Research Article

An Errors Analysis in Using Diathesis (態) in Written Text of Japanese Language Department Senior Students at Universities in Medan

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Abstract

The grammatical category that shows the relationship between the subject is diathesis. From the researcher's observations, it was found that Japanese students used diathesis errors in the city of Medan. Therefore, this study discusses what forms of errors are and how Japanese universities students in Medan make the error in using diathesis forms. The specific purpose of this study is to analyze and determine the forms and patterns of errors in using the diathesis (態/*tai*) that it becomes a consideration for Japanese language lecturers to provide more effective teaching for Japanese learners, especially universities students in Medan. The types of diathesis sentences analyzed are *judoutai* (passive diathesis), Shieki (causative), *kiboubun* (wish form), and *jujubun* (expression of give-take). This research is descriptive qualitative research with error analysis. The data were sentences using diathesis (*tai*), sourced from written text made by 30 senior students of the Japanese department at the Universitas Sumatera Utara and the Universitas Harapan Medan. In conclusion, the form of error has been found in passive (受身), a causative (使役), and the expression of the give-take action (授受表現) diathesis, which is realized grammatically and lexically. Errors include changing verbs, using particles (*joshi*), and assigning word unit functions to sentences. This study concludes that understanding and practice on the ukemi, shieki, and jujubun diathesis is needed in Japanese language learning among university students in Medan to improve student skills.

Keywords: Diathesis; Judoutai; Shieki; Jujubu; Japanese

1. Introduction

In mastering Japanese for learners in Indonesia, understanding the grammatical characteristics of the language is very important. This is because the grammatical structure or sentence patterns in Japanese are different from Indonesian. For example, in verbal sentences, Japanese sentence structure is in the form of SKOP (Subject, Description, Object, Predicate), while in Indonesian, it is in the form of SPOK (Subject - Predicate - Object - Description)

(Gapur, 2017:30). Also, grammatical categories of verbal sentence predicates in Japanese usually include level of subtlety (*teineisa*), positive and negative forms (*mitomekata*), aspect (*sou*), tense (*jisei*), modality (*hou*), and diathesis (*tai*) or voice (Sutedi, 2011:76). This study focuses on diathesis in Japanese.

According to Kridalaksana (in Astami, 2008:122; Mugrib et al., 2018:93; Noorsanti, 2017: 57), diathesis is a grammatical category that shows the

relationship between the participant or subject and the actions expressed by the verb in the clause, there are active, passive diathesis and so on. Active diathesis (active voice) is a grammatical form of a and/or clause whose grammatical subject is the actor, the opposite of passive diathesis. Medial diathesis (middle voice) is a diathesis that shows the actor doing for himself. Passive voice diathesis is a diathesis that shows that the subject is the goal of the action, for example, "He was hit". Reflective diathesis (reflexive voice) diathesis shows the subject acting on himself, for example, 'he shaved'. Reciprocal diathesis (reciprocal voice) diathesis in which a pluralist subject acts reciprocally or a singular subject act in response to a compliment, such as "They are beating" or "He is beating his friends."

In Japanese, diathesis is called *tai* (態) or *boisu* (voice), which is defined by Shirakawa (Noorsanti, 2017:58) as a collection of ways of expressing events from various positions of participants. There is various diathesis in Japanese such as passive voice (*judoubun*/受動文), causative sentence (*shiekibun* / 使役文), transitive sentence (*tadoushibun* / 他動詞文), intransitive (*jidoushibun* / 自動詩文), reciprocal sentence (*sougobun* / 相互文)、Reflexive sentences (*saikibun* / 再帰文), sentences expressing ability (*kanoubun* / 可能文), desire (*kiboubun* / 希望文), spontaneity （*jihatsubun* / 自発文）, sentences expressing the act of giving and receiving （*jujubun* / 授受文）, a sentence which expresses the form ~ *te aru* （~ てある文） (in Sutedi, 2011:78). Each diathesis in its use has its own rules of formation in sentences because it is not uncommon for Japanese learners to make mistakes in making the right sentence.

In Medan, Indonesia, the formal higher education institutions (universities) that teach Japanese as one of the majors (department) are the Universitas Sumatera Utara and the Universitas Harapan Medan. Of course, students at both universities are intended to be equipped or taught good Japanese language skills. Thus, they are ready to use Japanese skills in the world of work. Therefore, teaching diathesis-related sentence patterns such as passive voice (*judoubun* / 受動文), causative sentences (*shiekibun* / 使役文), desire (*kiboubun* / 希望文) and give-take (*jujubun* / 授受文) sentences for learners Japanese is something that students must accept. At least the teaching of diathesis sentence patterns has been taught in the final semesters.

However, understanding the learning themes taught in the classroom does not guarantee that students are genuinely skilled in practicing directly in written essays. From the researcher's observations of Japanese University students in Medan, many students are still incorrect in using diathesis sentences in passive, causative, desire, and give and receive sentences in direct communication. For this reason, this research will find out and analyze the mistakes made by Japanese students in Medan in using diathesis sentence forms or patterns in Japanese. This is expected to contribute to better and more effective Japanese language learning to improve students' Japanese language qualifications.

In Japanese, error analysis is called *goyō bunseki* (誤用分析), which consists of the words *goyō* 'error' and *bunseki*' analyses. Ichikawa Yasuko (in Giyatmi, 2013:14) explains the definition of error analysis is as follows:

> 誤用研究は、学習者がおこす誤りについて、どのような誤りが存在するのか、どうして誤りをおかすのか、どのように訂正すればよいかなどを考え、日本語教育・日本語学などに役立てようとする研究である。
>
> Error research is a study of mistakes made by learners, such as how error rates are, why they cause errors, and how they are corrected so that it is beneficial for learning Japanese or Japanese lessons.

From this explanation, error analysis is a study of mistakes made by learners so that the causes and ways of correcting them can be identified so that errors can be resolved.

The forms of errors in the language, according to Yasuko (Aziz, 2018:65; Yasuko, 2005), include (1) *Datsuraku* 脱落 (omission) or omissions, which are errors that occur due to not using certain elements that should be used in sentence speech. (2) *Fuka* 付加 (addition) or addition, which is the opposite of omission. This error occurs because the learner includes other elements that do not need to be included in the sentence. (3) *Gokeisei* 語形成 (miss in word formation) or misinformation. This error occurs at the morpheme level (*kaiteki ayamari*) in the form of either conjugation or use of conjugation and is characterized using the wrong morpheme form or structure. (4) *Kondoo* 混同 (alternating form or substitute form). This error occurs when the choice of words (diction) does not match either the form of *jidoushi*, *tadoushi*, modus, particle, etc.

To understand more deeply about errors in diathesis, it is necessary first to understand the various definitions and classifications in linguistic knowledge. Diathesis describes the relationship between the actor or participant in a sentence and the actions expressed in that sentence (Chaer, 2012:265). There are many types of diathesis categories in Japanese according to different expert definitions, including in Rosliana's (2014:46) research which quotes Teramura Hideo's opinion dividing diathesis into (1) passive diathesis, (2) causative diathesis, (3) potential diathesis, (4) diathesis of spontaneity.

Meanwhile, Nitta (1991) explains that the discussion about diathesis generally involves active, passive, reflective, reciprocal, transitive, intransitive, causative, benefactive, and impersonal diathesis. With an even broader perspective, Muraki (in Sutedi, 2011:78) explains that Japanese diathesis includes passive voice, causative sentence（使役文）, transitive sentence, and intransitive（他動詞文・自動詞文）, reciprocal sentences （相互文）, reflexive sentences (再帰文), sentences expressing ability (可能文), and sentences that express the actions of giving and receiving（授受文）. In this study, the diathesis which became the main focus to see the error was passive（受身）, a causative (使役), and the expression of the give-take action (授受表現).

The passive voice (*ukemi* / 受身), according to Tsujimura (2000:233), consists of direct passive (direct passive), indirect passive (indirect passive), and *-ni yotte* passive (passive sentence with particles ~ *ni yotte*).

Direct Passive （*chokusetsu ukemibun* / 直接受身文） is a passive sentence formed from a transitive (active) sentence whose subject is a human or an object

Example:
幼い時、よく母に しかられました。
Osanai toki, yoku haha ni shikarareta.
(As a child, (I) often scolded by my mother)

わたしは社長に ほめられました。
Watashi wa shachou ni homeraremashita.
(I praised by the director)

Indirect passive (*Kansetsu Ukumeibun* / 間接受身文) occurs when the object subject to the action or case does not appear as an object as in the active sentence and contains the meaning of loss, or troublesome action (Soepardjo, 2012:149). Because in general, indirect passive sentences are widely used to show something that is not pleasing to the subject of the sentence, then indirect passive sentences are often called *meiwaku no ukemi* (迷惑の受身) or passive sentences that interfere with the subject of the sentence (Miyajima in Noorsanti, 2017:60). In this type of indirect passive voice, the participant plays an indirect role in the incident.

Example:
私は 買い物の途中で雨に降られた。
Watashi wa kaimono no tochuu de ame ni furareta.
(I got caught in the rain in the middle of the road while shopping)

Possessive passive sentence (*Mochinushi no Ukemi* 持もぬしち主の受身文) is a passive sentence in which the subject is not directly subjected to the action, but indirectly feels the consequences of the incident. In principle, the indirect passive voice has almost the same meaning as the passive possessive type; only this distinction is seen from the scope of the speaker's self that is subject to harmful actions.

According to Miyajima (in Noorsanti, 2017:60), a possessive passive sentence is a passive sentence whose object is the owner of something or someone, which is indicated by particles *ni* and *o* in a transitive sentence.

Example:
山田が佐藤に肩をこづかれた。
Yamada ga Satou ni kata o kozukareta.
Satou patted Yamada's shoulder

ラッシュの電車で 足を踏まれました。
Rasshu no densha de ashi o fumaremashita.
In the rush train, my feet get stepped on (by someone)

Furthermore, the causative sentence called *shieki* (使役文) is a form of the verb in Japanese that expresses the meaning of telling or causing someone to do an action (Sutedi, 2011:83). According to Soepardjo (2012:152), causative expression causes changes or actions to the object and is seen either in terms of meaning or form. It is always connected to the transitive form. The expression of causative diathesis is expressed by adding the auxiliary verb "exclamation" and "*saseru*" to the verb, but there are some verbs that cannot be expressed in the causative form, such as *aru* (exist), *iru* (require), *yomeru* (can be read),

because in verbs it does not denote activity but a verb which denotes state.

Example.
娘をイギリスへ 留学 させます。
Musume o Igirisu e ryuugaku sasemasu.
I encourage my daughter to study in England.

子供に ピアノを 習わせます。
Kodomo ni piano o narawasemasu.
I asked the children to learn the piano

Finally, the sentence of Give-Take, called *jujubun* (授受文), is a sentence with a verb that expresses giving-receiving activities such as *yaru, ageru, sashiageru; kureru, kudasaru; Morau*, it is me. Then in the form of auxiliary verbs, it becomes ~ *te yaru, ~ te ageru, ~ te sashiageru; ~ te kureru, kudasaru; ~ te morau, ~ te itadaku*.

Example:
私は木村さんに花をあげます。
Watashi wa Kimura san ni hana o agemasu.
(I give Kimura flowers)

私はカリナさんに チョコレートをもらいました。
Watashi wa Karina san ni chokoreeto o moraimashita.
(I received chocolate from Kimura)

佐藤さんは 私に クリスマスカードをくれました。
Satou san wa watashi ni kurisumasuka-do o kuremashita.
(Sato gave me a Christmas card.)

私は 田中先生に 本を いただきました。
Watashi waa Tanaka sensei ni hon o itadakimashita.
(I was given Mr. Tanaka's book.)

The explanation of the three diatheses above becomes a reference in this study to find out the errors in the written essays of Japanese students, which are analyzed in the discussion section.

Several studies on diathesis and error analysis in Japanese have been carried out.

For example, Rosliana's (2014) study discusses diathesis in the Japanese language grammatical category, concluding that changing verb form determines the formation of the formation diathesis in Japanese. Noorsanti's (2017) research which examines diathesis in *Minna no Nihongo* textbooks, concludes that the types of diatheses in *Minna no Nihongo* include passive, causative, potential diathesis, and give-take sentences. Rosliana (2014) and Noorsanti (2017) discuss the forms of diathesis, which are sourced from written literature commonly used in Japanese language learning in Indonesia; this is what distinguishes this research because this study uses a data source written by Japanese learners. In comparison, there is research related to error analysis conducted by Hidayah (2015), Pujiono (2015), and Darmayanti (2018), which focuses on grammatical error analysis in Japanese, which is segmented only on certain types of sentences, such as passive and causative sentences only. This is different from this research which thoroughly examines the forms of diathesis and misuse made by students. Therefore, this study acts to continue previous research on diathesis and error analysis in Japanese.

From this phenomenon and description, two things are discussed in the study, namely (1) what are the forms of diathesis (*tai*) misuse in the written texts of Japanese language Department students at the Universita Sumatera Utara and the Universitas Harapan in Medan, and (2) how do errors in using diathesis (*tai*) occur in the students' Japanese written texts.

2. Methods

This research is qualitative, and the method used is the descriptive method. According to Sutedi (2011:48), the descriptive research method is a research method by analyzing the results of searching for data collected from the library method and then analyzed based on the data obtained.

The research location was carried out in Medan, Indonesia, precisely in the Japanese Language Study Program at the Universitas Sumatera Utara, Jl. Universitas No. 19, and the Japanese Language Study Program at Universitas Harapan Medan, Jl. Imam Bonjol No. 35. Data collection is used online through the zoom meetings application due to the Covid-19 pandemic conditions that do not allow direct meetings.

The data in this study were written data in sentences using diathesis in written texts from students of the Japanese Language Department at the Universitas Harapan Medan and the Universitas Sumatera Utara. The data source is written text from 30 senior student respondents, 15 students from the Universitas Sumatera Utara, and 15 students from Universitas Harapan.

The linguistic method used to collect data in this study is observation (Sudaryanto, 2015:15). The observation method is done by collecting data in Japanese sentences written by Japanese learners from the Universitas Sumatera Utara and the Universitas Harapan. In the observation method, the basic technique used is tapping, namely by tapping the use of Japanese in the results of student essays.

The data analysis method was carried out by referring to the three stages described by Miles, Huberman, and Saldana (2014), namely, data condensation, data presentation, and concluding. In the condensation, the data in the form of sentences in the collected written texts are selected and classified based on the diathesis used. The sentences are analyzed for errors, several sentences with diathesis errors are selected for analysis and explained in the discussion chapter—selection of data based on selected samples, considering the type of diathesis found. The error in the same diathesis type as residual data is not shown in the discussion section. Then a conclusion is drawn in the form of the error and how the error can occur.

In addition to the analysis method, another method to support this research is the error analysis method. The error analysis method measures language learning progress by recording and classifying mistakes made by a person or group (Kridalaksana in Pujiono, 2015:85). The parameter determines whether or not a sentence refers to the Japanese language teaching book *Minna No Nihongo* (A Corporation, 2008). Furthermore, the data analysis calculation method is also used to support the error analysis method using the method suggested by Halliday and Hasan (in Pujiono, 2015:85) as follows:

> Number of errors by type   x 100
> The total number of errors

3. Result and Discussion

The results of this study on 30 student essays showed that there were errors in the use of passive (受身), causative diathesis (使役), and expressions of the give-take (授受 表現) action carried out by Japanese students in North Sumatra. The details of the percentage of diathesis errors are as follows.

Table 1

No.	Diathesis	Percentage of Errors
1	Passive (受身)	30 %
3	Causative (使役)	58%
4	Give-take action (授受 表現)	12%

The form of errors that occur consists of two kinds of errors, *gokeisei* (語 形成) and *Kondou* (混同). It will be explained in the next section.

3.1 The form of misuse of diathesis (*tai*) in written essays of Japanese language students in Medan

The form of errors found in students' written essays can be divided into lexical and grammatical errors. Lexical errors are errors that occur in word order and its changes. Meanwhile, grammatical errors are errors in using the function of words in the whole sentence.

3.1.1 Lexical Form Errors

Lexical form errors in the overall data occur with verb changes. In Japanese, there is a change in the form of verbs to form passive and causative diathesis. Here are some examples of sentences in written texts that contain verb errors.

1. watashi wa otouto ni keitaidenwa o
私 は 弟 に 携帯電話 を kowaremashita 壊れました。
My sister broke my cellphone

The error in sentence 1 is in the change of the verb "broke." The correct verb change to complete the sentence above is "*kowasaremashita*." The verb has the active form *kowasu,* which means "to break." Based on the grouping of verbs *kowasu* undergoes a lexical change in the form of passive diathesis (*ukemi*) with the addition of -*areru* in the root word.

Kowasu	→	*kowas+areru/kowasar emasu/kosaremaashita*
To break		Broken/ To be destroyed

So that the correct sentence is as follows.

watashi wa otouto ni keitaidenwa o kowasaremashita
私 は 弟 に 携帯電話を 壊されました。

The word *kowaremashita* used by students is an intransitive form (自動 詞) *kowareru*, meaning to be broken. Students are not careful because transitive-intransitive and active-passive verb changes like this are different from Indonesian. Therefore, it can be said that there was an error in missing information (語形成).

2. 私 は 兄 に 女性 の 友達 の
_{watashi wa ani ni josei no tomodati no}
携帯番語 を 聞からられました。
_{keitaibango o kikararemashita}

My brother asked for my girlfriend's cellphone number.

Error sentence 2 is in changing the verb "asked." The correct answer to complete the sentence above is *kikaremashita*. The verb has the active form *kiku*. *Kiku* has various meanings depending on the context of the sentence. In the sentence above, *kiku* has the meaning of 'asking/asking.' Based on the verb class, *kiku* is included in the group I verb, so to convert it into a passive diathesis form, it is necessary to add an auxiliary verb *–areru* in its root word.

Kiku → *Kik+areru/kikaremasu/ kikaremashita*

Asking   Asked

So that the correct sentence is as follows.

私 は 兄 に 女性 の 友達 の 携帯番語 を
_{watashi wa ani ni josei no tomodati no keitaibango o}
聞かれました。
_{kikaremashita}

The word *kikararemashita* is used by students due to errors in determining the basic form of the verb. Students think the basic form of verbs is *kikaru* which changes to become *kikarareru*. Students are not careful with verb classifications and their changes in Japanese.

3. ありがとう。よくなった。君も
_{arigatou yokunatta kimimo}
心配されて しまって ごめん
_{shinpaisarete shimatte gomen}
なさい と友達は言いました。
_{nasai to tomodachi wa iimashita}

"Thank you. It is okay. Sorry for worrying you. "My friend said

In sentence 3, there is an error in changing the verb *shinpai sarete* 'worrying you'. The root word is *shinpai suru,* which means worry. It should be in the causative diathesis *shinpai sasete,* which means 'to

make/tell worry.' The Error shows that the changing form of the verb ~ *tte* has made the students miss in determining the correct causative form.

The correct sentence is as follows.

ありがとう。よくなった。君も 心配
_{arigatou yokunatta kimimo shinpai}
させて___しまって ごめんなさい と
_{sasete shimatte gomennasai to}
友達は言いました。
_{tomodachi wa iimashita}

The similar change in form between ~ *sarete* and ~ *sasete* also makes students fooled into using the correct verb change. Therefore, it can be said that as in Yasuko's opinion (2005), there is an error in the morpheme level in the form of conjugation or use of conjugations and is marked by the use of the wrong morpheme form or structure, or it is called miss information (語形成)

4. 机 の 上 に 荷物を 置かされて
_{tukue no ue ni nimotuo okasarete}
いただけませんか と 私 は
_{itadakemasenka to watashi wa}
聞きました。
_{kikimashita}

I asked whether the item was put on the table

In sentence 4 there is a change in the basic verb *okasu* to *okasarete* which is not correct. The *okasu* verb should turn into the causative diathesis *okasete*. Students use *okasarete* because they are fooled by the potential verb form (*kanoukei*). After all, the two forms of the verb are almost similar or the translation of the word is put, which is thought of as a passive form in Indonesian. So that learners are wrong when determining the correct form of the verb.

The correct sentence is as follows.

机 の 上 に 荷物を 置かせて
_{tukue no ue ni nimotuo okasete}
いただけませんか と 私 は聞きました。
_{itadakemasenka to watashi wa kikimashita}

3.1.2 Grammatical Form Errors

Grammatical errors in the data occur in the use of particles and determining the function of words in sentences. In Japanese, particles (*joshi*) are a class of positional words that play an essential role in the integrity of a sentence with passive, causative, and give-take action diathesis. This word class is not available in Indonesian, making it difficult for learners to master it. Here are some examples of sentences in written texts that contain verb errors.

5. その仕事　は　私　を
<small>sono shigoto　w a　watashi　o</small>
やらせてください。
<small>y a r a s e t e k u d a s a i</small>
I will do the work

In sentence 5, students use particle o to make a grammatical error in determining the function of the particle in the causative verb. This is because students think that the sentence shows the object of an action. Students do not know that the actual function of the o particle in a causative verb is a subject that makes someone do something or order someone.

So the correct answer is as follows.

その仕事 は 私 に やらせてください。
<small>sono shigoto wa watashi n i y a r a s e t e k u d a s a i</small>

This error is a form of the alternating form (混同), which is an error that occurs when selecting particles in a sentence.

6. 私　は　母が　毎朝早く
<small>watashi　w a　haha g a　maiasahayaku</small>
起こられます。
<small>o k o r a r e m a s u</small>
I was awakened early every morning by my mother.

There are two grammatical errors in sentence 6; the first is using the particle *ga* and the verb *okoraremasu*. The use of particles is not appropriate because it serves to emphasize the subject or object in a

sentence (Aziz, 2018:67), while in sentence 6 this particle is more appropriate to give the meaning of 'by' in a sentence. Furthermore, the verb *okoraremasu* is more appropriately replaced by the verb *okosaremasu*. This verb has the active form *okosu* which means 'to wake up'. The verb is *okosu*, if it is in the passive diathesis form, it is necessary to add the auxiliary verb *–areru* in the root word.

OkosuèOkos+areruèOkosareru/Okosarema su

The correct sentence is as follows.
私 は 母　に　毎朝早く 起こされます。
<small>watashi w a haha　n i　maiasahayaku o k o s a r e m a s u</small>

This error is a form of the alternating form (混同) and miss information (語形成), namely errors in choosing word changes and selecting particles in sentences.

7. 私 は　彼女に　プレゼントを
<small>watashi w a　kanojo n i　p u r e z e n t o o</small>
買ってくれました。
<small>k a t t e k u r e m a s h i t a</small>
My girlfriend bought me a gift

In sentence 7 there is a grammatical error in placing the subject in a give-take (授受文) sentence. The verb ~ *kuremasu,* which means to give, serves to explain the gift from the recipient's perspective so that the subject should be "other than me." This sentence will be correct if the verb *kuremashita* is replaced by *moraimashita* (receive).

Such as the following 私 は　彼女に
<small>watashi w a　kanojo n i</small>
プレゼントを 買ってもらいました.
<small>p u r e z e n t o o　k a t t e m o r a i m a s h i t a</small>

8. １７歳の誕生日の時、母は私に新しいバイクをもらいました。
When my 17th birthday, my mother gave me a new motorbike

In sentence 8 there is a grammatical error in placing the subject in the give-take (授受 文) sentence. The verb ~ *moraimasu,*

which means accept, makes the meaning of sentence 8 is 'mother received a new motorbike from me.' This sentence will be correct if the word haha (Mother) is replaced by the word *watashi* (me).

Such as the following 17歳の誕生日の時、私は母に新しいバイクをもらいました. This is an alternating form (混同) error, placing the subject that does not exactly match the meaning you want to make.

4. Conclusion

This study concluded that in the use of diathesis in the written text of senior students of the Japanese Language Department at Universitas Sumatera Utara and Universitas Harapan in Medan, errors were found in the form of passive diathesis (受身), mastery of causative diathesis (使役), and expression of give-take action (授受表文). Errors occur in grammatical and lexical terms, including changing verbs, *joshi*, the function of words in sentences. Errors in verb changes occur in changes in the form of the verb *ukemi* and *shieki*, which students sometimes misunderstand. The use of particles (*joshi*) such as *ga* (が) and *o* (を) is also often misused, then the placement of the unit word function in a sentence such as determining the subject and object. How errors occur due to two kinds of errors, namely miss information (語形成) and alternating form (混同). Therefore, the emphasis of understanding and practice in the learning process on the passive, causative, and give-take action diathesis is needed for universities students of the Japanese Language Department in Medan to improve their Japanese language skills.

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