Learning Japanese Passive Voice by Sri Lankan Learners

Preethi D. Pinnaduwa [1]

Department of Linguistics, Faculty of Humanities, University of Kelaniya, 11300, Srilanka
email: pinnaduwap@yahoo.com[1]

Info Artikel	Abstract
	This study aims to examine the difficulties of learning passive voice and identify the type of errors learners make when producing Japanese passive sentences. It also aims to find strategies to minimize errors and difficulties in learning. The participants in this research are learners of secondary schools and adult learners aged 20 to 40 in private institutes in three districts of Sri Lanka. A passive grammar test and a questionnaire have been used as the measuring instruments for this study. The grammar test was done by 100 learners, while 94 answered the questionnaire. A cross-sectional analysis was used to analyze the collected data. The results show that errors were made in the word order, using the particles, construction of the passive verbs, passive on transitive and intransitive verbs, and construction of causative passive verbs. The researcher concludes that to reduce the errors, learners have agreed on a few strategies, such as watching Japanese videos and dramas, making friends with Japanese nationals, gaining a good knowledge of Japanese culture, and memorizing and making many passive sentences. They need to be examined to measure their effectiveness in the following studies. © 2022 Universitas Negeri Semarang

INTRODUCTION

Passive grammar is one of the main grammar points to be learned by secondary school (General Certificate of Education Advanced Level) learners and other learners who learn the Japanese language as a foreign language. It is included in the syllabi designed for secondary schools and adults in Sri Lanka. Passive grammar is contained in reading comprehensions, conversations, essays, and translations in the Japanese language syllabi.

Passive grammar is vital in communicating artfully and speaking politely and clearly. Furthermore, it is also essential to express the same ideas, thoughts, and feelings in Japanese. Most secondary school and adult learners have significant difficulties in learning and producing passive sentences in Japanese, and many errors were detected.

As Japanese Passive is difficult for most foreign language learners, numerous studies have been conducted concerning learning passive voice as a foreign language. (Dedi, 2013; Putri, 2019; Karim & Nassaji, 2013; Zhe, 2018). In the research, Dedi (2013) tries to sort out Japanese passive sentences concerning their syntactic functions, categories, and syntactic subcategories, concerning their semantic roles.

Error analysis is a critical area of applied linguistics and second and foreign language learning. Putri (2019), in her research, points out that errors made by learners based on linguistic categories and incorrect verb conjugation are categorized as morphological errors. According to Al-Zoubi (2018), error Analysis is one of the major fields of second language acquisition since it investigates errors made by L2 learners and describes a set of procedures to identify, describe and explain learners' errors; consequently, it can be defined as the study and analysis of the errors made by the second language.

However, in their research, Ali & Elham (2015) shows that the first or the native language impacts second language acquisition, and one of the foremost essential and interesting aspects of human development is language acquisition. Illukpitiya (2016), Zhe (2018), Karim & Nassaji (2013), and Ali & Elham (2015) also point out that the first language interferes with learning a second language.

The cultural differences between Japan and Sri Lanka also challenge Japanese language learners. Abdullah (2015) states the cultural differences often cause learners to feel disturbed, and they are unable to understand various expressions and sentences due to that reason. Pinnaduwa (2021), and Sutjiati & Rasiban (2018), in their research, point out that understanding Japanese culture can develop their linguistic and communicative competence.

Compared with the previous research, no studies to date have been undertaken on the difficulties of learning passive grammar and errors when producing sentences by secondary school learners and adult learners in Sri Lanka.

100 Japanese language learners of secondary schools and adults in private institutes who have learned the Japanese language for less than two years have been randomly selected from three districts of Sri Lanka for this study. The measuring instruments used in this research are a questionnaire and a grammar test.

This research aims to find out the difficulties of Japanese language learners when learning Passive grammar and identify the type of errors when producing passive sentences. It also aims to find strategies to overcome those difficulties and reduce the number of errors.

METHOD

The research is based upon a mixed method; to achieve the objectives of this research, a test on passive grammar and a questionnaire were used as measuring instruments. The questionnaires were developed to determine the difficulties of the learners of secondary schools and adult learners of private institutes when learning Passive grammar in Japanese. A grammar

test was given to identify the type of errors the learners make when producing passive sentences. And this research was conducted to find strategies to overcome the difficulties in learning Passive grammar and reduce the number of errors when producing passive sentences.

Participants

The target population in this research was 100 students who learned the Japanese language as one of the three subjects for the secondary school examination (G.C.E. Advanced level examination). Adult learners study at private institutes for various purposes, such as to fulfill the requirements of graduating from a school or a university, to work in Japan, or to go for higher studies in Japan.

All students were randomly chosen from Seven government schools, three private schools, and three private institutes to represent both genders of Japanese language learners in the Colombo, Gampaha, and Rathnapura districts of Sri Lanka as the research sites. 50 participants of school students from the age range of 18 to 19 years and 50 adults aged ranging from 20 to 40 years participated in the research. All the students were native Sinhalese who had studied Japanese for less than two years. Some students have been to Japan for a short period; such as 2 weeks to 3 months, for visits.

Instruments and Procedure

This study used a questionnaire and a passive grammar test to collect data. The test on passive grammar was held among the participants to identify the types of errors the learners make when producing passive sentences. 15 active sentences were given to the learner to change into the passive form of Japanese and vice versa.

A paragraph was to complete the sentences by inserting the correct passive form, and a few sentences were given to fill in the correct particle. Then, 15 simple conversations were given to complete using the correct passive form. Once the test was over, the sentences were evaluated individually, and the errors were marked and grouped into error types. Finally calculated, the percentage of errors was.

A questionnaire was distributed as another measuring instrument to determine the difficulties of learning passive grammar and strategies to reduce the difficulties and errors. Before distributing the questionnaire, the participants were informed of the objectives and significance of the research and that their information would be completely confidential. Furthermore, they were also requested to state their accurate and honest responses.

The questionnaire consists of three sections: A, B, and C. In Section A, items are used to collect information regarding the learners' backgrounds. Section B identifies the learners' difficulties when learning and producing passive sentences in Japanese. Section C, to find strategies to overcome those difficulties and reduce the number of errors when producing passive sentences, and make the learners fluent in the passive voice.

Contrastive Analysis Between Japanese and Sinhala Passive Voice

Contrastive Analysis is considered necessary to analyze the differences and similarities between the passive voice of the Japanese and Sinhala languages. This Analysis will be helpful to examine the type of errors made in passive sentences and to find the difficulties in learning the Japanese passive voice by Sri Lankan Learners.

The Passive Voice of Japanese and Sinhala

According to Eckersley & Eckersley (1960: 219-224), "If the person or thing denoted by the subject of a sentence is the receiver or sufferer of the action, then that form of the verb is the Passive Voice".

e.g. *boru wa otoko no hito ni kerareta* -The ball was kicked by the man (Passive Voice)

According to Teramura (1982), Japanese passive sentences can be divided into two major types, "direct passive sentences" (chokusetsu ukemi) and "indirect passive sentences" (kansetsu ukemi). A direct passive sentence directly affects the subject of

the sentence, while an indirect passive sentence indirectly affects the subject. The following example sentence (a) is a "direct passive sentence," and (b) is an "indirect passive sentence". (a) *Hanako wa Taro ni nagurareta* - Hanako was beaten by Taro.

(b) *Kare wa haha ni shinareta*- He died by his mother

The direct passive sentence in (a) is the subject "Hanako" is directly affected by the act of "beating" by the agent "Taro" and represents the same phenomenon as the active sentence. On the other hand, in the indirect passive sentence (b), the subject "he" is affected indirectly by the act of "dying" by the agent "mother."

Tsujimura (1996:233) stated that in Japanese, indirect passive is also known as adversative passives, which can be formed based on either transitive or intransitive verbs. The following example is an indirect passive sentence with an intransitive verb.

(a) *Kodomo-ga shinda.* (Active voice) - A child died

(b) *Taroo-ga kodomo-ni sin-are-ta.* (Passive voice) - Taro is adversely affected by his child's death

The Passive voice of the Sinhala language is used only in the written language. It is used for the optimal presentation of media programs such as news and documentaries and to make accurate preparations for academic articles. Therefore, learning the passive voice to communicate verbally is not necessary..

(a) *wanasathun wisin parisaraya sundara karanu labai* - The wildlife makes the environment beautiful

The above sentence is written language, and these sentences are not used in the spoken language at all.

On the other hand, apart from the Sinhala language, the Japanese passive voice can be used in both written and spoken languages. Sentence (b) is the translation of sentence (a), and this Japanese passive sentence can be used in both written and spoken languages.

(b) *yasei no dobutsu niyotte shizen kankyo no utsukushisa ga tamotareru* - The wildlife makes the environment beautiful

Similar to Japanese, in the Sinhala language, the subject of the sentence does the action on purpose in the active voice, while, the action is done effortlessly in the Passive voice. Therefore, the subject of the sentence has no control over the action in the Passive voice.

(a) *Active: janadhipathi amathiwarun kadawai*

The president summoned the ministers

(b) *Passive: janadhipathi wisin amathiwaru kadawanu labati*

The president summons ministers

In the above active sentence, the president is the subject, and he has control of the action 'summon' (*kadawai*). The actor, the sentence's subject, does the action on purpose. In Passive sentence (b), the word 'ministers' is the subject, and they have no control over the final verb or the action in the sentence.

The difference is that when the active voice sentence is converted into a passive voice in the Sinhala grammar, the subject in the active voice is turned into an *'anuktha kathru',* and the noun is lexically changed. The noun *'Amathiwarun'* in the active voice becomes *'amathiwaru'* in the Passive voice.

The noun does not change lexically in Japanese when the object in the active voice is turned into the subject in the passive voice. The passive voice of Sinhala is used only with transitive verbs. Intransitive verbs are verbs that cannot take an object, and those verbs are unable to be changed into the passive voice. Seen below is a transitive verb, and it can be converted into the passive voice.

(a) Active: *lamaya chitra adii* – the child is drawing pictures

(b) Passive: *lamaya wisin chitra adinu labe*- The child draws pictures.

The verb 'drawing' is a transitive verb and it has taken the object 'pictures' and can be converted into the passive voice.
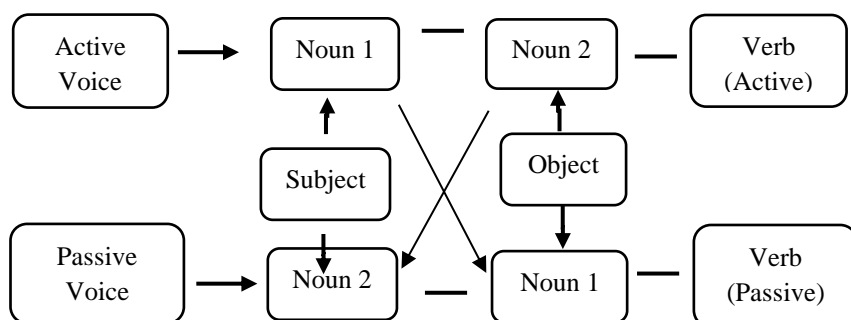
Word Order of the Passive Sentences

The word order or the grammatical structure of both Japanese and Sinhala languages are similar in most grammar points. However, the SOV (subject-object and verb) structure differs in the passive voice of the two languages. The subject and the object of the active voice sentence switch places in Japanese grammar. Figure 1 and 2 by Pinnaduwa (2021:448-449) below explains the difference in the word order in the two languages when changing the active sentence into a passive sentence.

Figure 1.

Syntactical Difference Between Active and Passive Japanese

As shown in the above figure, nouns 1 and 2 of the active sentence change their places in the Passive sentence. The examples below explain the above figure how the subject and the object act in the active sentence and the passive sentence in Japanese.

(a) Active: ***Tanakasan*** *wa watashi o nagurimashita* - Tanaka hit me

(b) Passive: *watashi wa **Tanakasan** ni naguraremashita* – I was hit by Tanaka

In the above sentence, noun 1, Tanakasan in the active voice sentence has changed places in the passive voice and noun 1 Tanakasan has become the object. Noun 2, watashi in the active voice sentence has changed places in the passive voice and noun 2, watashi has become the subject of the Passive sentence.

Figure 2.

Syntactical Difference Between Active and Passive Sinhala
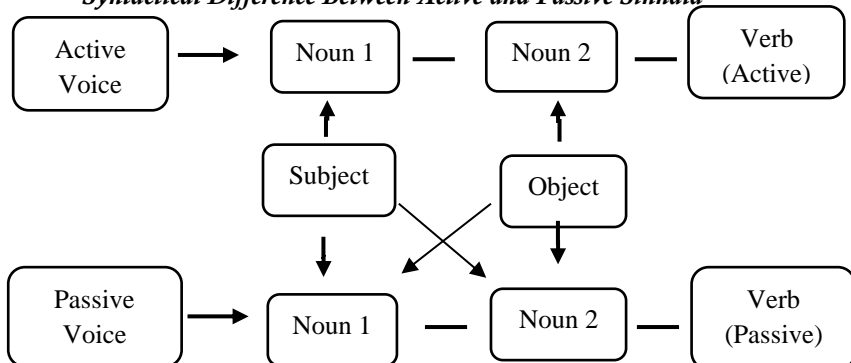
As shown in the above figure, the first noun is the subject and the second noun is the object of the sentence. In the passive sentence of Sinhala, the first noun becomes the object or the *'anuktha katru'* and the second noun becomes the subject of the sentence. Yet the nouns of the sentences in active and passive voices do not switch places during the conversion. Examples below explains the situation.

(a) Active:- *puso miyan allathi* - The cats catch mice.

(b) Passive: *pusan wisin miyo allanu labati.-* Mice are caught by the cats

In the above sentences, noun 1, *puso* in the active voice sentence has not changed places in the passive voice, but changes into *'anuktha', 'pusan'*. Similarly, Noun 2, *miyan* in the active voice sentence has not changed places in the passive voice and it is already the *'anuktha katrma'* object of the active voice sentence. This noun has to change into the subject *'miyo'* in the Passive sentence.

The Use of Particles in the Passive Grammar

Particles are used in the Passive grammar of both Japanese and Sinhala languages. In Japanese, three special particles *'ni', 'kara',* and *'niyotte'* are used while only one particle *'wisin'* is used in the Sinhala language. According to Kuno (1986), Kinsui (1997), the *'ni'* passive is a prototypical or indigenous form that can trigger empathization of the speaker, while the *'niyotte'* passive simply expresses an objective situation viewed from a speaker's neutral stance.

(a) *watashi wa ototo **ni** tokei wo kowasareta* – I broke my watch by my brother

(b) *kono uta wa sekaiju no hitibito **kara** ai sarete iru* – This song is loved by people all over the world

(c) *Kono fuku wa naokosan **niyotte** dezain sareta* – This outfit was designed by Naoko

The particle "*wisin*" is used to the doer when the passive voice of the sentence is constructed. The sentence below shows how the particle *"wisin"* is used in the passive voice of Sinhala.

(d) *pusan wisin miyo allanu labati.-* Mice are caught by the cats

As there is only one particle used in the passive grammar of Sinhala, it does not change according to the situation or any other reason. The position of the particle is also different in the two languages. Figure 3 and 4 explains the particles used in the two languages.

Figure 3

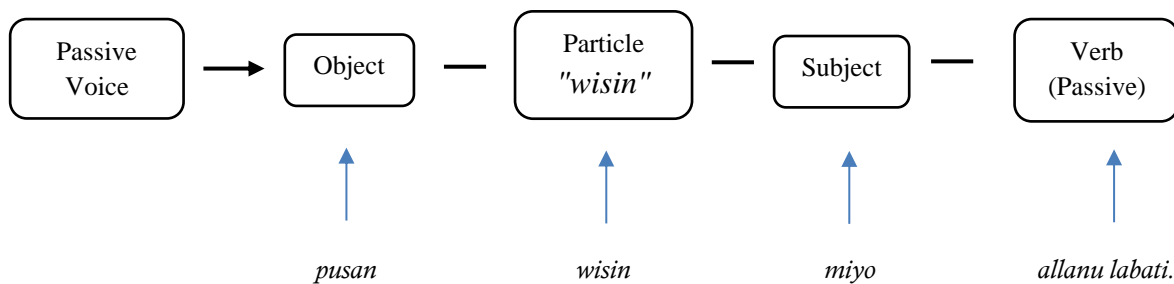*Particles Used in the Passive Grammar of Japanese*
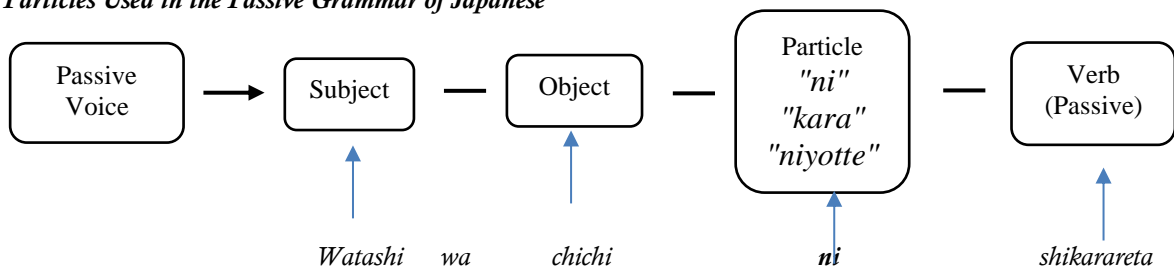
The subject comes first, then the object and the particle are used in between the object and the verb and the particle must be chosen according to the situation.

Figure 4

Particle Used in the Passive Grammar of Sinhala

In the Sinhala Passive, first, the object, next comes the subject, and then the particle "*wisin*" is used in between the object and the subject, and then finally comes the verb.

The Usage of Passive Voice

When comparing the usage of passive in the two languages, the passive voice of Japanese is used to express the emotions of the speaker, such as when someone is troubled, sad, or happy. It is also used in situations such as to show that something bad has happened due to a certain misfortune.

(a) *henna koto o itte minna ni warawareta* - Everyone laughed at me for saying something strange

(b) *amuthu deyak kiyu nisa: hæmo:ma mata sina:suna:*

In the above Passive sentence (a), the emotions are included, showing that it made me sad or embarrassed when I was laughed at. The listener feels the emotions of the speaker. However, it is different in the Sinhala language. The emotions are not included or considered in the passive of Sinhala. The exact meaning can be expressed using the active voice, as in sentence (b).

Another difference in the usage of Passive in the two languages is that the Japanese passive voice is conjunct with the Causative form, while Sinhala does not use such grammar form at all. It seems natural, and the listener understands the situation better when it is expressed using the causative passive voice in Japanese. It is often used when the speaker is forced to do an action, and he or she is unhappy or troubled about it.

(a) *Kare ni 1jikan mo matasaremashita* - he made me wait for one hour

The causative passive voice is not used in spoken Sinhala and it is rarely used in written Sinhala. But the same situation can be expressed using a separate word in Sinhala, "*siddawuna*".

(b) *Mata ohu wenuwen payakma bala inna siddawuna* - I had to wait one hour for him

Another difference is, passive verbs are used to show the politeness of a sentence. The passive verbs of the sentence can increase the politeness level apart from the normal *masu, desu* forms.

(a) Normal form: *bucho, raishu shuchcho ni ikimasuka* – Will you be going on a business trip next week?

(b) Polite form: *bucho, raishu shuchcho ni ikaremasuka*

The meaning of the two sentences is similar. However, the politeness is different. As the Passive verb is used in a sentence (b), it is more polite than the sentence (a). Such forms are not used in the Sinhala language.

As mentioned earlier in the Passive voice of Japanese and Sinhala languages, the differences are listed below.

Differences in the Passive Voice in Sinhala and Japanese

1. Passive voice is used more in Japanese than in Sinhala.

2. Passive voice is used in both written and spoken languages of Japanese, while it is used only in the written language of Sinhala.

3. Japanese passive is used with transitive and intransitive verbs, while Sinhala passive uses only transitive verbs.

4. The passive structures differ in the two languages.

5. The subject and the object lexically change in the passive of Sinhala.

6. Three different particles (***ni, kara, ni yotte***) are used in the Japanese passive, while only one particle (*wisin*) is used in Sinhala passive.

7. Japanese passive sentences are constructed mainly from the speaker's point of view and express the speaker's emotions.

8. Verb changes according to the person, gender, singular, and plural in the Sinhala voice grammar.

9. Some sentences are better understood and sound more natural in the passive voice than in the active voice Japanese.

10. The passive voice is used in the causative form of Japanese but not in the Sinhala language.

11. The Japanese passive verb construction is similar to the potential form and the honorific form of the Japanese

These differences can be concerned as a negative transfer to the students. Therefore, errors of the learners in forming the Japanese passive sentences may have come from those differences.

RESULT AND DISCUSSION

This study examines learners' challenges when learning and producing passive sentences in Japanese. All learners are Sinhalese who learn the Japanese language as a foreign language. The research shows that, although the passive voice is

used in both Sinhala and Japanese languages, there are many differences, such as the grammatical structure, Passive grammar, usage of the languages, and construction of the verbs in the two languages. The results show that learners have many difficulties in producing passive sentences, and many errors have occurred in the grammatical test..

To collect the necessary data for this study, a passive grammar test was given to 100 Japanese language learners to determine which areas the learners make errors. Then the errors were analyzed by percentages (%). The analyzed data are given in the table below.

Table 1:

Percentage of Students' Errors in the Passive Sentences.

Category of errors	No of students with errors	Percentage
Changing the object in the active voice in to subject in the passive voice.	62	62
Incorrect usage of the particles.	73	73
Incorrect construction on passive verbs.	69	69
Errors in using passive with transitive and intransitive verbs.	64	64
Errors in Active order but Passive form.	72	72
Incorrect usage of passive with the causative form.	89	89
Incorrect construction on causative passive.	86	86

Note. n = 100

In the above table, students' errors were classified, and it is in the form of three columns. Each column consists of the category of errors, the number of students with errors, and the percentage (%). The most frequent error was incorrect passive usage with the causative form (89%). The second most caused error was incorrect construction of causative passive (86%). The third highest percentage of errors was incorrect usage of the particles (73%). Some error categories, such as errors in using passive on transitive and intransitive verbs (64%) and changing objects in the active voice into the subject in the passive voice (62%), can be

considered minor errors. Although they are minor errors, they should be taken into consideration.

A questionnaire was given to find out the cause of these errors and to identify the difficulties the learners face in learning and producing Passive sentences. The results show that they have difficulty in learning and producing passive sentences in Japanese. Out of 100 students, 94 students agreed to answer the questionnaire and the data was analyzed by percentages (%). In table 2 the data analysis shows the difficulties in learning and producing the Passive voice in Japanese.

Table 2:

Difficulties in Learning and Producing Passive Voice of Japanese

Difficulties	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
Japanese passive is syntactically different from Sinhala passive and it causes errors in the passive sentences of Japanese.	13	13.83	67	71.28	11	11.70	3	3.19
The cultural difference between Japan and Sri Lanka is one reason for the difficulties in learning and producing the passive voice of the Japanese	9	9.57	69	73.40	12	12.77	4	4.26
Choosing the correct particle in Japanese passive is a problem in producing passive sentences.	6	6.38	71	75.53	17	18.09	0	0.00
Different from Sinhala Japanese use passive voice with both transitive and intransitive verbs and it is confusing.	8	8.51	79	84.04	7	7.45	0	0.00
Passive form, honorific form, and the potential form of Japanese have similar rules in constructing verbs and it is confusing.	0	0.00	72	76.60	16	17.02	6	6.38
Using Passive voice in the spoken language is unfamiliar to Sinhalese and it is a reason for the errors in the Japanese passive sentences.	26	27.66	48	51.06	14	14.89	6	6.38
Causative passive voice is a new grammar pattern for Sinhalese and it is confusing when producing sentences in Japanese.	7	7.45	66	70.21	21	22.34	0	0.00
Usage of Japanese Passive, such as expressing someone's feelings is unfamiliar to Sinhalese and it is a reason for the errors in the Passive sentences.	26	27.66	49	52.13	19	20.21	0	0.00
Direct and indirect passive is not used in Sinhala and it is hard to understand.	9	9.57	71	75.53	14	14.89	0	0.00

n= 94

In the above table, the data analysis shows the difficulties the learner face in learning Passive grammar and producing Passive sentences in Japanese. Regarding the Analyzed data in table 2, the fourth item is the most significant cause of the errors in passive sentences. (Different from Sinhala, Japanese use passive voice with both transitive and intransitive verbs, and it is not obvious) 8.51% of respondents strongly agreed, 84.04% agreed, and only 7.45% disagreed. The second highest was the first and the last item. For the first item (Japanese passive is syntactically different from Sinhala passive, which causes errors in the passive sentences in Japanese), 13.83% strongly agreed, and 71.28% agreed.

In comparison, only 11.70% disagreed, and 3.19% strongly disagreed. For the last item (Direct and indirect passive is not used in Sinhala, and it is hard to understand), 9.57% of the respondents strongly agreed, 75.53% agreed, and 14.89% disagreed. More than 77% of the participants agreed on all items; among them, the least affected cause for errors were the fifth, sixth, and seventh items. Although the other three items are not discussed, it is displayed in the above table, and they are influential causes for the errors of passive sentences as well.

Finding better methods to minimize the number of errors and reduce the difficulties in learning and producing passive sentences. Data were collected from the same questionnaire and the same participants. Then the data was analyzed by percentages (%), and the table below shows the methods to overcome the difficulties in learning and producing passive sentences.

Table 3.

Suggestions to Reduce the Difficulties and Errors in the Passive Voice of Japanese

Variables	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
Watching Japanese videos and dramas of natural conversations will be a help to practice passive voice.	32	34.04	56	59.57	6	6.38	0	0.00
Doing a lot of practice in the passive voice will help to reduce the errors in passive sentences.	42	44.68	52	55.32	0	0.00	0	0.00
Making friends with Japanese native speakers can reduce the errors in passive sentences of Japanese.	41	43.62	53	56.38	0	0.00	0	0.00
Gaining a good knowledge of Japanese culture will help to reduce the number of errors in passive sentences of Japanese.	26	27.66	61	64.89	7	7.45	0	0.00
Making positive attitudes will make help to reduce the errors and be fluent in producing passive sentences	36	38.30	49	52.13	9	9.57	0	0
Memorizing passive sentences according to each situation will help to produce accurate Passive sentences and to reduce errors	0	0.00	57	60.64	32	59.26	5	5.32
Making many passive sentences according to each situation will help to reduce errors and produce correct sentences	6	6.38	64	68.10	24	25.53	0	0.00

n=94

The above analysis shows that the second and third items are the most effective methods to minimize the number of errors and reduce the difficulties in learning and producing passive sentences. 100% of the participants agreed that this item was one of the best methods for the second item (Doing much practice in the passive voice will help to reduce the errors in passive sentences). In this item, 44.68% of the participants strongly agreed, while 55.32% agreed. Furthermore, for the third item (Making friends with Japanese native speakers can reduce the errors in passive sentences in Japanese), 43.62% of the respondents strongly agreed, while 56.38% agreed. The first, fourth, and fifth items were also chosen as better solutions. The lowest percentages of the items were the sixth and the seventh items.

Previous research has been done on learning the Japanese passive by Sinhalese learners. The research was done only to find university-level students' difficulties in learning the passive voice. Neither research has been done on learning Passive by secondary school learners and adult learners, nor has research been done to find out in which categories the learners make errors in the Passive voice of Japanese.

As a result, the findings of this research show that there are many difficulties in learning the Passive voice of Japanese. Similarly, this research discovers the categories of errors Sri Lankan learners make when producing Passive sentences. Furthermore, a few techniques and methods were also proposed by the learners to reduce the difficulties and minimize the errors in passive sentences.

CONCLUSION

Learning the passive voice of Japanese as a second or foreign language is a complex process for Sri Lankan learners. The participants of this study are the native Sinhalese who learns the Japanese language in secondary schools (G.C.E. Advanced level) and the adult learners who have learned the Japanese language for less than two years in private institutes. The researcher has concluded that all learners face different challenges in learning the Passive voice and make many errors in producing passive sentences in

Japanese. This study focuses on identifying seven types of errors the learners make when producing passive sentences and the difficulties when learning the Passive grammar of Japanese. This study also focuses on finding strategies to reduce the difficulties in learning Passive grammar and minimize the number of errors when producing passive sentences.

In conclusion, the information based on the results shows that learning and producing the passive voice of Japanese will depend on learning, performance, and environmental methods. The Results and Discussion' discusses a few techniques that can be used to reduce difficulties and produce correct sentences. Furthermore, they must be examined to measure their effectiveness in future studies.

Finally, future research can be focused on students who have learned the Japanese language for more than two years, such as higher education students, to identify the type of errors made in Passive sentences of Japanese.

REFERENCES

Abdullah, S. (2015). Challenges for teaching English as a Second or foreign language and their remedies. *International Journal of Humanities and Management Science*, 3(6), 2320–4044. http://www.isaet.org/images/extraimages/P1215035.pdf

Ali, D., & Elham, K. (2015). The interference of first language and second language acquisition. Theory and Practice in Language Studies, 5(10), 2112-2117. http://dx.doi.org/10.17507/tpls.0510.19

Al- Zoubi, S. (2018). The significance of error analysis in written production: A case study of Ajloun national university students. *International Journal of English Language and Literature Studies,* ISSN(e): 2306-0646 DOI: 10.18488/journal.23.2018.74.150.159

Dedi, S. (2013). Sorting Passive Sentences in Japanese Language for Students in Indonesia. *American Journal of Linguistics*, http://article.sapub.org/10.5923.j.linguistics.20130203.02.html

Eckersley, C.E., & J.M. Eckersley (1960). *A Comprehensive English Grammar*. England: Longman Ltd.

Illukpitiya, A. (2016). Areas of difficulty in learning Japanese as a Foreign Language: the use of Passive Voice. http://repository.kln.ac.lk/bitstream/handle/123456789/15065/ICFLT.202204.pdf?sequence=1&isAllowed=y

Karim, K., & Nassaji, H. (2013). First language transfer in second language writing: An examination of current research. *Iranian Journals of Language Teaching Research*, 1(1), 117-134.

Kinsui, S. (1997). The influence of translation on the historical development of the Japanese passive construction. *Journal of pragmatics* 28:759~79.https://www.tandfonline.com/doi/pdf/10.1080/00437956.2001.11432514 [3]

Kuno, S. (1986). "Ukemibun no imi. Kurodasetu no sai-hihan". The meaning of passives. Recriticism of Kuroda's hypothesis. *Nihongogaku* 5(2):70-87. https://www.tandfonline.com/doi/pdf/10.1080/00437956.2001.11432514

Pinnaduwa, P.D. (2021). Teaching Passive voice of Japanese to Sri Lankan Learners. *Journal of Japanese Studies*, ISSN:2789-3014, http://doi.org/10.55156/

Putri, M.A. (2020). Morphological Errors on Japanese Verb Conjugation to Passive Form at Third-Year Students of Japanese Education Study Program of UNP, *Advances in Social Science, Education and Humanities Research*, ISBN978-94-6239-045-4 ISSN2352-5398.

https://doi.org/10.2991/assehr.k.200819.052.

Sutjiati, N., & Rasiban, L. (2018), The Comprehension of Japanese Culture in Learning Japanese as Foreign Language. In *Proceedings of the Tenth Conference on Applied Linguistics and the Second English Language Teaching and Technology*. DOI: 10.5220/0007174207370740, ISBN: 978-989-758-332-2 Science and Technology Publications.

Teramura, H. (1982). *Nihongo no shintakusu to imi* [Japanese syntax and meaning], Kuroshio Publishing.

Tsujimura, N. (1996). *An Introduction to Japanese linguistics.* Blackwell publishing.

Zhe, L. (2018). Mother Tongue Interference in Japanese Passive Sentence Teaching-Analysis Based on Functional Grammar, *Review of Educational Theory*, http://doi.org/ 10.30564/ret.v1i4.337 https://www.researchgate.net/publication/329405279