
Research Article**Presentation of Progressive and Resultative Functions of te iru Form in the Basic Japanese Textbook “Situational Functional Japanese”****Hari Setiawan^{1*}, Ari Artadi²**^{1,2} Department of Japanese Language and Culture, Darma Persada University, Jakarta, Indonesia*Email: hari_setiawan@fs.unsada.ac.id*Received: April 20th, 2021; Revised: May 27th, 2021; Accepted: May 29th, 2021**Available online: May 31th, 2021; Published regularly: June 2021***Abstract**

Many studies regarding the acquisition of te iru focus on the learner's language output. There are very few researches that focus on textbooks as the input in language studies. There is a possibility that introducing grammatical items in textbooks tends to lead the learners to misuse te iru. It is necessary to clarify the grammatical items' characteristics in the basic level textbooks as a language input. Especially in the study abroad, such as in Indonesia, non-textbook sources for Japanese input are limited. Therefore Indonesian Japanese learners mostly depend on textbooks. This research will discuss the introduction of te iru in the basic level textbooks from the input viewpoint. This research examines how te iru is introduced in “Situational Functional Japanese”. The data in this research include the main textbook and the grammatical explanation, from which te iru sentences are collected and classified. In order to identify the general tendency of te iru in textbooks, te ita, te inai and subordinate sentences are also included as data. Each textbook recognizes that five usages are introduced in the explanation of SFJ, but only two usages are written in explaining the usage of te iru. Their usage is resultative and progressive. Moreover, te inai and te ita are also introduced in SFJ. Moreover, if we look at the distribution of the example sentences of te iru in SFJ the example sentences can still be found, some of which show an increase in subsequent chapters.

Keywords: Te iru form; Basic Japanese textbook; Resultative; Progressive**How to cite (APA):** Setiawan, H., & Artadi, A. (2021). Presentation of Progressive and Resultative Functions of te iru Form in the Basic Japanese Textbook “Situational Functional Japanese.” *IZUMI*, 10(1), 206–213. <https://doi.org/https://doi.org/10.14710/izumi.10.1.206-213>**Permalink/DOI:** <https://doi.org/10.14710/izumi.10.1.206-213>**1. Introduction**

When studying Japanese, the te iru form is one part of grammar that is difficult to learn (Teramura, 1984). Then Sheu (1997) states that this form of the verb is difficult to learn and master; learners who have reached the middle or upper level cannot understand and use the form te iru, which is learned at the elementary level. A separate study is needed that describes how the te iru form is presented as learning material in elementary level Japanese.

There has been much research on the te iru form. So far, research related to

mastering the form te iru has been mostly carried out by utilizing speech data or output from Japanese language learners in the form of written and oral data. In Indonesia, it can be said that learning Japanese at the basic level still depends a lot on textbooks. In Japanese language education in Indonesia, textbooks are one of the main inputs for learners. Regarding the presentation of teaching material in books, Noda and Sakoda (2001) state that the presentation of material in textbooks has the potential to cause language errors in learner speech, which raises the need for a separate

study of how the material is presented in textbooks, especially at the basic level. So far, not many studies have raised the presentation of the form *te iru* in Japanese language textbooks. By analyzing teaching materials, the presentation of grammar items can be understood in detail, and important points can be obtained. For this reason, in this research, the author will research the presentation pattern of the *te iru* form in basic Japanese textbooks.

Previously, the author had made observations on the presentation of the *te iru* form in several basic Japanese textbooks such as a) Ishizawa, Toyoda, et al., 2000, 3A Network, "Minna no Nihongo I dan II" (MNN I & II), b) The Japan Foundation, 1981, Bonjinsha, "Nihongo Shoho" (Shoho), c) JLC TUFS, 1992, Sanseido, "Nihongo Shokyu" (Shokyu), d) Bunka Institute of Language, 2000, Bonjinsha, "Shin Bunka Shokyu Nihongo" (Shin Bunka), and e) Yoshida, 1973, Gakken, "Japanese For Today" (JFT).

The five books are textbooks with a structural syllabus. Textbooks are selected based on the selection standards described by Rin (2004). The textbooks used as the object of Rin (2004) are considered widely used based on a survey by The Japan Foundation. Then, it is a basic Japanese textbook and can be studied in 300 hours. Then the textbook is also a textbook that includes learning to improve four language skills. Those abilities are reading, writing, listening, and speaking. As mentioned above, the five books are textbooks with a structural syllabus. Textbooks with a structural syllabus tend to present teaching materials sequentially, from easy materials to difficult materials. It can be seen from the results of observations. The average *te* form is presented in the middle of the textbook after discussing verb conjugation (*te* form).

From the results of the observations made, it was found that sentences with the form *te iru* only appeared in certain parts, likewise, with example sentences. They are only concentrated in the part where the *te*

iru form is the main material. Then from the five textbooks observed, MNN books, which are the most widely used textbooks in Indonesia, have the least number of example sentences related to the form *te iru*. Table 1 is the results of an observation of the *te iru* form in the MNN textbook.

Table 1. Presentation of *-Te Iru* Form on MNN

Functions	Chapter appeared first	80 of example sentences (%)
Progressive	Chapter 14	31 (38.7)
Resultative	Chapter 15	19 (23.8)
Repetitive	Chapter 19	15 (18.7)
Special	Chapter 15	12 (15)
Condition	—	—
Profession	Chapter 15	3 (3.8)
Experience	—	—
Supposition	—	—

Based on table 1, observations will be made of basic Japanese textbooks with different syllabi in this research. The textbook that will be observed in this research is "Situational Functional Japanese." "Situational Functional Japanese" adopts a syllabus that combines a scene syllabus, a functional syllabus, and a structural syllabus and submits necessary grammatical items and language functions according to the situation.

In addition, Kobayakawa (2005) reports that "Situational Functional Japanese" is a textbook that incorporates items and example sentences that are close to natural conversation. Furthermore, looking at "Situational Functional Japanese," introducing each usage of *te iru* is different from that of MNN. In MNN, the first function presented is progressive, while in SFJ it is a resultative function. Details regarding the presentation of the *te iru* form can be seen in the results and discussion section.

Regarding the usage of *te iru*, in this study, the authors decided to classify the data regarding the usage classification of *te*

iru in Sheu (2000). As for the classification of the usage of Sheu (2000), authors decided to use this classification because authors judged that the usage of *te iru* was relatively finely classified. This classification is used to show the author's position on the various forms *te iru* classifications. The usage of *te iru* used for data analysis in this study is as follows.

- a. Progressive (plus and minus). The progressive function is divided into two, the plus progressive and the progressive minus functions. Examples:

教師です。富士大学で教えています。

(MNN I, p. 122)

Kyoushi desu. Fuji daigaku de oshiete imasu.

今、会議室で松本さんと話しています。

(MNN I, p. 114)

Ima, kaigi shitsu de Matsumoto san to hanashite imasu.

As explained above, the progressive function is divided into 2. Example sentences with the verb 「教えています」 (*Oshiete imasu*) are progressive plus functions, while example sentences with the 「話しています」 (*Hanashite imasu*) verb *imasu* are minus progressive functions.

- b. Resultative, example:

窓が閉まっています。(MNN II, p. 26)

Mado ga shimatte imasu.

In the sentence b, the condition in the verb 「閉まっています」 "*Shimatte imasu*" is a condition that occurs after the action of 「閉めた」 "*Shimeta*" or the occurrence of 「閉まった」 "*Shimatta*".

- c. Repetitive, example:

そうですね。たいてい絵をかいています。(MNN II, p.18)

Sou desu ne. Taitei E wo kaite imasu.

In the sentence c, the meaning of repetitive appears in the use of the word 「たいてい」

"*Taitei*", but the word functions as an adverb to strengthen the repetitive meaning that appears in the verb 「絵をかいています」 "*E wo kaite imasu*".

- d. Character/condition (+variability and -variability), examples:

...ええ。知らないことばを聞いたらすぐ調べられるように、持っているんです。/+variability (MNN II, p.86)

...Ee. Shiranai kotoba wo kiitara sugu shiraberareruyouni, motte irun desu.

In the sentence, the verb 「持っているんです」 "*Motte irun desu*" explains that a speaker always carries a dictionary wherever he or she goes.

弟は母と似ています。/-variability (Sheu, 2000)

Ototo wa haha to nite imasu.

In this classification, some verbs have their characteristics. This characteristic is a verb that is always used in the form *te iru*.

- e. Experience, example:

ミラーさんは来週大阪へ出張すると言っていました。(MNN II, p.60)

Miraa san wa raishuu Osaka he shucchou suru to itte imashita.

In the sentence above, the verb 「言っていました」 "*Itte imashita*" describes the experience experienced by the speaker in the past.

- f. State change

日本の生活にも一応慣れてきています。(Sheu, 2000)

Nihon no seikatsu ni mo ichiou narete kite imasu.

In the sentence above, the verb 「慣れてきています」 "*Narete kite imasu*" describes a changing condition or habit that is taking place.

Research on language acquisition in the form of *te iru* has also been done a lot, for example, Sheu (1997), Sheu (2000), Sugaya (2003), and Sugaya (2004). Most of these studies highlight two functions of the *te iru* form: progressive and resultative functions. The results found that the progressive function was relatively easier for learners to master than the resultative function. Therefore, this research will observe the presence of the *te iru* form, especially the progressive and resultative functions in basic Japanese textbooks with complex syllables, to get an overview of the presentation of the material and its correlation with the results of research about the acquisition research of the form *te iru*.

2. Methods

The data used in this study are the sentences in the textbook above, containing verbs in the form *te iru*. The author collects sentences that contain verbs in the form of *te iru* and classifies the function of the verb in the form of *te iru*. The function classification of the form *te iru* used in this study is a classification compiled from various classifications described in research related to the previous *te iru* form.

This study uses the observation method of basic-level Japanese textbooks. The object of this study is a basic-level Japanese textbook that uses a mixed syllabus. A mixed syllabus is a syllabus that consists of functional syllabuses, scene syllabuses, topical syllabuses, etc. Based on the above points, "Situational Functional Japanese" was selected for this study. The textbooks used in this study are: a) Tsukuba Language Group (1996) "Situational Functional Japanese, Volume 1, Second Edition" Bonjinsha (hereinafter: SFJ Vol. 1), b) Tsukuba Language Group (1996) "Situational Functional Japanese, Volume 2, Second Edition" Bonjinsha (hereinafter: SFJ Vol. 2); and c) Tsukuba Language Group (1994) "Situational Functional

Japanese, Volume 3, Second Edition" Bonjinsha (hereinafter: SFJ Vol. 3).

In this study, the authors only made observations of the main textbooks and did not include additional textbooks as the object of research. In this study, example sentences and conversational sentences that include the *te iru* of the selected textbook are extracted and treated as data. The scope of textbook data collection are: a) Model Conversation, b) Report, c) New Words and Expressions, d) Grammar Notes, e) Conversation Notes, and d) Matome.

From the above part, take out the example sentences that include *te iru* and list them. As the level of learning increases, example sentences of *te iru* are also shown in the form of past, negation, passive, causative, honorific, etc. The authors are thinking of investigating the *te iru* as a whole. Authors will treat the example sentences of the *te iru* in the form of past, negation, passive, causative, and honorific as data. In addition, an example sentence of *te iru* as a subordinate sentence is also collected as data. *te iru* as a subordinate sentence is related to the tense of the event in the main sentence, and it is a very difficult item for beginner Japanese learners to learn. It is the cause of the difficulty in learning *te iru*.

Since it is possible, the authors will examine the example sentence of *te iru* as a subordinate sentence. In addition, one sentence may contain two *te iru* verbs, and in this study, if each verb represents two meanings or states, it is treated as two data. Examples of collected sentences are further classified based on the classification of the *te iru* form function described by Sheu (2000). In the classification process, the writer pays attention to the characteristics of verbs, the use of adverbs, adverbs of time, and parts of other sentences that affect the aspect of the sentence.

3. Result and Discussion

From SFJ, 276 *te iru* example sentences could be collected, and it was found that

there were more example sentences than MNN. The following is the result of classifying the example sentences of SFJ, and is a table showing the submission order of each usage and the ratio in the whole.

Table 2. Presentation of *-Te Iru* Form on SFJ

Functions	Chapter appeared first	276 of example sentences (%)
Resultative	Chap. 2	54 (19)
Character/condition: +variability	Chap. 3	66 (24)
Repetitive	Chap. 7	13 (5)
Experience	Chap. 8	52 (19)
Progressive: plus	Chap. 8	19 (7)
Progressive: minus	Chap. 9	72 (26)
Change of state	-	—
Character/condition: -variability	-	—

In SFJ, *te iru* was dealt with for the first time in the second lesson, and it was released at a relatively early stage. Also, unlike textbooks with the structural syllabus, SFJ introduces the usage of *resultative* before the usage of *progressive*. In the MNN and other structured syllabus textbooks observed by the author, the function of the first *te iru* form is always the progressive form. SFJ is a textbook that uses a syllabus that describes more real linguistic activities. It is also shown in the presentation of the *te iru* form. However, although the example sentences were issued early, the first section dealing with *te iru* in SFJ is the 8th section of "SFJ Vol. 1". In lesson 8, the usage of *resultative* is introduced. However, there is also an example sentence of the usage of *te iru*, which is not considered *resultative*. For usages other than *resultative*, example sentences "*Motte iru*", "*Shitte iru*", and "*Sunde iru*" were introduced, and all were introduced as items used in the form of *te iru*. Examples:

A : 奥さんの写真を持っていますか。
 (SFJ Vol. 1, p.184)
 A: *Oku san no shashin wo motte imasu ka.*

B : 大学の宿舎に住んでいます。(SFJ Vol. 1, p.184)
 B: *Daigaku no shukusha ni sunde imasu.*

A : あの人を知っていますか。(SFJ Vol. 1, p.184)
 A: *Ano hito wo shitte imasu ka.*

Based on the classification of the *te iru* form function described by Sheu (2000), the verbs "*Motte iru*", "*Shitte iru*" and "*Sunde iru*" are not included in the classification of the resultative function. In Sheu's (2000) classification, verbs "*Motte iru*", "*Shitte iru*" and "*Sunde iru*" are classified in the classification of the *te iru* form function, which indicates a change in character or condition.

In addition, the item *te inai* introduced as an item indicating "an operation that has not yet been executed". Moreover, *te inai* and *Mou* are introduced as items that are often used together with *te inai*. In Sheu's (2000) classification, *te inai* or *te imasen* is included in the classification of changes in character or condition because basically the form describes a condition. Examples:

まだ、手紙を出していません。(SFJ Vol. 1 p. 185)

Mada, tegami wo dashite imasen.

B : いいえ、まだ食べていません。(SFJ Vol. 1 p. 185)

B: Iie, mada tabete imasen.

B : いいえ、まだ読んでいません。(SFJ Vol. 1 p. 185)

B: Iie, mada yonde imasen.

Analyzing the example sentence of *te iru* issued in SFJ, six usages similar to MNN were dealt with. Usage of *resultative*, "Character/condition: +variability", "Repetitive", "Experience", "Progressive: plus" and "Progressive: minus". There are two usages in which no example sentences are found: "Change of state" and "Character/condition: -variability".

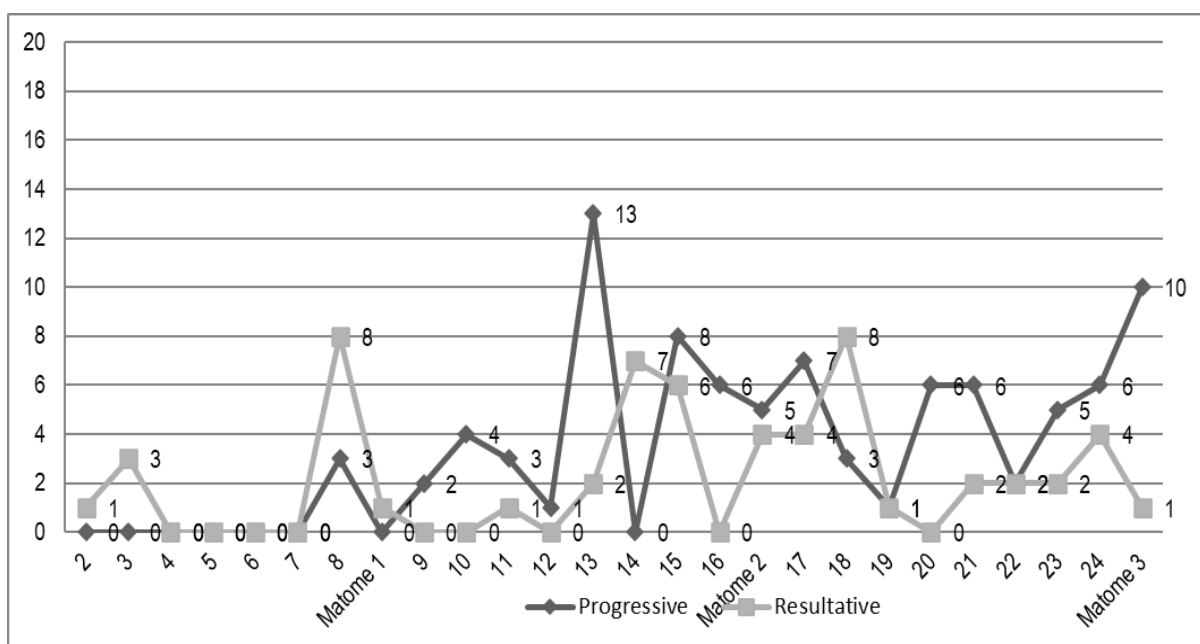


Chart 1. Progressive and Resultative Functions Example Sentences Tren on SFJ

Chart 1 is a trend for each example sentence *te iru* that appears in SFJ specifically for progressive and resultative functions in the order in which they were introduced.

As the learning level goes up, the number of example sentences increases and the number of verbs used also increases by looking at the tendency of the number of example sentences above. As seen in chart 1, there are more example sentences of *progressive* than those of *resultative*. The following is the order of introduction of *te iru* of SFJ.

Table 3. Order of Introduction of *te iru* of SFJ

SFJ		
Order	Chapter	Function
1	8	Resultative
		Character/condition: +variability
2	13	Progressive: plus
		<i>te inai</i>
2	13	Progressive: minus
		<i>te ita</i>

Five usages are introduced in the explanation of SFJ, but only two usages are written to explain the usage of *te iru*. Their

usage is *resultative* and *progressive*. Moreover, *te inai* and *te ita* are also introduced in SFJ. SFJ is a textbook that uses a mixed syllabus consisting of a function syllabus, topic syllabus, scene syllabus, and so on, so that SFJ can be said to describe a communication situation that is closer to the actual situation. The order of presentation then the number of example sentences in the SFJ shows that the condition of the presentation of the material regarding the form of *te iru* in MNN can be said to be far from the actual situation. Meanwhile, in Indonesia MNN is widely used to learn Japanese. This condition needs to be realized by Japanese language teachers to produce learning patterns that better reflect a more real communication situation.

4. Conclusion

SFJ adopts a mixed syllabus that includes a structural syllabus, a scene syllabus, a functional syllabus, etc., and presents necessary grammatical items according to the communication scene. From the observations of one of the textbooks with the structural syllabus (MNN), it can be seen that *te iru* form is

taught from the function that is considered the easiest, namely the progressive function. Meanwhile, suppose you look at the results of observations in the textbook SFJ, which has a mixed syllabus. In that case, it is precisely the *te iru* form function that is considered difficult (the resultative function) that comes up first.

In SFJ, the introduction of *te iru* is roughly divided into two, and it is introduced in the 8th and 13th chapters. There are four usages in the textbook, but there are only two explanations for the usage of *te iru*. It is an explanation of the usage of *resultative* and *progressive*. Furthermore, looking at the distribution of example sentences in textbooks, even after the introduction of SFJ, example sentences still appear. There is even a usage in which the number of example sentences increases. The distribution of this example sentence is also probably due to the characteristics of the syllabus.

So far, we have considered how to handle *te iru* in beginner Japanese textbooks, focusing on the usage of *progressive* and *resultative*. As a result, it was found that as an example sentence of the usage of *te iru* issued in the textbook, an example sentence showing the usage not explained in the textbook is also issued. It is stated that depending on the syllabus, the frequency and amount of examples of sentences of grammatical components varies. As mentioned above, the tendency of the presentation order and the number of example sentences related to the *te iru* form in SFJ and MNN have differences. In this study, SFJ is representative of textbooks that prioritize closeness to real communication situations.

Meanwhile, MNN represents textbooks widely used in Indonesia, which uses a structured syllabus in which teaching materials are presented based on their difficulty level. By looking at the description of the material presentation conditions in SFJ, users of MNN (teachers and learners) can be more aware of the

conditions in the book. They can make teaching designs that are balanced with the actual communication situation. Based on the results of this survey, it is possible that the tendency of example sentences affects the understanding of grammatical items and hinders learners' acquisition.

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