Error analysis of Using Verbs Ruigigo "Belajar" by the Sixth Semester Students of Japanese Language Education FBS UNIMA

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Info Artikel	Abstract
	This study aims to discover the causes of errors in using the verbs "belajar,' narau and Manabu. A descriptive statistical method was used in this research. This analytical technique is commonly used for exploratory research. This study's participants were 30 students in the semester VI Japanese Language Education Study Program Universitas Negeri Manado. The data collection technique was carried out through tests on the participants. The tests consisted of 15 questions from the textbooks Minna no Nihongo, Shin Nihongo no Kiso I and II, and several reading materials related to education containing the words narau *and* Manabu. *The results of the study are as follows: (1) Respondents still do not clearly understand the rules for using the verbs' learning' narau and manabu in the context of Japanese sentences, while some respondents are misled by the use of the verbs' learning' narau and manabu which have similar meanings. 2) the effect of B2 on B1 can be seen from the respondent's error in placing the right verb. (3) The respondents' vocabulary still needs to improve, which can be seen from the respondents' answers not placing the verb in the context of the existing sentence. (4) Respondents do not need help understanding the verb changes correctly. After the data was processed and formulated into statistical form, 96.1% of errors appeared, and 38.9% of students correctly used the verbs' learning' narau and manabu.*

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INTRODUCTION

A language is a communication tool used to interact socially with each other. Language is a symbol produced using communication between community members to convey ideas, thoughts, or feelings (Rumondor, Olii & Kamagi, 2023; Sudjianto, 2007: 18). In foreign languages, especially Japanese, both teachers and foreign language learners need basic knowledge of Japanese linguistics, namely phonetics, phonology, morphology, syntax, and semantics. Many words have different sounds and different meanings in Japanese.

For Instances 「落ちる’ochiru’」and「倒れる’taoreru’,「輝く‘kagayaku’」and「光る‘hikaru’,「降りる‘oriru’,「下る‘kudaru’」and「下がる‘sagaru’,「危ない‘abunai’」and「危険‘kiken’」,「家‘uchi’」and「家‘ie’,「友達‘tomodachi’」and「仲間‘nakama’,「学ぶ’manabu」and「習う‘narau’」 and many more. It is known as ruigigo (synonym) in Japanese. In Japanese linguistics, synonyms are one of the fields of semantics. The objects of semantics include the meaning of words (go no imi), the relation of meaning (go no imi kankei) between one word and another, the meaning of a phrase in an idiom (ku no imi), and the meaning of a sentence (bun no imi). There are some previous studies have been done related to the ruigigo (Asmarani et al., 2020) (Sinonim et al., 2018) (Pujiono, n.d.).

As mentioned by Lumentut & Lengkoan (2021), learning a language takes a process that is not free from mistakes. Corroborates this statement by saying that everyone who learns a language does not escape from making mistakes. Remember that mistakes are a source of inspiration to be right. Concerning the notion of analysis, errors analysis was an alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguists ought to use the formal distinctions between the learners' first and second language to predict errors (Ernawati et al., 2019), which error analysis is a technique for systematically identifying, classifying, and interpreting errors made by language learners who are learning a second or foreign language using theories and procedures based on linguistics. Corder (in Pateda, 1989:32) distinguishes between errors and mistakes. Error refers to understanding (Competence), while mistakes refer to appearance (performance). Thus, if the learner pronounces the word 'intruksi' when it should be 'instruksi', or 'bisa' when it should be 'bisa', this case is considered a mistake. However, if "yesterday I went to the market" is stated as "hari ini saya tidak masuk sekolah", it is included in terms of understanding as classified as an error. The statement above focuses on the use of words that have different meanings, referring to the word "Yesterday I went to the market," which is assumed to mean "hari ini saya tidak masuk sekolah" is included in the error category related to understanding the use of an ethical word. In line with this, Sari (2019) also added that errors often occur in written language and how people understand a word from a different language and then tried to express it. Hence, an error is an unsystematic deviation, for example, an error due to an error, emotion, or misspelling.

Synonyms are words with different speech sounds but almost the same meaning (Sutedi, 2003, p. 120). In addition, synonyms can also be defined as phonologically and morphologically different words with the same meaning (Jaszcolt, 2002, p. 13). In Japanese, many same words sometimes cause misinterpretations and difficulties in the communication process because of the different interpretations of meaning between the speaker and the interlocutor. Only some words' meanings are contained in dictionaries (especially Japanese-Indonesian dictionaries) and Japanese textbooks. Therefore, the meaningful information obtained by the learner still needs to be completed (Sutedi, 2003, p. 104). Tarigan said the quality of a person's language skills depends on the quantity and quality of their vocabulary. The more vocabulary we have, the more likely we are to be skilled in the language (Paranduk, Rombepajung & Karisi, 2021; Tarigan, 1985: 2). Furthermore, the factor of

language ability is also influenced by the number of vocabulary words by the learners themselves.

Nevertheless, it does not stop there. Language errors can involve language skills such as listening, speaking, reading, writing, and linguistics. It can also be like sound system, word form, and sentence structure. Therefore, the mistakes made by the learner should be reduced and, if possible, eliminated. This improvement can be achieved if the ins and outs of the error can be explored and understood.

The study from Kurnia (2006) analyzed the *rugigio*, mostly used incorrectly by students, where the existence and use of ruigigo in Japanese are many and extensive. In addition, Anisa (2017) also states that of the many ruigigo that exist, there are the words *jootai, baai*, and *guai*. The three ruigigo, when viewed from the lexical meaning, each has a different meaning, but when viewed from the grammatical meaning, has the same meaning. Farizka (2019) points out that the similarity of *ruigigo jootai, baai,* and *guai* in certain sentences may seem to be interchangeable, but the meaning and nuance that the speaker wants to convey may be different or slightly changed. In addition, *ruigigo jootai* and *ruigigo guai* tend to express a negative situation or something less desirable for the speaker Shikawa (2017). Although the three ruigigo have the same meaning grammatically, their usage differs. *Jootai, baai* and *guai* are not interchangeable. Thus, the conclusion is that to know the grammatical meaning of the three ruigigo, their similarities, differences, and usage in sentences must be supported by various statements taken from various books and dictionaries as well as statements from Japanese people directly to avoid errors/misuse of the rugigio itself.

Verbs in Japanese are called doushi. Japanese verbs change form based on the situation and conditions in a sentence. Verbs provide information about the subject's activities, existence, or circumstances, undergo changes, and can stand alone and occupy positions as predicates in a sentence. Verbs in Japanese are classified into three groups based on the form of conjunction, namely group I (五段動詞 godan-doushi), group II (一段動詞 ichidan-doushi), and group III (変格動詞 henkaku-doushi).

[みんなの日本語中級 I (101)]

日本の武道が好きになりましたそして、１５歳から空手を習って
います。
Nihon no budou ga suki ni narimashita soshite, 15sai kara karate wo naratteimasu.
I came to like Japanese martial arts then, from the age of 15. I learned karate.

[日本語出来ます(113)]

From some of the examples above, it can be concluded that ならう "Narau" is used for *narau* skills or talents and can also be used in terms of culture, such as how to drink Japanese tea as in the example sentence number (5), and also involves someone or something that can be used as a lesson in other words. get teaching and guidance from someone or by remembering. As in the example, sentence number (4) ならうis also a teacher element that shows the action is direct action, for example, as follows:

日本にいた時日本語を習いました。
Nihon ni ita toki nihongo wo naraimashita.
When I was in Japan, I studied Japanese.

[Handbook Of Modern Japanese Grammar.1981 (32)]

ワンさんに中国語を習います。
Wan-san ni Chuugokugo o naraimasu.
I learned Chinese from mr wang.

[みんなの日本語初級 I (60)]

４歳のとき、ピアノを習い始めました。
4 sai no toki, piano wo narai hajimemashita.
I started learning to play the piano when I was 4 years old.

[みんなの日本語中級 I (131)]

From some of the examples above, it can be concluded that ならう must have a teacher and have the same meaning, namely "learning" but it can also be concluded that it shows systematic

learning activities and there is a repetition process.

4. Similarities of the Verb 'Learn' Narau and Manabu

The similarities between the two verbs can be seen in the meaning, usage, and types of verbs.

Manabu has a meaning, namely:

- Learn by remembering.
- Learn by imitating
- Learn something by paying attention to or taking the knowledge taught by others.
- Seek knowledge and lessons (learn)

The use of *manabu* is as follows:

- Manabu is often used in learning activities to gain knowledge.
- Manabu is also used to show learning activities by remembering something from what was experienced.
- Manabu is used for learning activities, from paying attention to other people.
- Manabu is often used in formal school learning activities.

The verb *narau* has a meaning, namely:

- Learn knowledge and skills from someone by remembering.
- Learning, but there is a process of repetition associated with knowledge and skills.
- Learn a systematic skill or knowledge from someone's guidance.

The use of narau is as follows:
- Narau is often used in activities to learn knowledge or skill.
- Narau is also used to show learning activities systematically, and there is a repetition process.
- Narau is used for activities to learn a skill with someone's guidance.

Ellis (1986) (in Tarigan & Tarigan: 1988) states that there are 5 methods or work steps of language analysis/error analysis, namely: (1) Collecting error samples, (2) Identifying errors, (3) Explaining errors, (4) Classifying errors, (5) Evaluate the error. In studying B2 there is an influence caused by B1. This means that the use of B2 can be influenced by B1 and vice versa. However, what is most noticeable is the influence of B1 on B2. This mutually influential relationship is called transfer. Based on their nature, transfers are divided into; 1). Positive transfer occurs when the systems of the two languages are the same so that it can help B2 learning. 2). Negative transfer occurs when the two languages' systems are different, disrupting B2 learning. This negative transfer is commonly known as interference.

Language errors are caused by factors of understanding, ability, or competence. If students still need to understand the linguistic nature of the language they are studying, the person concerned often makes mistakes when using it. This error will always be repeated systematically and consistently. This situation applies in general, meaning that it happens to every student. This study aims to discover the causes of errors in using the verbs 'learn' *narau,* and *Manabu.* The teacher can correct these language errors through remedial teaching, exercises, and language practice.

METHOD

A descriptive statistical method was used in this research. It is statistics used to analyze data by describing or describing the data that has been collected as it is without any intention to make conclusions that apply to the public or generalizations. This analysis is only an accumulation of basic data in a description. This means not seeking or explaining interrelationships, testing hypotheses, making predictions, or drawing conclusions. This analytical technique is commonly used for exploratory research. This type of research usually only tries to uncover and describe the results. Usually, the statistical technique used is descriptive statistics. Descriptive statistical analysis techniques that can be used include the presentation of data in tabular form. With this analysis, the trend of the research findings will be known, whether they fall into the low,

medium, or high categories (Muhson, 2006, p. 1).

This study's population was students of the Japanese Language Education Study Program, FBS UNIMA. This study's participants were 30 students in the semester VI Japanese Language Education Study Program Universitas Negeri Manado. The data collection technique was carried out through tests on the participants. The tests consisted of 15 questions from the textbooks Minna no Nihongo, Shin Nihongo no Kiso I and II, and several reading materials related to education containing the words *narau* and *manabu.* The steps of this researcher are to determine the object to be studied, search for relevant literature, collect data from data sources, determine the word pairs to be analyzed, carry out the analysis, and then conclude.

RESULT AND DISCUSSION

A descriptive statistical method was used in this. It is statistics used to analyze data by describing or describing the data that has been collected as it is without any intention to make conclusions that apply to the public or generalizations. This analysis is only an accumulation of basic data in a description. This means not seeking or explaining interrelationships, testing hypotheses, making predictions, or drawing conclusions.

No.	Question	False	True	Error Analysis
1	今日は日本語を........。	63%	37%	The situation in the sentence above uses the verb narau, which is just an ordinary learning situation. In contrast, the verb manabu is used in learning activities to study at an institution, institution, or course. Furthermore, in the sentence above, the subject 'I (watashi)' only carries out the Japanese language learning activity (nihongo) alone with guidance from someone more skilled such as a teacher or friend. Therefore, the verb manabu does not match the situation in the sentence above, and the positions cannot be substituted for each other.
2	学校では毎日５時間ぐらい日本語を.......。	97%	3%	Narau and manabu's answers are correct and can replace each other in the sentence but give rise to different nuances of meaning. There needed to be an error in writing the answer due to inaccuracy by the time factor, which made the respondents rush to answer the questions. There was one respondent who answered incorrectly, and 29 people answered correctly.
3	皆さんもぜひ外に飛び出して、外の大学で何かを................ください。	60%	40%	The situation in the sentence that uses the verb manabu in the formal situation in the sentence above is studying at a university. Then the use of the verb narau must have a teacher or someone who is more skilled in teaching Japanese. Therefore, the verbs manabu and narau can replace each other. However, even though both verbs can be used, respondents still need to correct their errors. The mistakes made by respondents

				are in changing the form of the verb. The verb that should be in the form of –te is because it is followed by the Kudasai form, which is a form of command sentence (meireikei).
4	先週先生がいないので、自分で日本語を…………。	56%	44%	The answer should have been naraimashita, but the respondent only wrote naraimasu and narau. The lack of writing the letter *ta* 「た」 may be caused by the respondents being hurried to answer this question. 13 respondents answered incorrectly using the verb manabu, 14 respondents answered correctly but did not change the form of the verb, and 3 respondents answered correctly.
5	東京大学で日本語学を…………ために、今から頑張っています。	93%	7%	In conclusion, the respondents who answered the questions incorrectly were due to a lack of mastery of the types of verbs used in each sentence pattern, while the other respondents needed further clarification.
6	今は大学院で日本語教育や日本語学を…………。	0%	100%	Verbs *narau* and *manabu* can replace each other in the sentence above but give rise to different meanings. The existence of errors in changing the verb is made possible by respondents' need for more accuracy and repertoire to use kanji in writing vocabulary.
7	さっき………… のに、もう忘れてしまいました。	10%	90%	Respondents should have paid more attention to the intensity of the time in the sentence. The verb that should be used is the ta-form verb, namely naraimashita, because the context of the sentence above is in the past tense. However, many respondents wrote the verb narau in the usual form. This is unfortunate because the answer is correct, but the respondent needs to pay more attention to the question that cannot be answered maximally. In addition, some respondents write answers with the word nara where the 'i' is not written. This may be influenced because respondents are in a hurry to answer questions.
8	私は昔い4.年間この大学で…………。	30%	70%	Respondents did not pay attention to the time intensity in the sentence above where the verb that should be is manabimashita 「学びました」. This may be because the respondents were careless in reading and answering this question. The other error found by the author is in the answer above. The answer is correct, but what is wrong here is in writing the word naraimasu. Respondents only wrote the word naraimasu with narai, while masu was not written. The lack of writing the letter i 「い」 in the answer above may

				be due to the respondent being in a hurry to answer this question.
9	外国語学部へ入学した学生は文化や社会を………。	73%	27%	The error found by the author in the answers written by the respondent is that there is a change in the verb form to the -ta form, which is the past form. Respondents wrote manabimashita and naraimashita. At that, should only *manabimasu* or *naraimasu*. This is because there is no time intensity in the sentence above. The previous word may fool respondents, *'nyuugaku shita Gakusei'*, which uses the past verb form in the verb 'shita'. This only means explaining about students who have entered university, which does not affect the verb form at the end of the sentence.
10	外国語学部へ入学した学生は文化や社会を………。	76%	24%	In the sentence above, the verb *narau* cannot be replaced with the verb *manabu*. Verba narau means learning swimming skills (*suiei*) from girls (*musume*). Meanwhile, if you use the verb manabu in the sentence above, it will cause a change in meaning, namely, 'learning activities about swimming'. The object in the sentence above is swimming (*suiei*) which is included in the skill, so the use of the verb manabu in the sentence is not appropriate because the activity of learning skills is more in line with using the verb narau. So they cannot replace each other. The situation in the sentence above is the use of the verb narau where there is a teacher or more expert person to teach swimming (*suiei*).
11	来週の日曜日生け花を……………。	10%	90%	Change the verb to the past tense. Respondents changed the form of the verb into *naraimashita* and *manabimashita*. The beginning of the sentence has been marked with an adverb of the future time. The correct answer should be *naraimasu* or *manabimasu*. This is an error in Japanese.
12	日本の学校で……………子供達への日本語教え方を考えます。	100%	0%	In the sentence above, the verb *manabu* can be replaced with the verb *narau* but the meaning changes. A sentence that uses the verb manabu means children who are taking lessons at school. Meanwhile, if using the verb narau, the sentence means that children study at school with the guidance of a teacher or instructor. The situation in the sentence that uses the verb *manabu* is a formal situation that, in the above context, is studying at school. Then the use of the verb *narau* must have a teacher or someone more skilled in teaching Japanese, in this case, a teacher or friend.

| 13	その時留学として様々な国からの留学生と日本語を............。	86%	14%	The error found in this number 13 is in the change of the verb. The correct answer should be *naraimashita* or *manabimashita* because, at the beginning of the sentence, there is an adverb of time, namely *mukashii* 「昔い」 as an adverb of time in the past. This may be because some respondents did not pay close attention to the time intensity of the questions, so they could not answer optimally.
14	先生にスピーチの発表し方を..............。	86%	14%	The error found in answer to question no. 14 is the respondent who wrote the answer with *naraimashita* and *narrate imasu*. This sentence's clear explanation of time may help the respondent answer the question. The answer should be *naraimasu*. The lack of adding *imasu* 「います」 to the respondent's answer and the change of the verb to the past tense from *naraimasu* to *naraimashita* may be due to the respondents being in a hurry to answer the questions. Furthermore, the *narrate imasu* answer may be due to the respondent's lack of attention. The difference in the description of the situation between the writer and the respondent causes the respondent to describe the situation according to his thoughts.
15	娘にピアノを.................。	76%	24%	7 respondents answered incorrectly, and 23 people answered correctly. From the sampling error, it can be concluded that the competence factor causes the wrong answer in this number due to a lack of understanding of the rules for using verbs in sentences.
	Total	916%	584%	

To calculate errors in the use of verbs 'learning' narau and manabu in Japanese sentences, it can be calculated using the following formula:

= 61,1%

Recapitulation of the Use of the Verbs 'Learn' *Narau* and *Manabu* in Japanese Sentences

Information	Percentage
Error in using the verbs 'learn' *narau* and *manabu*	61,1%
Correct in using the verbs 'learn' *narau* and *manabu*	38,9%
Total	100%

Based on the data obtained above, it can be seen in the graph below for more details.
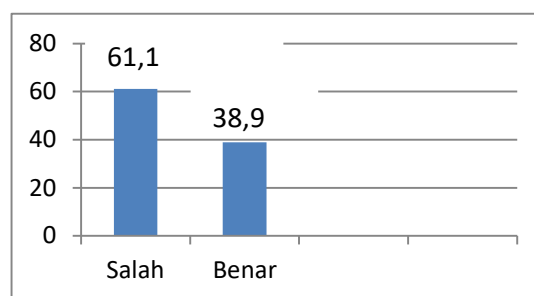
CONCLUSION

Respondents still do not clearly understand the rules for using the verbs 'learning' *narau* and *manabu*, so in the context of Japanese

sentences, some respondents are misled by using the verbs 'learning' *narau* and *manabu,* which have similar meanings.

In learning a foreign language, B1 and B2 influence each other. This is one of the factors causing the error. That is, the effect of B2 on B1 can be seen from the respondent's error in placing the right verb. Even though the meaning is the same, namely 'learning', the verbs *narau* and *narau* have their own usage rules. This differs from the Indonesian language, which does not differentiate the word 'learning' in its use. 'Learn' can be used in all sentences, and there is no difference in its usage. The respondents' vocabulary in Japanese still needs to be improved. This can be seen from the respondents' answers that place the verb, not in the context of the existing sentence. Whether or not an answer is correct can be seen from the respondent's mastery and understanding of the contents of the existing sentence. A lack of vocabulary causes a lack of understanding of respondents, which causes respondents to be wrong in filling out answers.

Respondents do not understand the verb changes correctly. For example, in changing the verb to the –te form, respondents still change it incorrectly. In addition, in some sentences, the respondents did not pay attention to verb changes according to the existing sentence patterns. Respondents also paid less attention to the intensity of time in changing verbs. Thus, even if the verb entered is correct, it does not meet the existing rules. After the data is processed and formulated into statistical form, 96.1% of errors appear, and 38.9% of students correctly use the verb 'learning' narau and *manabu.*

Students should save more vocabulary in Japanese to make it easier to understand the contents of sentences. Japanese language teachers should be more enthusiastic about learning Japanese for Japanese language learners in learning Japanese so that students can be more enthusiastic about learning Japanese. In addition, the explanation of the use of the verbs 'learning' *narau* and *manabu* and the exercises in their use would be improved. Japanese language teachers are also expected to be able to explain more and emphasize the rules that apply in Japanese sentences, such as sentence patterns, the use of verbs, and their placement in the sentence itself. The university is also expected to improve existing learning facilities. Such as books about the Japanese language and various other reference materials so that every available source can be used to improve the quality of Japanese language learning and can also be reference material and facilitate the research process.

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