

**ERROR ANALYSIS OF JAPANESE PASSIVE SENTENCE
COMPREHENSION IN WRITTEN VARIANT AMONG STUDENTS OF
JAPANESE LANGUAGE AND CULTURE STUDY PROGRAM AT
UNSADA**

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Abstract

This study discusses the "Analysis of Passive Sentences Comprehension Errors in Written Japanese Language of UNSADA Students of the Japanese Language and Culture Program". This study aims to determine the level of student understanding in comprehending Japanese passive sentences, describe the errors in comprehending Japanese passive sentences, and describe the factors causing language errors in Japanese passive sentences. The method used in this study is a quantitative descriptive method. The respondents of this study were UNSADA students of the Japanese Language and Culture program in 2016 and 2017. The results showed that the average score of respondents in comprehending Japanese passive sentences of UNSADA students of the Japanese Language and Culture program in 2016 and 2017 was 58.8 out of 60 respondents. Thus, it can be said that they do not understand about Japanese passive sentences, so it can be said that the level of understanding of the respondents is still low. The errors can be categorized as intralingual errors, which are in the form of Overgeneralization errors and Development Errors. This is due to being influenced by the mother tongue (B1), the respondents' lack of knowledge about Japanese passive sentences, and the respondents' lack of accuracy when answering the questionnaire questions.

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INTRODUCTION

The use of language is inseparable from the language acquisition process experienced by humans from childhood to adulthood. The first language acquired by a child is the mother tongue or often referred to as the first language (B1). Language acquisition is a process that takes place in a person's brain during childhood when they acquire their first language. Language acquisition is usually distinguished from language learning. Language learning is related to the process that occurs when someone in childhood learns a second language, after they have acquired their first language. So, language acquisition is related to the first language, while language learning is related to the second language (Chaer, 2002:167).

According to Chaer (2002:242), for those who use the term language learning, it is believed that the second language can only be mastered through a learning process, through deliberate and conscious means. This is different from the mastery of the first language or the mother tongue, which is obtained naturally, unconsciously within the family environment of the child's caretakers. Meanwhile, for those who use the term second language acquisition (third, and so on), they assume that the second language can also be acquired, both formally in formal education, and informally in the environment of life. In bilingual or multilingual societies, this informal second language acquisition can occur.

Learning a second language does not always go smoothly, due to differences between the first language and the second language, which result in negative transfer or interference in the first language. According to Corder in Pranowo (2014:129), there are three central processes, namely: due to transfer, errors due to the influence of the mother tongue; analogy or excessive generalization in applying the rules of the language being studied in the wrong context; and due to incorrect teaching, that is, the inefficiency of the teaching process, the second language both in terms of material, techniques and teaching methodology. This causes learners to have difficulty in learning a second language.

Learners' lack of understanding of the language being studied can lead to language errors. According to the Big Indonesian Dictionary, understanding is a process, way, or act of understanding or making understood. In learning the Japanese language, learners are required to understand and comprehend what is being learned. Learner understanding in learning a foreign language is greatly

needed because with understanding, the teaching and learning process will be easier and more developed.

One of the difficulties that Japanese language learners in Indonesia face in learning Japanese is learning Japanese passive sentences (ukemibun). The difficulty usually experienced by learners is the conjugation of the verb. The verb form of the Japanese passive sentence undergoes a change in form by adding the auxiliary verbs -reru and -rareru, which are characteristics of the Japanese passive sentence. However, in Japanese there are also other forms that use the same change pattern as the Japanese passive sentence.

Kazuhide (2017:68) explains that not only Japanese passive sentences that use the auxiliary verbs -reru and -rareru, (可能/kanou) potential form and (尊敬/sonkei) honorific form also use these auxiliary verbs, as in the following examples:

1. ねずみがねこに食べられた。(Ukemi)
The mouse was eaten by the cat.
2. 私はさしみが食べられない。(Kanou)
I can't eat sashimi.
3. 先生は何を食べられますか。(Sonkei)
What is the teacher eating?
(Kazuhide, 2017:66)

Sutedi (2019:76-77) states that Japanese passive sentences have their own peculiarities compared to other languages. For example, they can be formed not only from transitive verbs but also from intransitive verbs. In terms of meaning, Japanese passive sentences are divided into two types, namely neutral passive (中立受身/chuuritsu ukemi) and adversative passive (迷惑受身/meiwaku ukemi).

In terms of structure, Japanese passive sentences consist of direct passives called chokusetsu ukemi (直接受身) and indirect passives called kansetsu ukemi (間接受身). Direct passive sentences are passive sentences formed from transitive sentences whose objects are human or animate nouns only. Indirect passive sentences are passive sentences formed from transitive sentences whose objects are inanimate nouns (including body parts, owned objects); or passive sentences formed from intransitive sentences. Another peculiarity in Japanese passive sentences is that inanimate nouns cannot freely occupy the subject function as in Indonesian.

According to Sutedi (2019:77), the use of passive sentences in Japanese can be said to be less productive compared to active sentences. Because the

main function of passive sentences in Japanese is generally only to express disappointment or dissatisfaction, because they feel disturbed or burdened by someone's actions. Although there are also passive sentences used outside of this purpose, but it is very rare.

Passive sentences are often used in written language. Moeliono (1992:6-7) states that language varieties according to the means are divided into spoken and written forms. The first difference in spoken and written forms is related to the event. Written language sentences require grammatical functions, such as subject, predicate, and object. While in spoken language, because the language users are facing each other, these elements can sometimes be omitted. The second difference is related to the efforts used in the utterance, for example, the high and low pitch and the length of the sound, as well as the rhythm of the sentence which is difficult to symbolize with the spelling and writing system we have. Written language has the advantage of having punctuation marks consisting of capital letters, italics, quotation marks, paragraphs or paragraphs, which do not have the same clear equivalents in speech. The use of Japanese passive sentences is very rarely used by Japanese language learners in spoken language, therefore this research will discuss Japanese passive sentences in written language.

The following are some examples of passive sentences formed from active transitive and intransitive sentences in Japanese.

Active Transitive Sentence

1. 父が太郎を叱った。

Father scolded Taro.

Passive Sentence

2. 太郎は父に叱られた。

Taro was scolded by father.

(Kazuhide,2017:69)

Intransitive Sentence

3. 雨が降った。

It rained.

4. 友達が来る。

A friend came.

Passive Sentence

5. 雨に降られた。

(Someone) was rained on.

6. 友達に来られた。

(Someone) was visited by a friend.
(Sutedi, 2019:79)

Learners' difficulties in learning Japanese passive sentences are not only in the verb conjugation, but there are also several aspects such as nouns that cannot become the subject. According to Tanaka in Sutedi (2015:4-5), the errors in the use of Japanese passive sentences by Japanese language learners in Indonesia so far, mostly occur due to the interference of the mother tongue or the Indonesian language. This can be seen in the following examples:

1. *この本は私に読まれている。
This book has been read by me.
2. *私のラブレターは母に読まれた。
My love letter was read by mother.
3. *この水は飲まれてもいい。
This water can be drunk.
4. ?私は山田先生に日本語を教えられた。
I was taught Japanese by Mr. Yamamoto.

Errors such as in examples (1)-(3) are caused by the influence of Indonesian, as seen in the Indonesian translation. The errors are that the subject in all three examples is a lifeless noun, the subject in example (1) is in the first person 'I', and the passive form in example (3) is accompanied by a modal element. This is not the case with the Japanese passive voice. As for example (4), this sentence is acceptable in terms of composition, but the meaning and nuance are not appropriate. Yamamoto, a Japanese speaker, would be offended or offended by this sentence. This is because the passive voice has the nuance that, to a Japanese speaker, the students taught Japanese by Mr. Yamamoto may feel forced or tortured. On the contrary, if Indonesian speakers say it, they will think that the sentence is more polite and contains gratitude. This is one of the differences in the pragmatic use of passive sentences between the two languages.

In addition, Takami in Sarjani (2016), states that Japanese passive sentences can be accepted if they fulfill two of the following four conditions: (1) The speaker (writer) usually places his point of view on someone close to himself, someone who is familiar with himself, this is made the subject in the sentence. (2) A passive sentence is qualified when the event represented by the verb is directly targeted at the subject and changes or affects its state. (3) Passive sentences are qualified when the speaker adds characteristics to the

subject. (4) Passive sentences are qualified if they express the meaning of loss or damage (Takami in Sarjani, 2016).

Based on the above explanations, it can be concluded that the errors in the use of Japanese passive sentences are caused by the many characteristics of Japanese passive sentences that are not found in Indonesian passive sentences. In addition, errors are caused by the influence of the learner's mother tongue, which is due to negative transfer due to the difference in language systems between Japanese and Indonesian. The use of Japanese passive sentences is also rarely used in the spoken variety, therefore this study uses the written variety as data to be analyzed. Based on the above background, the author is interested in further researching the misunderstanding of Japanese passive sentences in the written variety in UNSADA learners of Japanese language and culture class of 2016 and 2017.

RESEARCH METHOD

This research uses quantitative descriptive research methods. Data obtained from samples of the research population are analyzed in accordance with the statistical methods used. By using this method, it is expected to get an overview of matters related to the understanding ability of UNSADA students of Japanese language and culture study program in 2016 and 2017 in understanding Japanese passive sentences in the written variety. The population of this study were UNSADA students of Japanese language and culture study program in 2016 and 2017. This research uses nonprobability sampling which is a subjective sampling procedure, in this case the probability of selecting population elements cannot be determined. This is because each population element does not have the same opportunity to be selected as a sample. The nonprobability sample method used is systematic sampling which is a sampling technique based on the order of population members who have been given sequential numbers (Sudaryono, 2017: 173). Respondents who have answered the questionnaire questions are 62 respondents. Of these 62 respondents, a sample of 60 respondents was drawn in order from the 1st respondent to the 60th respondent who had answered the questionnaire.

Before the questionnaire was distributed to respondents, questionnaire data collection tools were prepared in the form of; collecting material about Japanese passive sentences; compiling data to be used as questionnaire questions; making questionnaires about Japanese passive sentences using the data that had been compiled; consulting questionnaires to expert lecturers to determine the feasibility of questions that have been made; after approval,

making questionnaires about Japanese passive sentences in the form of google forms; and distributing questionnaires to the respondents concerned, namely UNSADA students of Japanese language and culture study programs in 2016 and 2017.

This research uses the language error analysis method according to Tarigan (2011:63-64) as follows:

1. Collecting data: distributing questionnaires to UNSADA students of Japanese language and culture study program in 2016 and 2017 online through google form. After being distributed, the results of the respondents' answers were collected for analysis.
2. Identifying and classifying errors: after collecting the results of respondents' answers, the errors made by respondents are identified and classified according to the existing language categories.
3. Ranking errors: after the errors are identified and classified, the errors will be ranked based on the frequency of errors and their difficulty level.
4. Explaining the errors: after the errors have been ranked, the reasons why the respondents made the errors will be explained.
5. Predicting or predicting areas or linguistic matters that are prone to errors: after the errors are ranked, it will be predicted what errors the respondents tend to make.
6. Correcting errors: the errors made by respondents will be corrected so that it is known what errors are made by respondents.

RESULT AND DISCUSSION

Based on the number of respondents who had filled out the questionnaire, a sample of 60 respondents was drawn using nonprobability sampling, namely systematic sampling, which is a sampling technique based on the order of the population members who have been given sequential numbers. This causes each element of the population not to have the same opportunity to be selected as a sample.

The questionnaire was distributed using a written instrument consisting of twenty questions divided into three parts. The first part consisted of eight multiple choice questions in the form of two basic knowledge questions about Japanese passive sentences, three questions about completing particles and changing active verbs into passive verbs, three questions about changing the form of the structure of Japanese passive sentence patterns. The second section consisted of four fill-in-the-blank questions translating Indonesian passive sentences into Japanese sentences. The third part consisted of eight

choice questions that had the same concept as true-false questions, but in the questionnaire the word acceptable-unacceptable was used. The third part consisted of Japanese passive sentences and asked whether the sentences were acceptable or unacceptable according to the function of Japanese passive sentences.

The questionnaire score of each respondent was checked using the following formula.

$$\frac{\text{Score} = \Sigma \text{Skor benar}}{\Sigma \text{Skor (36)}} \times 100$$

In addition to using the score formula, this research also uses learning assessment standards, namely the Benchmark Assessment (PAP) method used by UNSADA in assessing student learning outcomes and ranking course grades. PAP in this study was used to determine the level of understanding of each respondent. UNSADA's Benchmark Assessment Method (PAP), as follows.

Table 1. Benchmark Assessment

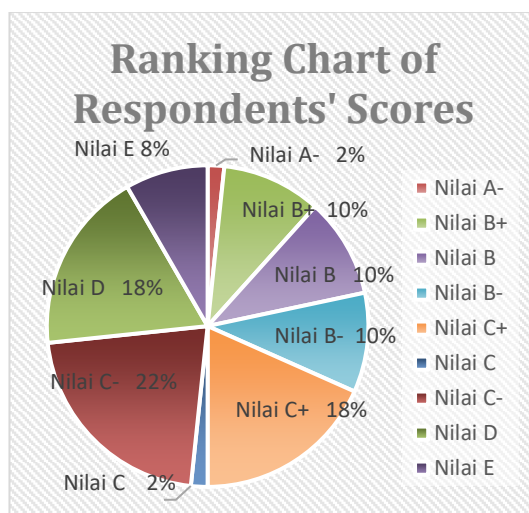
Score	Rank
80-100	A
76-79,9	A-
72-75,99	B+
68-71,99	B
64-67,99	B-
60-63,99	C+
56-59,99	C
51-55,99	C-
46-50,99	D
0-45	E

Based on the grade formula and PAP, the data obtained is as follows:

Based on the results tested, it can be concluded that the average score of 60 respondents is 58.8 with a grade rating of C. The highest score was obtained with a score of 77.7 with a score rank of A-, while the lowest score was obtained with a score of 27.7 with a score rank of E. Based on the above score rankings, it can be concluded that 1 respondent received a score rank of A-, 6

respondents received a score rank of B+, 6 respondents received a score rank of B, 6 respondents received a score rank of B-, 11 respondents received a score rank of C+, 1 respondent received a score rank of C, 13 respondents received a score rank of C-, 11 respondents received a score rank of D, and 5 respondents received a score rank of E.

Figure 1: Ranking Chart of Respondents' Scores



In Figure 1 above, if a grade of “C” is the standard pass mark, then 48% of respondents did not pass the Japanese passive voice section. From the results of the analysis, it was found that respondents made several mistakes in understanding Japanese passive sentences, namely:

a. Errors in understanding what is meant by Japanese passive sentences and their auxiliary verbs.

The passive sentence in Japanese is ukemi bun. A total of 8 respondents made mistakes by answering shieki bun which is a causative sentence. Then on the question of what are the auxiliary verbs in Japanese passive sentences, out of 60 respondents, 48 respondents answered -れる (-reru) and -られる (-rareru), 12 respondents answered -せる (-seru) and -させる (-saseru). A total of 12 respondents made mistakes by answering -せる (-seru) and -させる (-saseru) which are auxiliary verbs of the causative form. This is because the respondents did not know the auxiliary verbs of the Japanese passive voice or forgot the lesson on the passive voice so they did not know the auxiliary verbs of the passive voice in Japanese.

b. Errors in understanding the change of verb form in Japanese passive sentences.

In the question, complete the sentence 「緒戦(しょせん)で大半(たいはん)が焼(や)け、家康(いえやす) 再建(さいけん)する。」 by filling in the particle and changing the verb in the sentence into a passive sentence, 20 respondents answered に/再建させた (ni/saikensasetta), 4 respondents answered から/再建された (kara/saikensareta), 36 respondents answered によって/再建された (ni yotte/saikensareta). This error is caused by students not remembering well the form of auxiliary verbs in Japanese passive sentences.

c. Errors in understanding the sentence so that respondents use the second noun phrase marker particle (FN2) inappropriately. In the question, complete the sentence 「緒戦(しょせん)で大半(たいはん)が焼(や)け、家康(いえやす)再建(さいけん)する。」 A total of 20 respondents made mistakes by answering に/再建させた (ni/saikensasetta). 20 respondents made mistakes in filling in the particle that should have been filled in by the ni yotte particle but these 20 respondents answered using the ni particle. In the Japanese passive voice, the ni particle accompanying FN2 (noun phrase two) which is a living noun is used to express that FN2 acts as the doer of the action, if it follows FN2 which is a non-living noun, it is used to express natural events or the location of FN1. The correct particle to complete the sentence is ni yotte. The function of the ni yotte particle in the question sentence is that if the FN2 in the form of animate nouns is followed by the ni yotte particle, it has the role of an actor who produces or creates something that did not exist before.

d. Errors in understanding the changes in the structure of the Japanese passive voice.

17 respondents answered 一郎が花子(はなこ)が一郎(いちろう)をほめれた (Ichiro ga Hanako wo homerareta) as a passive sentence. These 17 respondents made mistakes in understanding the change of active sentence structure to passive sentence. The mistake made by the respondents is that the particle that marks Hanako should be filled with the particle ni. This error is suspected because the respondents do not understand the changes in the structure of Japanese passive sentences. In addition, the mistake was made because the respondents did not know that when the active sentence above is converted into passive form, the person who is subjected to the action is marked with the ni particle.

e. Errors in understanding the different functions of Indonesian passive sentences and Japanese passive sentences. Thus, respondents made mistakes in translating Indonesian passive sentences into Japanese sentences. In the question, translate the sentence 'I was taught materials, patterns, etc.' into

proper Japanese. A total of 50 respondents made mistakes in translating the sentence into proper Japanese. The correct answer should be 素材(そざい)や柄(がら)などを教(おし)えてもらった. The first most common mistake was that 38 respondents translated the verb 'taught' into the passive form. This mistake is suspected to be because the respondents do not understand the function of the passive voice, which is to express adversative and do not understand the function of the sentence that uses juku doushi, namely -te morau. This sentence contains the nuance of being happy to be taught and thanking the person who taught the materials, patterns, etc. The passive sentence generally expresses adversative and thankful. Japanese passive voice generally expresses an adversative meaning, whereas in Indonesian it is considered more refined and polite. In the sentence 'I was taught materials, patterns and others', the speaker feels happy because someone has taught him.

f. Errors in understanding the acceptability of Japanese passive sentences based on the function of Japanese passive sentences. In the question whether the sentence: 「誰(だれ)かが会議(かいぎ)が開(ひら)かれた。」 is acceptable or unacceptable? A total of 18 respondents made the mistake of answering acceptable. These 18 respondents made mistakes in understanding the meaning and function of the sentence. This sentence is unacceptable because it has a subject in the form of dareka in the sentence. Dareka in the sentence does not provide any information about who opened the meeting. The dareka in the sentence should be omitted to make the sentence acceptable like the following sentence. 会議(かいぎ)が開(ひら)かれた. 'The meeting was opened'. In Japanese passive sentences, if the speaker does not know or does not want to mention the culprit, the culprit in the event does not appear in the sentence. The mistake made by the respondent is thought to be due to not understanding that the function of Japanese passive sentences without a perpetrator is when the speaker does not want to question who the perpetrator is unknown or deliberately hidden, and emphasizes more on the situation.

From the analysis of the mistakes made by respondents, it can be seen that the causes of respondents' errors in understanding Japanese passive sentences are as follows:

a. Respondents' lack of understanding in learning Japanese passive sentences. Respondents do not understand the change of active form to passive, particles used to indicate noun phrase two (FN2), passive form sentence patterns, differences in the functions of Indonesian passive sentences

and Japanese passive sentences, and the functions of Japanese passive sentences.

b. Errors made by respondents are due to being influenced by Indonesian language which results in negative transfer. For example, not all Indonesian passive sentences can be converted into Japanese passive sentences. The respondents did not know the specificities in Japanese passive sentences such as; the subject in Japanese passive sentences cannot be freely filled by inanimate nouns; Japanese passive sentences cannot be used together with the modality elements of imperative, prohibition, permission, desire, or command; the use of Japanese passive sentences in clauses is relatively much lower than the Indonesian passive form; and Japanese passive sentences cannot express old and new information.

c. Respondents do not understand the difference between passive, potential and causative forms.

d. Respondents were not careful in writing the answers to the fill-in questions.

e. It is also possible that the cause of respondents' mistakes is because respondents lack interest in Japanese passive sentences so that in understanding the material, respondents are still quite low.

It can be concluded that the level of understanding of Japanese language and culture study program students in the 2016 and 2017 UNSADA batches of Japanese passive sentences is still quite low. Respondents do not understand Japanese passive sentences in depth. This is due to the influence of the mother tongue (B1), the respondents' lack of knowledge about Japanese passive sentences, and the respondents' lack of accuracy when answering the questionnaire questions.

CONCLUSION

It can be concluded that the level of understanding of UNSADA students of Japanese language and culture study programs in 2016 and 2017 towards Japanese passive sentences is still quite low. Respondents do not understand Japanese passive sentences in depth. The errors can be categorized as intralingual errors, in the form of Overgeneralization errors, namely errors caused by the expansion of target language rules in inappropriate contexts; in this case, an inaccurate understanding of passive sentences, and Development Errors, namely errors that reflect the stages that occur in linguistic development errors, This is due to being influenced by the mother tongue (B1), the respondent's lack of knowledge about Japanese passive sentences, and the

respondent's lack of accuracy when answering questionnaire questions. The implications of this study suggest the need for more focused and effective teaching strategies, as well as the development of appropriate curriculum and instructional materials to address the challenges faced by learners in comprehending Japanese passive sentences. Additionally, further research in this area can provide valuable insights to enhance the teaching and learning of this important aspect of the Japanese language.

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