

Orthographic Errors in Japanese Vocabularies for Basic Level Pupils at Rizky Home School Kindergarten

Ni Kadek Devi Rahayu Padmayanti¹, I Nengah Sudipa², I Nyoman Suparwa³

Padmadevira@gmail.com, nengahsudipa@yahoo.co.id, nym_suparwa@unud.ac.id
 Udayana University, Denpasar, Indonesia

Abstract

The study is entitled "Orthographic Errors in Japanese Vocabularies for Basic Level Pupils at Rizky Home School Kindergarten". The aims of the study are to identified the types, factor of orthographic errors and how to deal the effect of the errors. The data was obtained from Rizky Home School Kindergarten basic level pupils batch 2020/2021 totaled 20 peoples. The data was collected by qualitative and quantitative approach, observation method and test (pretest-posttest) with note-taking techniques. The collected data was analyzed by theory of phonology by Kubozono (2015), error analysis by Fromkin (1973), Slip of the pen by Musfiroh (2008), Interlanguage by Slinker (1972), Cognitivism by Jordan (2008) and Jolly Phonic Method by Lloyd (2007). The results shows that determined orthographic errors exist in the classes of nouns, nouns adverbs and adjectives. Orthographic errors occurred in vowel phonemes and consonant phonemes. The types of orthographic errors consist of 98 data omission, 35 data addition, 1 data inverted interlexeme mirror, 28 data inverted intralexeme mirror and 19 data inverted shadow. The factors causing orthographic errors in Japanese vocabularies were due to 2 factors, namely negative language transfer and wrong teaching procedures. The treatment used to minimize orthographic errors in writing vocabularies using Japanese was by changing the conventional teaching method into a new way, namely inserting the theory of cognitivism and the application of the jolly phonic method, which was able to provide changes to a better direction in terms of values and psychology with an average value in first semester, those who had not been given treatment were at 55.75. Meanwhile, 6 months later after being given treatment, the average score for basic level pupils at Rizky Home School Kindergarten rose to 70.97, which indicated the scale of change was 35 % fairly effective.

Keywords: Error, Orthographic, Japanese Vocabularies

1. Introduction

Orthography is a writing system that is used by a language and must reflect the sounds, forms of words as they are and are characteristic of a language. The purpose of orthographic knowledge refers to information stored in memory, then telling a person how to represent spoken language in the form of written language. Orthographic knowledge is based on phonological and semantic processing. Suparwa (2008: 182) explains that a good orthography should have characteristics such as enabling people not to get tired quickly in reading, easy to get information, easy to spread information, enabling people to be enthusiastic in learning and people who understand a little about the language can read easily. Keiko (1997:32) says that during the last decade, there has been a growing interest in vocabulary mastery among second language (L2) researchers, but relatively little attention has been paid to orthography, even though the function of orthographic knowledge

plays an important role in lexical processing. Knowledge of orthography, especially in the second language and even a new third language, can be obtained during the learning process in class. However, in the learning process in order to acquire orthographic knowledge, many difficulties were followed which led to some errors in the language made by the pupils.

Orthographic errors frequently occurred, especially for elementary level pupils when they applied one of the language skills, namely writing. Writing is one of the language skills that must be mastered by children before continuing their education at a higher level. Writing is an important activity for children because it can train the activity of compiling or assembling words, phrases, sentences. Learning to write also trains children's ability to understand a concept. Finally, writing can train children's motor nerves.

One of the phenomena of orthographic errors that occurred when writing vocabulary. Kridalaksana (1982: 98) says that vocabulary is a component of language that contains all information about the meaning and use of words in language. Vocabulary problems that were used as learning materials to increase interest in writing to children tend to be found and this was more common when providing foreign language material. Phenomena of orthographic errors that arise in vocabulary such as addition and subtraction of phonemes visualized in the form of letters, not being able to hold writing tools properly, inconsistent letterforms, mixing lowercase and capital letters in one simple sentence, italics and sloppy writing, and inefficient copying speed.

The problems above occurred in schools that apply foreign language learning, namely Japanese from an early age, namely Rizky Home School Kindergarten. The school was located in West Denpasar and chose Japanese as a second foreign language to be taught after English to children aged 6 years on the grounds which Japanese was one of the foreign languages that has been included in the K-13 curriculum as a language of specialization in Indonesia. Japanese is still very popular, especially in Bali, because Bali has cooperation, especially in the world of education such as exchanges between Balinese-Japanese pupils. Problems were

began to arise when pupils have difficulty writing Japanese vocabularies which has its own rules such as the rules when the pronunciation of Japanese words was different in the orthographic system such as the word

gunjin which means soldier. The last phoneme /n/ will sound a combination of the phonemes /n/ and /g/ if it was located at the end of the syllable, however, when it is written, they wrote *gunjing* according to what they heard, even though the correct writing was *gunjin*. Wrote *isha* which meant doctor, however, it has reduced the letter h to *isa* when it is written. Vocabulary that had a similar pronunciation was written upside down

even though previously it had been shown how to write it on the board and had been taught how to read the letters like in Indonesian, when written in Japanese it should be *basu*, however, it is written as *dasu*. Then write *ebi* which meant shrimp, however, the letter e was written as the number 9 to *9bi*, and the pupils also still didn't know the shape of the letters and the sound of the letters, even though soon they would have to enter the elementary school level which must be able to read and write.

Keiko (1997:41) says that there is a difference in Japanese orthography compared to other languages because it consists of orthography in the form of a logographic unit that represents the sound and meaning of all words or morphemes in kanji characters. Then syllabic orthography, where each grapheme unit represents a syllable with fewer symbols than logographic. Each Japanese syllable consists of 46 basic letters and 2 forms of diacritical marks, which can be added to the 20 basic letters to represent the 25 voiced syllables. The number of symbols for each syllable type of hiragana and katakana script is 71, which is clearly much smaller than the number of symbols in kanji logographics. Finally, the third orthographic system is alphabetical, that is, the unit of representation is the phoneme. Since the correspondence of symbols to sounds in the alphabet is reduced to the smallest sound units (phonemes), a small number of symbols are needed to write down spoken language. The application of alphabetical orthography is intended for foreign language pupils who do not yet understand the form of Japanese characters.

Examining the writing errors that appeared in pupils attending Rizky Home School Kindergarten, as well as the phenomena of language writing errors, especially foreign languages that have occurred before outside this school, the research on handling orthographic writing errors in vocabularies was deemed

necessary to continue after seeing the research. Previous research, namely that pupil's vocabulary learning in a second language or a foreign language at school still rarely provides Japanese language, apart from looking for types of errors and the causes of errors that have previously been frequently investigated. It is important to come up with an appropriate way to deal with orthographic errors in writing vocabularies, because if there were pupils who make orthographic errors when writing, they would continue to make pupils experience more serious language disorders, namely dysgraphia and dyslexia, and will worsen other language skills. Namely reading. This study focused on using one language theory which would be combined with the method of utilizing application features as orthographic error handling, considering that learning Japanese vocabularies must be able to be taught offline and online, because we have entered the COVID-19 pandemic, so we have to choose a teaching method that can be applied offline or online.

1. What were the types of orthographic errors in Japanese vocabularies for basic level pupils at Rizky Home School Kindergarten?

2. What were the factors that cause orthographic errors in Japanese vocabularies for basic level pupils at Rizky Home School Kindergarten?

3. How to deal with orthographic errors Japanese vocabulary for basic level pupils at Rizky Home School Kindergarten?

2. Theoretical Framework

Research required a theory to solve the problem formulation. The theory consists of phonological theory, errors analysis, slip of the pen, interlanguage, cognitivism and the jolly phonic method.

A. Phonology

Phonology is a branch of linguistics that studies the sound symbols of language based on their functions. Phoneme or *onso* (音素) is the smallest unit of sound that functions to distinguish meaning. Kubozono (2015:2-10) divides the types of phonemes in Japanese, namely: vowels (V) : /a,i,u,e,o/ , consonants (C) : /k,g,s,z,t,d,c, n, h, p, b, m, r/ , semivowels (Sv) : /w, j/ and special phonemes : special phonemes symbolize sound features. These special phonemes include /Q/ which expresses a double consonant or also called a double sound (促音 'sokuon'), /R/ which is a symbol of a long vowel sound (長鼻音 'choubion'), and /· /or /N/ namely (発音 'hatsuon') which is used to represent the phoneme kana [ん].

B. Errors Analysis

Error analysis or error analysis that leads to incorrect construction according to Fromkin (1973: 243) are: Omission (reduction of elements), Addition (addition of elements), Substitution (replacement of elements), Transposition (change of element), Movement (displacement of elements), Blend (mixing elements).

C. Slip Of The Pen

Musfiroh (2008:234) describes slips of the pen as an unintentional writing error. Writing errors are categorized as motor errors and due to lexical selection. The following are the children's writing errors in the learning process according to Musfiroh (2008: 234): inclined form, incomplete form, interpolation form, the form similar to letter, inverted shadow, inverted intralexeme and interlexeme mirrors.

D. Interlanguage

Slinker (1972: 211) states that second language learning can begin to study psycholinguistic processes that build knowledge in underlying behavior. Slinker (1972:216-217) considers that the occurrence of errors in learning a second language is caused by the central processes of language learning such as language transfer, teaching procedures, second language learning strategies and overgeneralization of the target language.

E. Cognitivism

Cognitivism based learning involves effective ways to build schemata and information processing. Learning with cognitivism is started from sensation, perception and attention (Jordan, 2008: 48-51). The implications of these three things are described as follows: the sensation step, the perceptual step and the sensation step.

F. Jolly Phonic Method

The Jolly Phonics method is a correct method for developing literacy skills, especially children's writing, which uses a way of synthesizing sounds to teach the sounds of letters and doing a multisensory approach and fun activities for children. This method is suitable for children aged three to six years (Lloyd, 2007).

The multisensory approach was better known as the VAKT modality, visual, auditory, kinesthetic, and tactile: Visual elements were represented by the presentation of images, posters, photos, films, keywords, and colorful writing. Auditory elements were represented by presentation, reading aloud, dialogue -discussions, audio recordings and music. Kinesthetic elements, namely by changing positions / places, movement, acting, role-playing and practice. Tactile elements were touching or holding. Whereas association is a connection between stimulus and response.

3. Methods

This research applied a mixture approach, namely qualitative and quantitative with the source of the data used was the written form. The data source was in the form of pretest and posttest results carried out by 20 pupils of TK Rizky Home School 2020/2021 for one year. Data collection methods and techniques used in this study were the observation method and test as well as tapping and note-taking techniques (Mahsun, 2005: 93). Data analysis used BUL technique is a data analysis technique by dividing a construction into several parts or elements (Sudaryanto, 2015: 31). The study applied a technique for presenting the results of a combined data analysis, namely between formal and informal methods. The formal way is in the form of a table while the informal way is in the form of a descriptive (narrative) explanation (Sudaryanto, 2015:145).

Pupil Individual Score

$$\text{Score} = \frac{\text{Value obtained by pupils} \times 100}{\text{Maximum score}}$$

$$\text{Total Score} = \frac{\text{Pretest} + \text{Posttest Score}}{2}$$

Average value

$$X = \frac{\sum X}{N}$$

Description: X = Average value
 $\sum X$ = Sum of values
 N = Number of student

After comparing the results of the pretest and posttest on students, then the N-Gain test was carried out to determine the handling using the theory of cognitivism and the jolly phonic method in writing vocabulary in Japanese. The N-Gain test is the difference between the pretest and posttest scores (Hake, 1999:39).

$$N\text{-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

Percentage %	Commentation
<40	No effective
40-55	Less effective
56-75	Fairly effective
>75	Effective

4. Discussion

4.1 Types of Orthographic Errors

After conducting the pretest by providing Japanese vocabulary, it was found that there were some errors of kindergarten children in writing Japanese vocabularies, namely:

A. Omission

(4-1) *shiroi* → *siroi*

(Dzaky, 2021)

Omission is an error with the omission of elements that should not occur according to the rules of a language (Fromkin, 1973: 243). *Shiroi* is a class of i-adjectives that are often referred to by the Japanese term *keiyoushi* or 形容詞 which means white. The word *shiroi* is a word that has been reduced or omitted and is not in accordance with the rules in Japanese in particular. The omission or reduction of the element was the absence of the phoneme /h/ in the word *shiroi* written by the student. Data (1) found that the pupils wrote *siroi* instead of *shiroi*. The consonant /h/ is a voiceless fricative sound, therefore, this rule was also applied when pupils wrote vocabulary that used the phoneme /h/ and automatically because the pupils heard the phoneme /h/ it was not very clear in pronunciation, therefore, they also made errors by not including the phoneme /h/.

B. Addition

(4-2) *gunjin* → *gunjing*

(Fiyah, 2021)

Addition is an error by adding an item or element that should not exist according to the rules of a language (Fromkin, 1973: 243). *Gunjin* is a class of nouns that are often referred to in Japanese terms, namely *meishi* or 名詞 which means soldiers. The word *gunjin* is a word that has additional items with the addition of the phoneme /g/ at the end of the word. The added phoneme /g/ was a consonant phoneme that should not be needed. If there was a phoneme /n/ or the letter n was located at the end of the word, when it was pronounced will sound like a combination of the phonemes /n/ and /g/, however, when the phoneme /n/ was written, there was no need to add other elements. Therefore, the pupil who wrote the data made a error by writing *gunjing* according to the pronunciation rules.

C. Inverted Intralexeme Mirror

(4-3) *basu* → *dasu*

(Hafiz, 2021)

Changes in the shape of letters, namely inverted intralexeme mirror, refer to individual letter shapes or letters in words that are reversed, such as the reflection of objects in a mirror, both upside down from the left and right sides (Musfiroh, 2008:234). *Basu* is a class of nouns that are often referred to by the Japanese term *meishi* or 名詞 which means bus. The word *basu* changes the shape of the letters. The change in shape is found in the form of the consonant phoneme /b/ which is written inverted into a consonant phoneme form /d/, such as data (3), namely the change of writing *basu* into *dasu*. The phoneme /b/ depicted in the form of the letter b is reversed to the left to form the letter d.

D. Inverted Interlexeme Mirror

(4-4) keisatsu → ustasiek

(Dewa, 2021)

Changes in the shape of the letters that are inverted in the form of interlexeme mirrors refer to the form of words that are inverted when viewed from the right side towards the left side (Musfiroh, 2008:236). *Keisatsu* is a class of nouns that are often referred to by Japanese terms, namely *meishi* or 名詞 which means police. The word *keisatsu* has changed the shape of the letters. This form change was found with all phonemes, be it vowels or consonants, written in the reverse direction. Data (4) described the error in the order of phonemes in writing *keisatsu*, it should be written /k/, /e/, /i/, /s/, /a/, /t/, /s/, /u/, however, it was written in the direction the opposite becomes /u/, /s/, /t/, /a/, /s/, /i/, /e/, /k/.

E. Inverted Shadow

(4-5) kuruma → knrnma

(Ayin, 2021)

Changes in the shape of the letters, namely inverted shadows, refer to the shape of the letters that are upside down seen from top to bottom like objects and their reflections in water (Musfiroh, 2008:237). *Kuruma* is a class of nouns that are often referred to by the Japanese term *meishi* or 名詞 which means car. The word *kuruma* changed the shape of the letters. The change in form was found in the form of the vowel phoneme /u/ which was written upside down into a consonant phoneme form /n/, as in data (8), namely the change in the writing of *kuruma* to *knrnma*. The phoneme /u/ which was depicted in the form of the letter u and was inverted downwards to form the letter n.

4.2 Factors Causing Orthographic Errors

There were several factors that cause orthographic errors in Japanese vocabulary for basic level pupils of Rizky Home School Kindergarten. These factors include language transfer and teaching procedures.

A. Language Transfer

(4-6) ran → rang

(Putri, 2020)

Language transfer as seen from the data (6) showed that there was a negative language transfer made by pupils. This happened because when giving Japanese subjects, it was facilitated by the Indonesian language. It occurred because of pupils transferred the rules of Indonesian linguistics, namely the pronunciation provisions that applied in Indonesian was quite simple, namely the sounds in Indonesian was the same when they were pronounced as well as when they were written. However, Japanese was different because pupils heard when the Japanese teacher pronounced the orchid flower, namely *ran*, with the sound of *rang*, they finally equated the rules when it is writing. Therefore, they added an element g, which should orchids in Japanese was written only *ran*, however, the pronunciation had become *rang*.

B. Teaching Procedures

Figure 1. Japanese Vocabularies Learning Process in Class



First, the shadow teacher mistakenly taught how to write Japanese vocabularies whose rules were the same as the sound or pronunciation of Japanese. This error was supported by the educational background of the shadow teacher who was not a graduate of Japanese literature therefore, the shadow teacher's knowledge of linguistic rules was not complete. Second, basic level pupils only learned from what the teacher wrote on the board, then practice writing in their respective box books without being given a real form of written vocabularies. Finally, poor teaching procedures were seen when the pupil's sitting position was not comfortable when the learner was learning.

4.3 Dealing Orthographic Errors

The treatment that had been applied was to combine the theory of cognitivism with various elements of the jolly phonic method.

A. Making the New Steps of Learning Process

Tabel. 1 Implementation Steps Combination Cognitivism Theory and Jolly Phonic Methods

Cognitivism	Process		
	Sensation Step	Using material as well as interesting experiences related to the senses.	Pointing directly if the Japanese vocabulary material was in the school environment Example: Teacher: "Today we are learning Japanese about flowers. Does anyone know a flower that is white in color, smells good..yes, look at sensei's hand..that flower is outside, can you see? Anyone know what flower is in Indonesian?"
	Perception Step	Linking learning to context.	Relating the context of the perceived situation according to the theme. For example, when learning the theme of weather, the teacher would relate the material to the situation that was felt during the learning process, such as when he wanted to explain the Japanese vocabulary of rain (<i>ame</i>) the pupil was asked to look at the window and pay attention to the cloudy clouds and explain that it would rain
	Attention Step	<i>Aesthetic</i> (Strengthening artistic sensitivity) <i>Experienced</i> (Through experience)	Designing art learning activities such as coloring, sticking letters according to word forms and others. Provoking children's questions about the vocabulary to be learned, such as: Teacher : "what do you usually use when you return home?" Pupil : "use a car , bus , motorbike " Teacher : " have you ever seen a car ? So, now we are learning Japanese car , namely <i>kuruma</i> , <i>kuruma</i> becomes <i>kuruma</i> "

Jolly Phonic Method	Visual elements	Presentation of images , posters , photos , films , video and colorful writing.	Made audio-visual teaching videos on how to write Japanese vocabulary therefore, the procedures and letter forms were not reversed with the application <i>Benime handwriting</i> and could be applied offline or online. Video contained text, images and sound <i>native speaker</i>
			Provided vocabulary practice and asked to color the letters
	Auditory elements	Presentation presentations, reading aloud, dialogue-discussions, audio recordings and music.	Listened to the audio about what letters were in the video made by the application <i>handwriting</i> .
			Asked pupils to spell out the Japanese vocabularies letters in the video made by the application <i>handwriting</i> .
	Kinesthetic elements	Changing positions /places, movement, acting, <i>role-playing</i> and practicum.	Asked all pupils to move positions facing straight ahead when watching the learning video.
			Giving games practices such as asking pupils to come forward to match Japanese vocabularies and its translations,
			Giving games to pupils in which children were asked to answer Japanese from the vocabularies they have learned and look for letter pieces and arrange them
	Tactile elements	Touch or hold. While the association is the connection between the stimulus and response.	Teaching pupils to hold a pencil correctly therefore, their motoric nerves were trained by seeing and practicing what was exemplified in the video made by the application <i>handwriting</i> .
			If the child had difficulty imitating, the teacher would direct and held the pupil's hand and told them how to hold the pencil correctly, the distance between the pencil and paper (the hands of pupils and teachers had been washed and gave <i>hand sanitizer</i> , if studying at home parents were required to direct) The
			The teacher could touch or pat slowly and gently the pupil's shoulders while saying motivational words such as "Come on, you can do it, you're right, take it slow. If it's wrong, it's corrected again, no problem.

B. Training for Shadow Teacher

Figure 2. Training for Scene Shadow Teacher



Figure 2 described the training for shadow teachers on the different rules of writing with Japanese pronunciation. The training emphasized the use of the phoneme /n/ which changed when it encountered several phonemes when it was pronounced however, when it was written down the rules had no effect.

Therefore, asking the shadow teacher not to generalize the rules of Japanese linguistics with Indonesian when teaching writing to basic level pupils.

C. The Effect of Dealing Cognitivism and the Jolly Phonic Method

Table. 2 Obtaining Values Before and After Handling

NO	Name	Values					
		Pretest Semester 1	Posttest Semester 1	Average Semester 1	Pretest Semester 2	Posttest Semester 2	Average Semester 2
1	Putri	80	60	70	80	100	90
2	Mila	80	70	75	80	100	90
3	Qonita	80	60	70	60	85	72.5
4	Dzaky	50	50	50	60	100	80
5	Dewa	35	35	35	40	40	45
6	Hafiz	60	65	62.5	65	85	73.5
7	Azizah	45	50	47,5	50	80	65
8	Danan	60	45	52.5	45	80	62.5
9	Daffa	60	65	62.5	65	85	73.5
10	Raffa	60	60	60	65	75	70
11	Intan	60	75	67.5	80	100	90
12	Izza	60	50	55	60	85	72.5
13	Dipta	50	45	47.5	50	70	60
14	Sinta	60	50	50	50	70	60
15	Fiyah	60	50	50	50	80	65
16	Moksha	50	60	50	60	85	72.5
17	Ica	80	65	72.5	65	85	75
18	Salsha	40	50	45	65	100	82.5
19	Abriel	45	45	45	50	85	67.5
20	Ayin	50	45	47.5	45	60	52.5
		Average		55.75	Average		70.97

Average grade in semester 1 which had not been given treatment was at number 55, 75. Meanwhile, 6 months later after being given treatment, the average value of pupils at the basic level of Rizky Home School Kindergarten up to 70.97 which indicated the scale of change at a level **fairly effective**. Changes could be seen in the understanding shown by pupils who had begun to be able to distinguish Japanese linguistic rules from their first language, which mostly used Indonesian. When there was a vocabulary ending in the phoneme /n/ they no longer added any phonemes or letters when it was writing. Then, in Japanese it was not possible to combine the phoneme /s/ with the phoneme /i/ in the vocabulary, because in Japanese only the syllable found, *shi* not *si*, unlike in Indonesian it could be combined, therefore, when you found Japanese vocabularies such as *hoshi* which meant star, the learner did not subtracted the phoneme /h/ while writing. Finally, pupils were rarely found writing backwards and forwards.

Table 3. Results of Effectiveness Before and After Dealing Cognitivism with Jolly Phonic Method

First Semester		Second Semester	
Effective	0 %	Effective	25 %
Fairly effective	0 %	Fairly effective	35 %
Less effective	0%	Less effective	25%
No effective	100 %	No effective	15 %
Total = 100%		Total = 100%	

In the first semester, basic level pupils only achieved the target value below 40%. These results were obtained from the total value of the pretest and posttest. So this in first semester is on no effective scale. However, during the second semester, which has been given the handling of the theory of cognitivism with the jolly phonic method, the results of the pupils' scores have increased at most on a fairly effective scale of 7 pupils or 35% of the total population.

Table 4. Results of Psychological Changes for Basic Level Pupils Rizky Home School Kindergarten

Attention		Interest		Willing		Pleasure	
Old way	New way	Old way	New way	Old way	New way	Old way	New way
R 9 pupils	R None	R 8 pupils	R 1 pupil	R 8 pupils	R 1 pupil	R 7 pupils	R None
L 11 pupils	L 7 pupils	L 12 pupils	L 6 pupils	L 12 pupils	L 9 pupils	L 11 pupils	L 5 pupils
A None	A 13 pupils	A None	A 14 pupils	A None	A 10 pupils	A 2 pupils	A 15 pupils

Table 4 explained when the old way was applied, the pupils who rarely showed their attention were 9 pupils. Then, there were 11 pupils who showed less attention. Finally, the student who always showed his attention was not present at all. However, when using the new way, the number of pupils who always showed their attention increased to 13 pupils. Pupils who showed less attention increased to 7 pupils. Learners who rarely showed their attention were not present at all. When using the old way, there were 8 pupils who rarely showed interest, 12 pupils who showed less interest. Meanwhile, there were no pupils who always showed interest in learning using the old way. However, when given treatment, there was a change, namely 14 pupils who always showed interest, 6 pupils who rarely showed interest, and only one student who rarely showed interest in ongoing Japanese language learning. The number of pupils who rarely showed their will were 8 pupils. There were 12 pupils who they sometimes showed high will, and pupils who always wanted to show their will were none. Therefore, the handling of new method was appropriate method to attract intention of pupils in concerning on their materials for being not conduct errors. The number of pupils who always wanted to show willingness rose to 10 pupils. There were 9 pupils who started sometimes to show their will, and was only 1 pupil who rarely showed willingness to learn. When using the old way, there were 7 pupils which showed the pleasure rarely or was only occurred for once. Then, the number of pupils who sometimes showed their joy were 11 pupils. Meanwhile, only 2 pupils who always showed their joy. However, when using new learning, namely by using handwriting especially supported by applications *handwriting* that could produce videos or known as audio-visual teaching materials, the number of pupils who always showed pleasure were 15 pupils who showed rarely their enjoyment of new teaching materials that were not present at all.

Changes in the attitude of basic level pupils at Rizky Homeschool when participating in Japanese vocabularies learning, especially when writing could occur because they were given a lot of activities that did not make them felt bored. In addition, they found something new that was able to pique their new curiosity. The teaching materials used by utilizing the application features, pupils were taught slowly to see how the shape of the sound was visualized in the form of letters. Therefore, they can distinguish the rules when the sound was pronounced and when the sound was written. It was caused because in teaching materials that used videos produced by applications *online* that could be used anytime and anywhere, there were pictures of letters and sounds from native speakers Japanese, therefore, they no longer used the rules of the first language in writing a second or third language in particular when writing in Japanese in alphabetical form.

5. Conclusion

Orthographic errors were found when writing vocabulary in the class group of nouns, adverbial nouns and adjectives. Orthographic errors occurred in vowel phonemes and consonant phonemes. This type of orthographic error consists of reducing this element which was called omission, adding an element called

addition and changing its shape which consists of inverted shadow, inverted intralexeme and interlexeme mirrors. The factors which caused orthographic errors in Japanese vocabulary due to 2 factors, namely negative language transfer and wrong teaching procedures. The treatment used to minimize orthographic errors in writing vocabulary using the theory of cognitivism and the application of the jolly phonic method was able to provide changes to a better direction in terms of values and psychology. However, treatment used the theory of cognitivism and the jolly phonic method did not have much effect on children with special language disorders such as experiencing speech delay, dysgraphia and others. It could be seen from the progress of grades that did not increase significantly during the year, namely the results of grades that were still far below 60, and the attitudes shown by basic level pupils who had special language disorders also did not show major changes. The first suggestion is to be able to find a shorter treatment method, but the effect is the same or even better. Second, look for ways to minimize orthographic errors in writing Japanese vocabulary that can be used for children with special language disorders such as speech delay, autism, dysgraphia or other language disorders. Orthographic errors in Japanese can be reexamined with other types of letters, not just words in alphabetical form, but like words or characters of hiragana, katakana, and even kanji with different ages, education levels and foreign language proficiency levels. Finally, the fourth suggestion is that the factors that occur in orthographic errors in Japanese can be investigated not only from the interlanguage factor, but also by looking at the intralanguage. This is suggested because the possibility of errors when acquiring a second language is not limited to only generalizing the rules brought from the mother tongue into the target language, but the linguistic rules of the second language that the learner acquires are indeed difficult and can make errors in the target language. Then orthographic errors in Japanese vocabulary can not only be related from a psycholinguistic point of view, but can also be seen from sociolinguistics. This can be recommended because when providing foreign language learning in class still uses 2 languages, namely Indonesian and Japanese. It is often called bilingual, some even multilingual.

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