

ERROR ANALYSIS OF USING CHANGES IN JAPANESE WORDS AND VERB FORMS IN *CHUKYU SAKUBUN* COURSES

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ABSTRACT

The ability to use changes in the form of words and verbs *Tadoushi-Jidoushi and Ukemi (Jitauke)* is very necessary for communicating both orally and in writing using Japanese. There are still many Japanese language learners who often make mistakes in making Japanese sentences, which is the reason for this research. From the results of interviews and pre-research questionnaires to class 2020 students, they experienced difficulties in changing the use of word forms and understanding sentence patterns. Also, many students often make mistakes in writing or sentences (*sakubun*). This study aims to describe the form of errors in writing Japanese sentences for students of class 2020 A/B/C and explain the factors that cause errors in writing Japanese sentences from these students. This study uses a qualitative method with a descriptive approach. The data were obtained from the test results and the distribution of the questionnaire. Based on the results of data analysis, it is known that the form of errors in writing Japanese sentences made by students, namely the errors that most often appear, are errors in word form changes, followed by errors in sentence structure patterns, and errors in the use of particles. Meanwhile, adjective change errors are the fewest parts, but the factors that cause errors, namely, lack of learning and practice in making Japanese sentences, mother tongue interference, and lack of knowledge and understanding of sentence patterns, as well as the function and use of particles, become the reason for the error.

Keywords: error analysis (*anakes*), changes in the form of words and verbs, *jidoushi, tadoushi, ukemi, chukyu sakubun*

INTRODUCTION

Japanese has hiragana and katakana letters, as well as sound symbols called Kanji. In addition to the types of letters above, the sentence structure that is different from Indonesian is presumably the reason why Japanese is difficult to understand. In studying Japanese, there are often problems that hinder students from learning Japanese. Students experience many difficulties when learning Japanese, including the difficulty in changing the use of Japanese word forms and verbs. This is perhaps the reason why students are less able to compose sentences or compose because, apart from their lack of mastery of vocabulary, understanding of sentence structure and changes in the forms of Japanese words and verbs are not yet optimal.

Based on the results of distributing a pre-research questionnaire to class 2020 student's A/B/C Japanese Language and Literature Department FBS Surabaya State University, the difficulties that students often experience in the process of learning Japanese are difficulties understanding changes in word forms and verbs and sentence patterns. Thus, many students often make mistakes in writing Japanese sentences.

The following is an example of an error in writing Japanese sentences based on one of the results of the daily test for class 2020 A/B/C students of the Department of Japanese Language and Literature, FBS Surabaya State University.

- A. マンダリカにサーキットを見ることができます。
Mandalika ni saakitto wo miru koto ga dekimasu

The mistake made by the students in the sentence was a mistake in the pattern of the sentence, namely the wrong use of the particle; in that sentence, the particle used should be the particle *で* (*de*). This error occurs because students' understanding is still unclear about the differences in the use of particles (*ni*) and (*de*), which indicate a place and action.

- B. 先日見たテレビ番組によると、今、都会では（１）多いペットが（２）捨て
られていそうだ。

Senjitsu mita terebi bangumi ni yoruto, ima, tokai dewa (1) ooi petto ga (2) suterareisouda.

The mistake in the sentence above is in the change in the form of the adjective and the verb. Supposedly in numbers 1 and 2 above, the changes are as follows:

1. 多くの／たくさんの
2. 捨てられているそうだ

Based on changes in the form of adjectives meet with nouns and changes in passive sentences (*ukemi*). This type of error, as above, is also often made by students; this is because not a few students do not understand the changes in the forms of words and verbs.

Language errors are deviations from the rules in language use, and errors usually occur systematically. This is caused by limitations in remembering something that causes mistakes in pronouncing language sounds, words, word order, word stress or sentences (Pranowo, 2015: 4).

Meanwhile, Yoshikawa (1997: 4) says that mistakes in Japanese are mistakes of Japanese language learners, which are not mistakes of native speakers. As stated below:

日本語誤用分析と言え、日本語話者のそれではなく、日本語学習者の誤用ということになる。後ほどあげる誤用例はすべて、こうした、日本語学習者のものである。

"When talking about mistakes in Japanese, it is not the fault of native Japanese speakers, but the mistakes of the Japanese language learners themselves, so all examples of these mistakes are from Japanese learners."

Based on the statement above, it can be seen that language errors are various forms of deviation in language. So based on these problems, research was conducted on errors in writing Japanese sentences and the factors that caused these errors.

Classifying the types of errors in Japanese, proposed by Yoshikawa (1997:4), namely: 誤用には実に様々なものがある。誤用の研究をするには、まずこれらをいくつの種類に分けて考えるのが得策である。分類基準として、言語媒体のべつ、つまり発音と表記、言語単位のレベルの別つまり語彙、文法、表現の考え、次の五種とするのが適当と思われる。

Meaning: "There are various forms of language errors. To examine these language errors, first, think about how many types of errors there are. As a standard classification, namely *Hatsuon* and *Hyouki*, then based on the level of language, namely *Goi*, *Bunpou* and *Hyogen*".

Sutedi, (2008:73-74) explains Japanese sentences, in general, consist of several constituent elements, namely: (1) subject (*shugo*), (2) predicate (*jutsugo*), (3) object (*taishougo*), (4) adverbs (*joukyougo*), (5) modifiers (*shuushokugo*), and (6) conjunctions (*setsuzokugo*). In this study, the types of errors in Japanese will be focused on errors in grammar or *bunpou*, especially in writing sentences, both changes in word forms and verbs.

The experience of language teachers (lecturers) in the field proves that language errors made by students are often unexpected. That is, there are errors that are in accordance with the predictions, but many are also outside the teacher's predictions. In terms of causes, it was identified that there were errors caused by B1 interference, and there were also errors caused by generalization. Errors of the first type are usually made by students in beginning grades, whereas errors of the second type tend to be made by students in advanced grades.

Linguists agree that language errors interfere with the achievement of language teaching goals. There is even an extreme statement regarding language errors which reads, "language mistakes made by students indicate language teaching is not successful or fails". Therefore, language errors that are often made by students must be reduced and, if possible, eliminated altogether. This can only be achieved if the intricacies of language errors are studied in depth. The assessment of all aspects of errors is what is meant by the term Error Analysis (or abbreviated in Indonesian to *Anakes*) here. Next, to mention language "error analysis", the word *Anakes* will be used.

Meanwhile, Tarigan's opinion (1988:76) regarding the analysis of language errors is that language errors committed by students must, of course, be analyzed. In this case, it is devoted to mistakes in Japanese. By carrying out the action of analyzing errors, it can be used as material for lecturers' consideration in compiling teaching materials as well as being used as improvement efforts that can be carried out by lecturers so that learning becomes more effective.

Some language teaching experts suggest that *Anakes* has steps which include:

- (1) sample collection
- (2) fault identification
- (3) error explanation
- (4) error classification
- (5) error evaluation.

The explanation above is in line with Ellis' opinion. Based on these steps, we can compile a limitation or definition which reads, "Error Analysis is a work procedure commonly used by researchers and language teachers, which includes collecting samples, identifying errors contained in samples, explaining these errors, classifying errors based on causes, as well as evaluating or assessing the seriousness of the error" (Ellis, 1986: 296).

Tarigan (1988:66) also states that the purpose of error analysis is both applicative and theoretical. Applicative reduces and corrects student language errors. Theorists hope that students' language acquisition can, in turn, provide an understanding towards the process of language acquisition in general. Analyzing these errors can be used as material for evaluation and planning for the preparation of materials and teaching strategies in the classroom.

Error analysis does not stop at identification and analysis but must be continued by finding the sources and causes behind the occurrence of language errors. Some of the causes of language errors are expressed by Tarigan (1988:79), namely:

- (1) Influenced by the language he mastered earlier or the first language.
- (2) The user's lack of understanding of the language he uses or is wrong in applying the rules of the language being studied

(3) Inappropriate or imperfect language teaching related to the material being taught or being trained and the way the teaching is carried out.

Some opinions of error analysis experts from Japan also have similar opinions to Tarigan. If it is concluded as follows: 言語誤用にはいくつかの原因がある。

- (1) 学習者が最初に習得した言語または最初の言語の影響。
- (2) 言語使用者が使用する言語を理解していない、または学習している言語の規則を誤って適用している。
- (3) 教えられていることまたは訓練されている資料、および教えを実践する方法に関連するといことは、不適切または不完全な言語教育であろう。

Meanwhile, Yoshikawa (1997:11) mentions several causes of errors in Japanese, namely:

- (1) 母語の干渉と思うであろう。
Influenced or interfered with the mother tongue.
- (2) 以降に習った外国語の干渉。
Influenced or interfered with foreign languages learned afterwards.
- (3) それまでに習った日本語の事項の影響。
The influence of the things about the Japanese language learned so far.
- (4) 不十分な理解。
Lack of understanding.
- (5) 不十分な理解。
Lack of explanation.
- (6) 類推のはずれ
Error in analogue.
- (7) 考えすぎ
Overthinking.

From the explanation above, it can be understood that the causes of language errors are closely related to the first language, the grammar rules learned, and language teaching that is not yet good. Therefore, it is necessary to hold an analytical action to find out what is the cause of the error so that it can be used as a means of improvement and also to minimize the occurrence of language errors.

METHOD

This type of research is qualitative research with a descriptive approach. Because this study aims to describe the forms of errors in Japanese sentences and to find out the factors that cause these errors. Qualitative research with a self-description approach is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report (Arikunto, 2013: 3).

By using this research, it is hoped that it will be able to describe and describe the forms of errors in Japanese sentences made by students of class 2020 A/B/C. In addition, this study also explains the factors that cause language errors so that later a good solution can be found to overcome these errors.

Analyzing the mistakes made by students clearly provides certain benefits because understanding these mistakes is very valuable feedback for evaluating and planning the preparation of materials and teaching strategies in the classroom.

Error Analysis, among other things, aims to:

- (1) determine the order of presentation of the items taught in class and textbooks, for example, the order of easy-difficult.
- (2) determine the order of relative levels of emphasis, explanation, and practice of the various items being taught.
- (3) planning remedial training and teaching.
- (4) selecting items for testing student proficiency (Sidhar, 1985:221-2).

Anakes is a work procedure. As a work procedure, *Anakes* has certain steps. These certain steps are what is meant by the "methodology" of *Anakes*. The *Anakes* methodology from the past to the present can be said to be relatively uniform. Even if there is a change, it is only a variation that is not fundamental in nature. There are two experts who have put forward the *Anakes* methodology, namely Ellis (1986: 296) and Sridhar (1985: 222).

When comparing the methodology of *Anakes* arranged by Ellis and Sridhar's composition (Tarigan and Tarigan, 1985:71), stated that only in terms of improvement or error correction. Indeed, it must be admitted that *Anakes'* methodology is orthodox in the sense that it did not develop from the past to the present. But recently, two more steps have been suggested to complement the previous steps. The two steps in question are:

- (1) analyze the source of the error
- (2) determine the degree of interference caused by the error.

From the sources above, new work steps for *Anakes* can be developed through selection, sequencing, and merging. The results of these modifications are as follows (Tarigan and Tarigan, 1985:71):

- (1) Collecting data: in the form of language errors made by students, for example, the results of tests, essays, or conversations.
- (2) Identifying and classifying errors: recognizing and sorting errors based on linguistic categories, for example, errors in pronunciation, word formation, word combinations, and sentence construction.
- (3) Ranking errors: sort errors according to their frequency or frequency.
- (4) Explaining the error: describing the location of the error, the cause of the error, and giving correct examples.
- (5) Predicting or predicting areas or items of language that are prone: predicting the level of the language being studied, which has the potential to cause errors.
- (6) Correcting errors: correcting and, if possible, eliminating errors through the preparation of appropriate materials, good handbooks, and appropriate teaching techniques.

If you pay attention to the steps of *Anakes'* work or methodology above, it can be concluded that the ultimate goal of *Anakes* is to find good feedback that can be used as a starting point for improving language teaching, which in turn can prevent or reduce mistakes that students might make.

The ideal Error Analysis Methodology includes (Tarigan and Tarigan, 1985:70)

- (1) collect error data
- (2) identify and classify errors
- (3) rating errors
- (4) explain the error
- (5) predicting error-prone areas
- (6) correcting errors.

Error Analysis bases work procedures on actual data and real problems. *Anakes* are considered more efficient and economical in preparing teaching strategy plans. *Anakes* can serve as a basis for studying contrastive analysis (*Anakon*) 's predictions and, at the same time, as a complement to *Anakon*'s results.

The data sources in this study were 2020 A/B/C batch students, totalling 69 students. Meanwhile, the instruments in this study were tests and questionnaires. The test questions given to students are in the form of substitution questions. With this test, complete error data can be obtained about the forms of errors in Japanese sentences, both in terms of errors in the use of tenses and verbs. Meanwhile, the questionnaire in this study contained a series of questions about the understanding and causes of student errors in writing and understanding Japanese sentences. The data obtained from the tests were analyzed to find out and describe the forms of errors in Japanese sentences. This is to answer the first and second problem formulations. At the same time, the data from the results of the questionnaire are used to answer the third problem formulation. On this occasion, the discussion is only focused on the formulation of the third problem.

RESULT AND DISCUSSION

Research result

The research data were obtained from a series of studies conducted on Class 2020 A/B/C students consisting of three classes on February 25 – 5 March 2022, which comes from the results of written tests and questionnaires to find out the forms of language errors in Japanese sentences carried out by Batch 2020 students, namely using analysis of the results of the test questions. Based on the test results, there are four forms of errors in understanding Japanese sentences, namely:

Table 1. Types of Student Errors

No	Error Form	Error Frequency	Σ
1	Changes in the Forms of Words and Verbs <i>*Jitauke</i>	130	277
2	Sentence Pattern Structure	82	
3	Use of Particles	65	

**jidoushi-tadoushi-ukemi*

Meanwhile, to find out the factors that cause errors in Japanese sentences in class 2020 students, an analysis of the results of a student questionnaire was carried out. The questionnaire was aimed at finding out the factors that cause mistakes in understanding Japanese sentences for class 2020 students. The questionnaire contained nine questions which were distributed to 69 students. The following are the results of a questionnaire about the causes of errors in understanding Japanese *jitauke* sentences by students:

Table 2. Recapitulation of Questionnaire Results

No	Question Items	Answer	Amount	Percentage
1	Time period students studying Japanese (length of study)	Since elementary school	3	2%
		Since junior high school	4	3%
		Since senior high school	62	95%
2	Degree of difficulty make Japanese sentences	Difficult	23	38%
		Not hard, not easy	36	53%
		Easy	10	9%
3	The influence of Indonesian on learning Japanese language	There is	47	63%
		There is not	22	37%
4	Understanding of sentence patterns taught by lecturers	Understand	57	80%
		Do not completely understand	12	20%
		Don't understand	0	
5	The degree of difficulty of changing Japanese tenses and verbs (especially <i>Jitauke</i>)	Difficult	30	45%
		Not hard, not easy	23	35%
		Easy	16	20%
6	Student difficulties in making Japanese sentences	Stringing or placing words according to the sentence pattern	20	30%
		Translate into Japanese language	10	15%
		Use of letters <i>kana</i> and <i>Kanji</i>	11	17%
		Use right particle (<i>joshi</i>)	12	18%
		Knowledge less vocabulary	8	10%
		There isn't any difficulty	3	5%
		Verb change	2	2%
		Use of adverbs and demonstratives	2	2%
		Making long sentence	1	1%
7	Lecturer clarity in explaining sentence pattern	Clear	54	84%
		Not so clear	11	13%
		Unclear	4	3%

No	Question Items	Answer	Amount	Percentage
8	Causes of difficulty making Japanese sentences	Lack of memorization of Japanese language vocabulary	15	19%
		Sentence pattern many and complicated	13	16%
		The language is difficult to understand	9	12%
		Can't memorize 1 <i>Kana</i> and <i>Kanji</i>	9	12%
		Lack of understanding of function usage right particle (<i>joshi</i>)	8	10%
		Less practice and less passion for learning Japanese	8	10%
		Difficulty to translate into Japanese language	6	7%
		Forgot the meaning of and the explanation	6	7%
		Not pursuing from the beginning	6	7%

DISCUSSION

In this discussion, the authors focus on the causes of language errors in understanding Japanese sentences obtained from the results of a questionnaire that has been distributed to students.

The causes of errors made by students can be identified by analyzing the results of the questionnaire. The results of the questionnaire are summed up, and then the same answers in the questionnaire are grouped. Based on the results of the questionnaire that has been divided show that there are several causes of errors in understanding the writing of Japanese sentences by students, namely:

(1) Lack of knowledge of Japanese vocabulary. Knowledge of Japanese vocabulary is very important because it can affect the process of constructing Japanese sentences. Many students admit that they do not know Japanese vocabulary well enough and think that Japanese is complicated. In every chapter, there is always new vocabulary, and they have difficulty memorizing it all.

(2) Japanese sentence patterns are too many and complicated. Many students have difficulty stringing or arranging words according to the correct sentence pattern. The number of types of sentences and sentence patterns in Japanese is not small. Therefore, many students have difficulty memorizing. Students tend to remember the sentence patterns they have just learned, and they forget the sentence patterns they have previously learned.

(3) Changes in Japanese verbs that are too complicated. Many students think that the changes in Japanese verbs are difficult to understand because there are too many forms of verb changes, and they also find it difficult to distinguish each class of verbs. In accordance with the results of the analysis of student tests that the most common mistakes made by students are mistakes in changing verbs.

(4) There is influence or interference from the mother tongue (Indonesian). The influence of Indonesian is felt by students when translating Japanese into Indonesian or vice versa. Students are familiar with Indonesian sentence patterns, so they are influential when making Japanese sentences. Some students also mentioned that when they made Japanese sentences and didn't know the Japanese vocabulary, they would write them in Indonesian.

(5) Lack of understanding of kanji. The lack of understanding of kanji is quite influential when students work on test questions. So that students will have difficulty doing it and make them make many mistakes.

(6) Less study and practice in making Japanese sentences. This is allegedly due to the lack of enthusiasm for student learning in learning Japanese. Not many students claim to study (prepare) and re-read materials outside the campus.

(7) Lack of students' understanding of the function and use of particles in sentences. Many students have difficulty using the appropriate particle in a sentence. Students usually remember the particles that often appear in books. As in the use of the particle を, the results of the error analysis in this study showed that students made the most mistakes in using the particle.

(8) Lack of understanding of the lecturer's explanation. Some students admitted that they had difficulty receiving explanations from lecturers. However, not all of the lecturer's explanations regarding these sentence patterns could not be accepted by students. There are times when the lecturer's explanation is less detailed in certain chapters.

CONCLUSION

Based on the results of research and data analysis that has been carried out regarding errors in the use of the word and verb forms in Japanese sentences (*jitauke*) conducted by Class 2020 A/B/C students, the following conclusions can be drawn:

1. Forms of Student Japanese Sentence Writing Errors

(1) Misuse of Sentence Patterns

Errors in the use of sentence patterns made by students are in the form of inaccuracies in the structure of sentence patterns. Inaccuracies in the structure of this sentence pattern occur in three types of sentences, namely in intransitive (*jidoushi*), transitive (*tadoushi*), passive (*ukemi*) form or abbreviated *jitauke*, totally of 130 error.

(2) Error in changing the form of the verb. Another sentence pattern Error in changing the form of the verb and word which occurred was an error changing the form of the verb – TA, error in changing the form of the verb -NAI. Error in changing the form of the adjective. Error in changing the form of the adjective happens is an error changing the adjectives –I and –NA made by students in the amount of 82 errors.

(3) Misuse of Particles

Errors in the use of particles made by students are in the form of errors in the use of particles を, へ, に, and で. The second is in the form of an error not using the appropriate

particle in the sentence or the omission of a particle, namely the particle を. The overall use of particles by students is 65 errors.

2. Causes of Student Japanese Sentence Writing Errors

The causes of errors in writing Japanese sentences, namely in the form of errors in the structure of sentence patterns, errors in changing the forms of verbs and adjectives, as well as errors in the use of particles made by students, are due to several factors, namely:

- (1) Transfer of training (mistakes in teaching procedures), namely that students have difficulty accepting explanations from lecturers regarding sentence patterns.
- (2) B2 learning strategies carried out by students (Lack of learning and practicing in making Japanese sentences).
- (3) Mother tongue interference or influenced by the first language, namely Indonesian
- (4) Lack of vocabulary knowledge, lack of understanding of the function and use of particles, as well as *hiragana* and *katakana* letters.
- (5) Many complicated Japanese sentence patterns. Students have difficulty memorizing Japanese sentence patterns, which are quite a number and have difficulty stringing or arranging words according to the correct sentence pattern.
- (6) Changes to complicated Japanese verbs. Students experience difficulties because of the many changes in verb forms and the difficulty in distinguishing each class of verbs.

SUGGESTION

From the conclusions described above, the suggestions that the researcher can convey are:

1) For Learners

Students need to learn a lot about the types and ways of changing the forms of verbs and adjectives, as well as the function and use of each particle, in order to be able to compose an appropriate sentence. Mastery of vocabulary and letters is also very important so that students can further develop the sentences they compose. In addition, students also need to master Japanese sentence patterns according to the Japanese sentence pattern rules, especially in basic sentence patterns. Re-reading the material that has been taught is also highly recommended for students so that they can understand every material taught by the lecturer.

2) For Teachers

Based on the results of the research that has been done, it is hoped that lecturers will improve their mastery of vocabulary, Japanese characters, and sentence structures through drill activities so that students can remember more easily and can help lecturers to find out how much students understand the material that has been taught. In addition, improving students' Japanese language skills, especially in writing sentences, can also be done by using interesting learning media so that students are more motivated and interested in learning Japanese so that students do not think that Japanese is a difficult language to learn. Learning also requires varied learning strategies and methods so that students are interested in participating in Japanese language learning in class with a feeling of pleasure and comfort. Lecturers' attention to students is also very necessary, especially for students whose abilities are lacking in learning Japanese. It is hoped that lecturers can motivate students to study hard and always repeat the material taught at home.

3) For Advanced Researchers

This study reveals in simple terms the forms of Japanese sentence mistakes made by students. Further research, such as grammar research, needs to be developed, which refers to more complex forms of errors to determine the level of mastery of constructing broader sentences.

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