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# Misuse of Causative Diathesis in Written Essays of Japanese Language Department Student in Medan

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## Abstract

In contrast to Indonesian, in Japanese, there is a verb conjugation to make a causative sentence. Besides that, there are post-positions (*Joshi*) that have an essential role in perfecting sentences in Japanese. This makes students studying Japanese unfamiliar and finds it difficult to learn. Various errors in using a causative diathesis are often found. This study discusses what mistakes students experience when using causative diathesis. This research is qualitative research with a descriptive analysis method. Sources of data are the essays of twenty senior students of the Japanese Study Program, Faculty of Cultural Sciences, University of Sumatera Utara, and the Japanese Study Program, Faculty of Language and Communication, Universitas Harapan Medan. The data are errors in the use of causative diathesis found in sentences in student essays. The results showed that there were various lexical and grammatical errors in the use of causative diathesis in the essays of Japanese language students in Medan. Based on the research results, it can be concluded that the errors are (1) errors in the use of *joshi ni, ga,* and *wo* in sentences, (2) lexical errors in the formation of causative verbs, and (3) errors in determining the subject of causative verbs in sentences.

Keywords: diathesis, causative sentence, Japanese language, error analysis.

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## 1. Introduction

Japanese sentences are different from Indonesian verbs. Japanese and Indonesian are classified as languages with different grammar on object positions. If Indonesian puts the object behind the predicate, Japanese puts the object before the predicate, for example

I eat rice → Saya Makan Nasi     watashi wa 私 は     gohan o ごはんを     taberu 食べる  
              S    P    O                S                    O                    P

Therefore the Japanese sentence structure has the pattern of SKOC (Subject, Complement, Object, Predicate) and Indonesian is SPOC (Subject - Predicate - Object - Complement). (Gapur, 2017, p. 30)

Verbs are very important in the formation of Japanese sentences. The Japanese verb called *dooshi* (動詞) is a class of words used to express the activity, state or state of something. One of the verbs in Japanese is known as *shieki*. *Shieki* in Japanese is a form of verb which means to order or make someone do an activity. It is explained that *shieki* is a verb which expresses do something causes or allows someone to do something; and get someone to do something” (Makino dan Tsusui, 2002 : 387). Higashinagawa and Shinonome in their book *hitori de manaberu nihongo bunpoo* (2003: 17) add that what is meant by the Japanese causative verb (*shieki*) is to direct someone to carry out an order or coercion or request. Japanese causative verbs are also commonly used to denote the meaning to order / force or let someone do an activity. It is marked by *~ seru / ~ saseru*.

This *shieki* sentence pattern is not always used to change direct command sentences into indirect command sentences, but for news sentences it can also be changed into *shieki* form. This is done according to need, for example when informing about an incident involving the subject and the person being ordered to, to other people. Only the condition is a transitive verb. For the example

弟が本を読みます。

*Otooto ga hon o yomimasu*

( Little brother reading a book)

兄が弟に日本を読ませる。

*Ani ga otooto ni hon o yomaseru*

(Older brother told younger brother to read a book)

Based on observations, students studying Japanese in the city of Medan experience difficulties when changing Japanese verbs to the form of a causative verb. So that there is a lot of difficulty in using it. This error occurs because learners often change the Japanese causative verbs to the form of Kanoo Dooshi (can-form expressions) and Ukemi (passive sentences), because the changes in the form of these verbs are almost the same. Until in the end it became an obstacle that hindered the understanding of Japanese language learners in mastering material about shieki. Therefore, this paper will discuss the mistakes of students in mastering Japanese (causative verb) *shieki dooshi*, and it can be used as a reference in the development of Japanese language teaching in Medan..

## 2. Method

This paper uses a qualitative approach with descriptive methods. The data comes from the text written by the conversation essays of senior students of the Japanese Language Department at the University in Medan, namely 10 people from the University of North Sumatra and 10 from the University of Harapan Medan. Data are sentences with causative verbs that contain errors or are not acceptable in Japanese sentence patterns. The parameter of whether or not the sentences in the essay are based on the Japanese sentence patterns that are taught and found in Japanese language learning books at universities, such as *minna no nihongo* (\_\_\_, 2008) and *Shin nihongo no kiso* (3ACooperation, 1993).

This paper uses Miles, Huberman, & Saldana's data analysis method (Miles et al., 2014). Therefore, samples of condensation sentence data are described to be presented and analyzed to answer the problem formulations described in the previous chapter. and finally, the conclusion is drawn. The symbol (X) is used to indicate an error in a sentence.

## 3. Discussion

Here are some sentences of the students who were mistaken.

その仕事、私<sup>(X)</sup>をやらせてください。

Sono shigoto, watashi o yarasete kudasai.

Students answer [wo] and make mistakes in determining the function of particles in the causative verb. This is because students think that the sentence above shows the object of an action. Learners do not know that the actual function of the particle (*joshi*) *wo* in a causative verb is that the subject makes someone do something or orders someone to do something.

On the other hand, the students answered with *joshi* [ga] making a mistake in determining the particles. This is because learners assume that the sentence is after the subject uses *ga* particle. Learners do not know that the function of *joshi* *ga* in a causative verb is to express feelings.

## 4. Conclusion

Based on the results of the study, it can be concluded that the students' errors in using the causative diathesis are errors in using particles *ni*, *ga* and *wo* in sentences, lexical errors in the formation of causative verbs, and errors in determining the subject of the causative verbs in sentences.

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