

Indonesian Grammatical Interference in Japanese Language Learning JFT Basic A2 at LPK Ganesha Karya Abadi

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Abstract

This study is entitled “Indonesian Grammatical Interference in Japanese Language Learning JFT Basic A2 at LPK Ganesha Karya Abadi”. This article presents the Indonesian grammatical interference that occurs in JFT Basic A2 Japanese language learning. The data was obtained from LPK Ganesha Karya Abadi in January 2024 totaled 23 students. The data was collected by qualitative approach, observation, and note-taking techniques. The collected data was analyzed by the interference language by Weinreich (1979) to look at grammatical interference and the factors that cause it. The result shows that most of interference language occurred in morphology, syntax, word order, and using tenses. Interference in morphology consist 23 data omission, interference in syntax consist 20 data, interference in word order consist 15 data, and interference in using tenses consist 4 data. In total, the results found were 62 grammatical interferences. The majority factor Indonesian grammatical interference in Japanese language learning were 2. The first one was lack of mastery of the target language, which is in this study was Japanese language. And the second factor was structural similarity between languages, which is Indonesian and Japanese.

Keywords : Language Interference, Japanese Grammatical, Bilingual Education

1. Introduction

Humans have the ability to speak and are the most talkative living beings. People can communicate using various languages, not just their mother tongue. For example, Balinese people are now starting to communicate using foreign languages such as English and Japanese. Nowadays many Balinese people choose to work abroad so language training is very important. Therefore, vocational training institutions, or “LPK” for short, were established for language learners working abroad. According to Nikkei Asia writer Akinobu Masubuchi's article, the total number of foreign workers in Japan as of October 2023 has increased by 40.3 million over five years to 2.05 million, according to Japan's Ministry of Health, Labor and Welfare. As a result, welfare benefits have also increased. The number of Indonesian workers working in Japan is expected to increase by 56% between 2022 and 2023.

Learning the structure of a language can be done without speaking, reading, writing or understanding the content of the language. Every language can be defined by the specific structure it has. This structure includes patterns of phonetic elements, words, and word types used by native speakers (Arwood, 2011:18). If learning a language occurs in the absence of speaking, reading, or writing the language, then speaking, reading, or writing the language must be more than just learning the structure of the language itself.

The process of developing competence in a language is a term used for infants acquiring their mother tongue (first language acquisition) and for those learning a second or foreign language (second language acquisition). The term acquisition is often defined as the target form being used with 90 percent accuracy or in

90 percent of the contexts that require it. However, this does not take into account the severity of errors in that 10 percent, or instances of avoidance where the speaker substitutes another word or grammatical form to avoid using the most appropriate word or grammatical form (Field, 2005:3).

Psycholinguistics provides a comprehensive and integrated theory of language and language behavior that explains how natural language constrains us into a set of processing and production strategies that characterize real-time language use (Andika, 2021). Research on psycholinguistics usually examines comprehension, production, and acquisition. Comprehension involves what listeners do when they hear a speech and understand it, when they store it in memory, and when they recall it. Comprehension can also involve what readers do when they read a text to understand, store, or remember it. Furthermore, production deals with why and how people say what they want to say. Speakers have information and intentions to communicate, and the study of production focuses on how the message is encoded to achieve this. An understanding of the production and processing of natural language by adults is a necessary prerequisite for setting parameters on what children should acquire in the course of their language and cognitive development.

Along with the development of science, foreign language teaching should conduct innovative learning. For example, Japanese is currently in demand due to the large number of internships to Japan. Interest in Japanese generally begins with liking anime, Japanese songs, Japanese dramas, comics, and so on. However, the Japanese language learning process in Indonesia still experiences some obstacles. This is due to the difference in language structure between Indonesian and Japanese. The sentence structure in Japanese is SKOP, and has the letters hiragana, katakana, kanji, and romaji. In addition, there is also formal and informal language that shows one's familiarity. and finally, Japanese vocabulary which has many meanings.

Kemampuan siswa dalam menggunakan bahasa Jepang sering dipengaruhi oleh bahasa ibu, sehingga dalam proses transfer bahasa terjadi kekeliruan. Penelitian ini akan dilakukan di salah satu lembaga pelatihan kerja di Denpasar. Pemelajar bahasa di LPK Ganesha Karya Abadi ini menggunakan buku Irodori sebagai bahan pembelajarannya. Tujuan penggunaan buku Irodori ini adalah siswa atau calon pemegang ini diharapkan lulus dalam tes JFT *basic* A2 sebagai syarat dalam bekerja di Jepang yang menggunakan visa *tokutei ginou*. Akan tetapi, dalam buku Irodori ini terdapat beberapa kendala yang dialami oleh siswa, seperti kesulitan dalam memahami sebuah kata dalam bahasa Jepang, maupun menyusun sebuah kalimat dalam bahasa Jepang. Selain itu, terdapat juga kesalahan secara sintaksis. Pada penelitian ini akan difokuskan pada bentuk interferensi secara gramatikal yang ditemukan dan faktor penyebab munculnya interferensi bahasa Indonesia dalam pembelajaran bahasa Jepang.

1. What are the forms of Indonesian grammatical interference in learning JFT Basic A2 at LPK Ganesha Karya Abadi?

2. What are the factors causing Indonesian grammatical interference in JFT Basic A2 learning at LPK Ganesha Karya Abadi?

2. Theoretical Framework

A study needs a theory to solve the problems. This study uses theories of language interference, psycholinguistics, accelerated learning, and bilingual education.

A. Language Interference

Human are essentially has the ability to use a language. Nowadays a person communicates not only using one language, but can be two or three languages. Two or more languages are said to be related if they are used alternately by the same person so that someone can be said to be the locus of contact (Weinreich, 1979: 1). Weinreich (1979:11) states that interference can be divided into two forms, namely in speech and language. In speech, there are factors that influence language interference, such as the process of borrowing words from a language. Meanwhile, in language, there are several factors that

influence interference such as phoneme, grammatical, semantic, and stylistic elements of a foreign language. This research will only focus on grammatical interference.

B. Psycholinguistics

Language is something that permeates life and serves as a tool for communication (Kess, 1992:1). Basically, this is done by two interrelated but separate activities, namely speaking and listening. Although sometimes taken for granted, both are quite complex language skills. Kess (1992) describes these activities in more detail to find their structure and function, namely 1) comprehension 'understanding', 2) production 'production', and 3) acquisition 'acquisition'. Comprehension focuses on what people do when they listen and understand it, then store it, and remember it. Production, on the other hand, deals with why and how people say what they say. And acquisition deals with how these complex activities develop and mature in very young children as they acquire their mother tongue. Acquisition is the study of child language and developmental psycholinguistics, a very broad field of what one has to do to acquire a first language.

C. Accelerated Learning

The best learning is done in a positive environment that is physically, emotionally and socially relaxed and stimulating to the brain. Essential for optimal learning is a sense of wholeness, safety, interest and enjoyment. Good learning is learning that totally engages learners to be active and fully responsible for their own learning (Meier, 2000). Learning is not a spectator sport, but active participation. Knowledge is also not something that is passively absorbed by the learner, but something that is actively created by the learner himself. The aim of AL theory is to make students aware of their full learning capabilities in order to make learning fun and fulfilling for them. Learners are also asked to contribute to their own happiness, intelligence, success and competence. Accelerated learning is an end, not a means. Thus, accelerated learning is an outcome, not a method. It is important to relate accelerated learning to results and not to specific media, such as games, music, colors, activities, and so on. The method used to enhance and accelerate learning is the definition of accelerated learning.

D. Bilingual Education

A foreign language learner uses at least one language to communicate, namely the mother tongue or first language. Furthermore, the learner will start to learn the foreign language according to the norms, rules, and features contained in the foreign language. However, sometimes people learn a language without interpersonal communication, such as learning from books. Therefore, bilingual education is currently applied in formal and non-formal educational institutions. Language is a component of culture along with other entities, such as values, beliefs and norms. Language is a cultural product that is transmitted from one generation to the next in the process of language socialization, so language also shapes the culture represented by language (Hamers & Blanc, 2000: 199). So, in learning a language, learners also need to pay attention to how the culture of the language, for example how the language is used in society.

3. Methods

As a practiced science, psycholinguistics represents a variety of theoretical and experimental approaches to various aspects of language and related human behavior. In the linguistic aspect, not only aspects of language behavior are considered, but also the questions asked and how to proceed. The data sources used in this study are written data sources based on students who have conversations. The data source is in the form of sentences and Japanese conversations that are used to measure students' language skills. The data focuses on the grammatical interference that occurs and the causes of interference when students produce clauses and

phrases in Japanese. The data is presented using the informal method, which refers to the way of presenting the analysis in words, meaning that the analysis can be explained by description or words.

4. Discussion

4.1 Types of Grammatical Interferences

After the research, it was found that there are several types of Indonesian grammatical interference that occur in JFT Basic A2 Japanese language learning. The types of language interference that occur are as follows:

A. Interference in Morphology

(4-1) 日本へいきます。

Nihongo e ikimasu.

I go to **Japan**.

(Student L, 2024)

In data (4-1), the morphological interference lies in the *nihongo* vocabulary. Student L made the Japanese phrase 'going to Japan' without paying attention to the vocabulary used. The word *nihongo* means 'Japanese language', so the phrase should be *nihon e ikimasu*. The factor causing morphological interference in student L is the lack of mastery of the Japanese vocabulary used. Therefore, students need to be careful in using vocabulary that looks similar, such as *nihon* 'Japanese country' and *nihongo* 'Japanese language'.

B. Interference in Syntax

(4-2) わたしは日本でいきたいです。

Watashi wa nihon de ikitai desu.

I want to go **to** Japan.

(Student A, 2024)

Data (4-2) shows interference in syntax that is often encountered in Japanese language learning, namely particle usage errors. Students learning Japanese often have difficulty in distinguishing the use of particles, so often particles that have almost the same function, but their use is different. Like student A in data (4-2) uses the particle *de*. The particle *de*, which is placed after the noun place, shows where the action is performed (Kawashima, 1999: 17). Meanwhile, data (4-2) shows that the particle *de* is followed by the verb desire form *-tai* so that the use of particles becomes less precise. Student A in data (4-2) should have used the particle *e*, because the particle *e* fundamentally indicates the destination, direction, or purpose of an activity. This interference can occur due to students' lack of understanding and mastery of the particles used, so this particle usage error is most often encountered during Japanese language learning.

(4-3) わたしはくるまがかうたいです。

Watashi wa kuruma ga kaitai desu.

I **want to buy** a car.

(Student A, 2024)

Furthermore, interference in syntax is also found in data (4-3), namely the use of incorrect grammar. The interference done by student A is the verb form followed by the grammatical form of wanting to do something, known as the *-tai* form. The formation pattern of the *-tai* form uses the verb stem form *premasu*. Therefore, the verb 'buy' you should be *kai* followed directly by the *-tai* form so that the clause becomes *kaitai* 'want to buy'. The factor that causes this type of interference is that student A thinks that there is a similarity in structure between languages. In some cases, partial similarities between the first language and the second language being learned are considered to have the same grammatical pattern, even though they are

different. This should be considered by students in learning a foreign language, especially the use of good and correct grammar. In addition, the particle used should be the *o* particle because it shows what object the speaker wants to buy.

C. Interference in Word Order

(4-4) メリさんがみを送るへがっこう。

Meri san tegami wo okuru he gakkou.

Mely send a letter to school.

(Student M, 2024)

Interference is also often found in word order. Data (4-4) by student M shows that there are errors regarding the word order produced in Japanese. The Indonesian phrase, 'sending a letter to school' was simply translated by the student without paying attention to the Japanese tense. This is because students often think that there are similarities in sentence structure between languages, in this case Indonesian and Japanese. The sentence structure in Indonesian is S-O-V (Subject-Object-Verb), while in Japanese it is S-V-O (Subject-Object-Verb). This case is often encountered due to students' lack of understanding in using the correct sentence structure in Japanese. The phrase in data (4-4) should be *Meri san wa gakkou ni tegami o okurimasu*.

D. Interference in Tenses

(4-5) きのう、おにさんにあたらしいくるまをかいで。

Kinou, onisan ni atarashii kuruma wo kaite.

Yesterday, my brother **bought** a new car.

(Student P, 2024)

Finally, grammatical interference is also found in the Indonesian tenses system in Japanese language learning. In Indonesian, verbs do not change as a time marker system, unlike in Japanese, verbs change according to the time marker. Data (4-5) shows the time *kinou* 'yesterday' so the verb 'buy' *kaimasu* becomes *kaimashita*. However, student P in data (4-5) actually uses the verb change *kaite* which actually comes from the verb *kaku* 'to write'. This can cause fatal errors if students lack understanding of the vocabulary used as well as grammar that has not been fully mastered. Therefore, as a teacher, it is also necessary to conduct an evaluation to see how much students understand the vocabulary and grammar used to avoid language interference.

5. Conclusion

Indonesian grammatical interference found in JFT Basic A2 Japanese language learning is found in morphology, syntax, word order, and also the time marker system. The factors that cause grammatical interference to be frequently encountered are due to students' lack of understanding of the target language, including the use of vocabulary and grammar, and the similarity of structures between languages. In learning, grammatical interference is often encountered due to the psychological conditions of different students, resulting in different phrases and clauses between one student and another. As a teacher, it is very necessary to pay attention to the psychological conditions of students, especially in conducting a conversation. Students who do not understand the structure and vocabulary of the target language will often ignore the grammar of the target language which they think has a similar structure. In addition, it is also necessary to pay attention to the use of Japanese vocabulary because there are similarities in pronunciation, but different in use. However, this is also not always seen in the field of psycholinguistics alone, but also sociolinguistics. This is highly recommended because when learning a foreign language, the social conditions of each student are very

different in learning a foreign language so that they use two languages when learning takes place. This case is often called bilingual or multilingual learning.

Acknowledgements

I would like to express my gratitude to Udayana University and LPK Ganesha Karya Abadi for the support in order to accomplishing this research.

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