd YL	-2.000	8.891	1.000	-31.53	27.53
	3rd YL	-7.000	9.031	.974	-36.59	22.59

**. The mean difference is significant at the 0.05 level.*

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

Table 4 presents the results of the ANOVA test comparing the average scores of native Korean speakers with learners from all year levels. To determine whether there is a significant difference, we look at the Sig. value. If the Sig. value is less than 0.05 (< 0.05), it can be stated that there is a significant difference between group 1 and the other groups.

It can be seen from the table that there is a significant difference between native Korean speakers and second-year learners with a Sig. value of 0.000 (MD=51.778, SD=2.565). Similarly, there is a significant difference between native Korean speakers and third-year learners with a Sig. value of 0.000 (MD=46.778, SD=3.013). Lastly, there is a significant difference between native Korean speakers and fourth-year learners with a Sig. value of 0.001 (MD=53.778, SD=8.576). It can be concluded that all learners show a very significant difference compared to native Korean speakers.

Additionally, the researcher wanted to see if there was a significant difference in the acquisition of the subject particles 이/가 (i/ga) among the learners. First, when comparing the average acquisition scores of 이/가 (i/ga) between second-year and third-year learners using an ANOVA test, there was no significant difference, as indicated by a Sig. value of 0.756, which is greater than 0.05. Furthermore, there was no significant difference between second-year and fourth-year learners, as the Sig. value was 1.000. Similarly, there was no significant difference between third-year and fourth-year learners, with a Sig. value of 0.974.

3.2 Discussion

This study formulated two problems: (1) "How is the acquisition of the subject and complement particles '이/가 (i/ga)' between native Korean speakers and Indonesian learners of Korean?" (2) "Is there a difference in the acquisition or mastery of '이/가 (i/ga)' between native Korean speakers and Indonesian learners of Korean?" Here are the answers to these formulated problems.

The acquisition of the subject and complement particles '이/가 (i/ga)' by Indonesian learners of Korean is quite low. The highest score is only 72, and the lowest score is 45. These average scores indicate that learners only have a 'fair understanding' of '이/가 (i/ga).' They do not even reach the 'understanding' category, which is the common standard for acquisition. Furthermore, the lowest score of 45 means that many learners have a 'very poor understanding.'

The acquisition of '이/가 (i/ga)' by Korean language learners similar to this study was previously found by Guojin & Kim (2016), who researched the acquisition of '이/가 (i/ga)' by Chinese learners of Korean. Additionally, Sonesay (2020) also found a low acquisition of '이/가 (i/ga)' among Laotian learners of Korean. Both studies found that the absence or lack of equivalence between '이/가 (i/ga)' and the learners' native languages made it difficult for learners to master '이/가 (i/ga),' leading to errors and low acquisition.

Based on sentence patterns showing the function of '이/가 (i/ga)' as subject and complement particles, learners showed low acquisition in the use of '이/가 (i/ga)' when functioning as a complement. '이/가 (i/ga)' as a complement particle comes with the word '아니다 (anida <not>)' in a sentence. Therefore, Indonesian learners of Korean, when translating sentences containing the

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

word 'not,' must use '아니다 (anida <not>)' accompanied by the complement particle '이/가 (i/ga).' However, since in Indonesian, after the word 'not' is followed by another noun, e.g., 'not water,' learners consider 'not' as a verb, thus attaching the noun with the object particle instead of the complement particle '이/가 (i/ga).' Therefore, the acquisition of the complement particle '이/가 (i/ga)' is quite low. Learners' understanding of sentence element functions is low, so their acquisition is also expected to be low. The same situation occurs with the complement particle '이/가 (i/ga)' that comes with the word '되다 (dweda <to become>).' The word 'to become' in Indonesian is followed by a noun, e.g., 'to become coal.' The word 'to become' is considered an object, thus attached with the object particle instead of the complement particle. Moreover, in Indonesian, there is no attachment of particles to sentence elements, making Korean language learners as second language learners often make such mistakes (Lee & Cho, 2023).

Next, in the acquisition of subject particles, the lowest acquisition is found in sentence pattern (8) where the subject particle '이/가 (i/ga)' comes with the word '있다 (ita)' indicating 'possession.' For example, "Rina has a car," "We have a house," etc. Similar to explaining complement particles, nouns that come after the predicate, even if not a verb, are considered verbs by learners, thus attached with the object particle 을/를 (eul/reul) instead of the subject particle '이/가 (i/ga).' This type of error often occurs among Korean language learners learning Korean as a second language, including Spanish-speaking learners (Kim & Lee, 2021).

Next is the discussion of the answer to the question of whether there is a difference in understanding the subject and complement particles '이/가 (i/ga)' between native Korean speakers and Korean learners. The statistical analysis results show a significant difference between native Korean speakers and all learners from all year levels who were the subjects of this study. Indonesian learners of Korean, like learners from other countries (Lee & Cho, 2023; Kim & Lee, 2021; Mun, 2021; Oh, 2021; Sonesay, 2020), show a significant difference in recognizing the use of the subject and complement particles '이/가 (i/ga).' This indicates that the Korean subject and complement particles '이/가 (i/ga)' continue to be challenging grammar for Korean language learners.

4. CONCLUSION

This study aims to determine the acquisition of the Korean subject and complement particles '이/가 (i/ga)' and to understand the differences in mastery of these particles between native Korean speakers and Indonesian learners. The results of the study found that the acquisition of all Indonesian learners of Korean in this study is still very low. Additionally, there is a significant difference in the understanding or mastery of the Korean subject and complement particles '이/가 (i/ga)' between native Korean speakers and Indonesian learners. This research is beneficial as it provides insights into how Indonesian learners currently master the Korean subject and complement particles '이/가 (i/ga),' which has not been previously studied in Indonesia. Furthermore, this study has identified which predicates most frequently cause difficulty in

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

acquiring the Korean subject and complement particles '이/가 (i/ga)' due to frequent misuse, making this research distinct from previous studies. However, this study has limitations that should be addressed in future research. This study could not cover all Korean language learners in Indonesia, so the results cannot be generalized. Future research should aim to include all Korean language learners in Indonesia so that the results can form the basis for developing teaching methods for the Korean subject and complement particles '이/가 (i/ga)' in all Korean language education institutions.

5. REFERENCES

Adhima, F. (2022). Model pembelajaran latihan konjungi bahasa Jerman menggunakan satkarten (Learning model for practicing German conjunctions using satkarten), *Paramasastra 9*(1), 97-111. https://doi.org/10.26740/paramasastra.v9n1

Asholahudin. M. (2022) Kompetensi bahasa Inggris (English competences). *Jurnal Horizon Pedagogia, 1*(1), 72-76.

Firmansyah, D. D. (2022). Teknik pengambilan sampel umum dalam metodologi penelitian : Literature review (Common sampling techniques in research methodology: Literature review). *Jurnal Ilmiah Pendidikan Holistik, 1*(2), 85-114.

Gass, S. M., & Selinker, L. (1984). *Second language acquisition: An introductory course.* Lawrence Erlbaum Associates, Inc.

Guojin & Kim, Y. (2016). A study on the acquisition of 'e' in the adverbial sentences of Chinese Korean learners -Focused on grammatical judgment and oral production. *Journal of Korean Language and Literature Education, 37,* 1-28.

Herpindo, H., Astuty, A., Ekawati, M., Arvianti, G. F., Nikmatullah, M. R., & Afiq, M. N. (2023). Pembelajaran dan pengajaran tata bahasa berdasarkan korpus (Learning and teaching of grammar based on a corpus). *Risenologi, 8*(2), 25-37.

Keeyoung, K., Park, S.H. (2020). A study on case marker alternation in '-kosiphta' construction by L1 Japanese speakers. *Journal of Language Science, 27(1),* 10-26. https://doi.org/10.14384/kals.2020.27.1.001

Kim, Y., Choi, B., Yun, H., Kim, B., & Choi, S. (2022). Task repetition, synchronous written corrective feedback and the learning of Korean grammar: A classroom-based study. *Language Teaching Research, 26*(6), 1106-1132.

Kim, Y. Lee, S., Lee, J., Nam, J., Lee, S., & Choi, E. (2012). Study on developing Korean Gramaticality judgment test. *Journal of Korean Language and Literature Education, 137,* 353-380.

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

Lee, H., Warschauer, M., & Lee, J. H. (2020). Toward the establishment of a data-driven learning model: Role of learner factors in corpus-based second language vocabulary learning. *The Modern Language Journal, 104*(2), 345-362.

Lee, H., & Cho, J. (2023). A study of the acquisition of Korean nominative case by Korean sign language speakers in variant word orders and double nominative constructions. *Language and Linguistics, 101*, 81-110.

Lee, Y., & Kim, Y. (2021). Aspects of case marker perception of Spanish-speaking learners of Korea. *Korean Language Education, 48*, 29-62.

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage.

Meutia, F., Kim, Y., & Lee, S-Y. (2022). Study on the perception and production of short vowels e and ɛ of Korean native speakers and Indonesian learners. *Korean Journal of Applied Linguistics, 38*(3), 95-127. https://doi.org/10.17154/kjal.2022.9.38.3.95

Mun, J-Y. (2020). Usage errors of Arab beginning-level Korean learners with the nominative postpotion '이/가(i/ga)'. *Academic Association of Global Culture Contents, 11*(22), 41-66. https://doi.org/10.22923/kgcgmc.2020.11.2.41

Oh, A, (2021). L2 *Korean acquisition of i/ka and eun/neun in single-and double-subject construction by L1 Chinese and Japanese learners*. (Unpublished Phd's Thesis). Ehwa Womans University.

Prismayanti & Rini, M. (2022). Subjek bahasa Korea dan bahasa Indonesia (Subjects in Korean and Indonesian). *Caraka, 9*(2), 184-195.

Seri, O. (2021). Study on the education plan of Korean case particle for intermediate and advanced Chinese learners: Focusing on Korean case particles system. *Korean Language and Culture Research Sookmyung Women's University, 30,* 69-108.

Sonesay, D., & Kim, Y. (2020). The acquisition of implicit knowledge of adverb survey 'E, from, from, to (e)' through a grammatical judgment test for Korean learners of Laos. *Korean Language Research, 57,* 185-216.

Su, L. (2020). A contrastive study of subject and topic in Korean and Chinese. (Unpublished Phd's Thesis). Ehwa Woman's University.

Lee, S-Y., Kim, Y., & Meutia, F. (2022). A study on the acquisition of Korean alveolar closing consonants according to the proficiency level of Indonesian Learners. *Korean Journal of Applied Linguistics, 38*(1), 89-121. https://doi.org/10.17154/kjal.2022.3.38.1.89

Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management (IJARM), 5*(2), 18-27.

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494

Wu, B. (2020). *한국어 학습자 말뭉치 분석과 한국어 교육 방안: '이/가'와 '은/는'을 중심으* (Korean language learner corpus analysis and Korean language education plan: Focusing on 'i/ga' and 'eun/eun'). *International Network for Korean Language and Culture, 7,* 250-261.

DOI: https://doi.org/10.17509/jokal.v4i1.67833
p- ISSN 2776-4486 e- ISSN 2776-4494