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# Interference Of Verbal Sentences With The Prefix /di-/ In Indonesian Against Passive Sentences In Japanese

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## Abstract

When translating Indonesian into Japanese, there is often interference from the mother tongue. The most frequent misuse is the transfer of Indonesian language rules. This paper aims to see the presence of interference in the mother tongue (Indonesian) when translating verbal sentences with the prefix /di-/ in Indonesian into Japanese. So that verbal sentences with the prefix /di-/ in Indonesian interfere with Japanese passive sentences. Besides that, to provide a theoretical explanation to Japanese language learners regarding the interference of verbal sentences with the prefix /di-/ in Indonesian when teaching Japanese passive sentences. Because verbal sentences with the prefix /di-/ in Indonesian are not the same as Japanese passive sentences, it is necessary to explain the differences in the form and use of Indonesian passive sentences and Japanese passive sentences using contrastive analysis theory

Keywords: Sentences with the prefix /di-/, Indonesian language; passive sentences; Japanese language; Interference

## 1. Introduction

Learning a foreign language as a second language is no longer a new phenomenon in Indonesia. Japanese as a foreign language has been given serious attention by the Indonesian government. According to data from The Japan Foundation (2018), Indonesia is the second largest Japanese language learners in the world after China.

As a language, Japanese is a foreign language in Indonesia and is definitely different from Indonesian. Each language has a different language system. This difference will cause problems for learning. Besides producing correct forms in the second language (hence L2), Japanese language learners also produce deviant forms in the use of L2. The deviant form is a form that is different from the L2 norm and it is said that this situation occurs as a result of the differences in form between the two languages being studied.

The phenomenon of deviation in L2 learning is known as distraction or interference. Weinreich (1970) states that interference is a form of deviation in language use from existing norms as language contact or knowing more than one language among its speakers. Language interference is a form of error from correct rules resulting from mastery of two or more languages. Furthermore, Corder (1973) argued that in essence learning L2 is not a process of acquiring a new language, but rather is the addition of learning a number of new alternatives as a subset of already known language rules, used to understand and produce spoken utterances. If the

elements of the first language (hereinafter L1) are the same as the elements of L2, it will make it easier for students to learn L2. This is known as positive transfer or ease, it will make it easier for students to learn L2, whereas if the elements of L1 are different from L2, it will cause negative transfer or interference. Although deviation (interference) is often considered a negative phenomenon, this phenomenon can also be considered as a strategy among foreign language learners as L2.

According to Corder (1973), this interference is not caused by negative transfers, but is the result of borrowing. This means that if students experience difficulty in communicating their ideas because they lack the necessary target language resources, then they will return to L1 to cover this deficiency. In the process of learning Japanese, what is called language transfer always occurs. In language transfer, especially the transfer of verbal sentences with the prefix /di-/ from Indonesian to Japanese, learners always apply elements of Indonesian to Japanese. In this process interference occurs or is called a language error which according to some linguists is a negative event and some linguists think this is a normal and positive phenomenon.

Corder (1981) explains that language error analysis is an indicator of second language acquisition. L2 acquisition refers to learning a foreign language and is strongly influenced by the mother tongue (L1). L1 influences language levels such as vocabulary and grammar. Systematic errors made by language learners are due to the learner's developing knowledge of the target language system. Furthermore, Setyawati (2010) states that there are 3 causes of someone's mistakes in using language, namely ; 1). being

influenced by the language that was previously mastered, 2). the language user's lack of understanding of the language used, 3). inappropriate language teaching.

Example : Saya **diajari** huruf Jepang oleh bapak Yamada  
 I was taught Japanese letters by Mr. Yamada  
 私は山田さんに文字を教えられます  
*watashi wa yamada san ni moji wo oshieraremasu.*

Japanese language learners make vocabulary mistakes that is *san* on the name *Yamada* and the meaning of sir in general, should use the word *sensei* with teacher on the name Yamada. In Japanese, words of greetings follow social status, but in Indonesian you can use general words of greeting. The correct vocabulary form is *Yamada sensei*. Sensei means teacher. The next mistake is a grammatical error. Japanese language learners believe that the initial form */di-/* in the word */diajari/* is a passive form. So it is translated */oshieraremasu/*.

## 2. Result and Discussion

### 2.1. Prefix */di-/* in Indonesian

According to Rusyana (1976) there are 2 types of morphemes */di-/* in Indonesian, namely ; 1) the morpheme */di-/* as a verb prefix which functions as a passive form of the verb, 2). the morpheme */di-/* is a preposition that functions to show or state a place. Prefix notion */di-/* for the basic form of verbs expressing being subjected to work, for example ; */dipukul/*, */ditikam/*, and in its basic form the noun states that it done with a tool and states that it is given or added to, foe example ; */dipahat/* means use sculpture, */disampul/* means give a cover.

### 2.2. Japanese Passive Sentences

According to Rusyana (1976) there are 2 types of morphemes */di-/* in Indonesian, namely ; 1) the morpheme */di-/* as a verb prefix which functions as a passive form of the verb, 2). the morpheme */di-/* is a preposition that functions to show or state a place. Prefix notion */di-/* for the basic form of verbs expressing being subjected to work, for example ; */dipukul/*, */ditikam/*, and in its basic form the noun states that it done with a tool and states that it is given or added to, foe example ; */dipahat/* means use sculpture, */disampul/* means give a cover.

According to Sutedi (2003), Japanese passive sentences are called *ukemi* or *judobun*. Japanese passive sentences have their own special features when compared to Indonesian passive. Japanese passive sentences can be formed from transitif verbs and intransitif verbs. Japanese passive verb pattern are */yomareru/*, */taberareru/*, */sareru/*.

Example : 犬がわたしの手をかんだ。(transitive active sentence)  
*Inu ga watashi no te wo kanda*  
 The dog bit my hand

私は犬に手をかまれた。(transitive passive sentence)  
*Watashi wa inu ni te wo kamareta* ‘saya digigit anjing’  
 My hand was bitten by a dog

雨がとても強くふりました。(intransitive active sentence)  
*Ame ga totemo tsuyoku furimashita*  
 The rain fell very heavily

私は雨にふられました。(intransitive passive sentence)  
*Watashi wa ame ni furare mashita*  
 Saya kehujanan

Furthermore, Sutedi (2015) stated that Japanese passive sentences are divided into two types, namely direct passive (*chokusetsu ukemi*) and indirect passive (*kansetsu ukemi*). Direct passive sentences are passive sentences formed from transitive sentences whose object

s are humans or animate objects only. Indirect passive sentences are passive sentences formed from transitive sentences whose objects are inanimate objects and passive sentences formed from intransitive sentences. The use of passive sentences in Japanese can be said to be less productive than active sentences, because the main function of Japanese passive sentences is generally only to express disappointment or dissatisfaction, because feel burdened or disturbed by someone's actions. Therefore, verbal sentences with the prefiks /di-/ in Indonesian cannot be directly transferred into Japanese passive verbs. In terms of meaning, Sutedi (2015) divides neutral passive sentences (*chuuritsu ukemi bun*) and disorders passive sentences (*meiwaku ukemi bun*).

Example : 田中は先生にほめられた。(neutral passive sentence)

*Tanaka wa sensei ni homerareta*

Tanaka is praised by the teacher 'Tanaka *dipuji* guru'

お酒は米からつくられます。(neutral passive sentence)

*Osake wa kome kara tsukuraremasu*

Sake is made from rice 'Sake *dibuat* dari beras'

この本はいろいろな国で読まれています。(neutral passive sentence)

*Kono hon wa iro-iro na kuni de yomarete imasu*

This book is read in various countries 'Buku ini *dibaca* di berbagai negara'

私はどろぼにさいふをぬすまれた。(disorders passive sentence)

*Watashi wa dorobo ni saifu wo nusumareta*

My wallet was stolen by a thief 'Dompot saya *dicuri* oleh pencuri'

Previous research conducted by Tanaka (1991) explains that Japanese passive sentences can be used in verb sentences with the prefix /di-/ in Indonesian, but can not used just like that, because there are several things that must be considered, such as whether the object or objects that are subject to the action are living or non- living. Tanaka also revealed there are four rules that verb sentences with the prefiks /di-/ in Indonesian cannot be transferred into passive in Japanese.

Rule 1: If X (subject) and Y (object) are living objects

Example : Yamada is waiting for Tanaka 'Yamada *ditunggu* oleh Tanaka'

山田さんを田中さんが待ちました。

*Yamada san wo Tanaka san ga machimashita*

Rule 2: If X and Y are both third person pronouns, note that X accompanies the possessive case.

Example : The tea for the guests is drunk by younger brother 'Teh untuk tamu *diminum* oleh adik'

お客さんのお茶をわたしが飲んでしまった。

*Okuyaku san no ocha wo watashi ga nonde shimatta*

Rule 3: If X explains the activity in detail

Example : Dad read the newspaper silently 'Koran *dibaca* ayah dengan tak bersuara'

新聞を父はだまって読んでいます。

*Shinbun wo chichi wa damatte yonde imasu*

Rule 4: If a verbal sentence with the prefix /di-/ is followed by the words /can/, /please/, /may/, /don't/, /better/, /must/, and /just/

Example : Please take one of these pens each

'Tolong *diambil* pulpen ini masing-masing satu buah'

このペンはいっぽんずつとってください。

*Kono pen wa ippon zutsu totte kudasai*

### 2.3. The Verb Sentence Pattern /-te moraimasu/

The verb sentence pattern /-te moraimasu/ means passive in Indonesian or can use the verb form with the prefix /di-/. Because it contains the meaning of the speaker's gratitude towards the person doing the action, the verb form with the prefix /di-/ cannot be transferred into a Japanese passive form of verb. Compare verbal sentences with the prefix /di-/ in Indonesian with passive verbs in Japanese and verbs with the following /- te moraimasu/ pattern.

Example : My camera is broken by my sister 'Kamera saya *dirusak* oleh adik'

私は弟にカメラをこわされました。

*Watashi wa imouto ni kamera wo kowasaremashita* (Japanese passive verb)

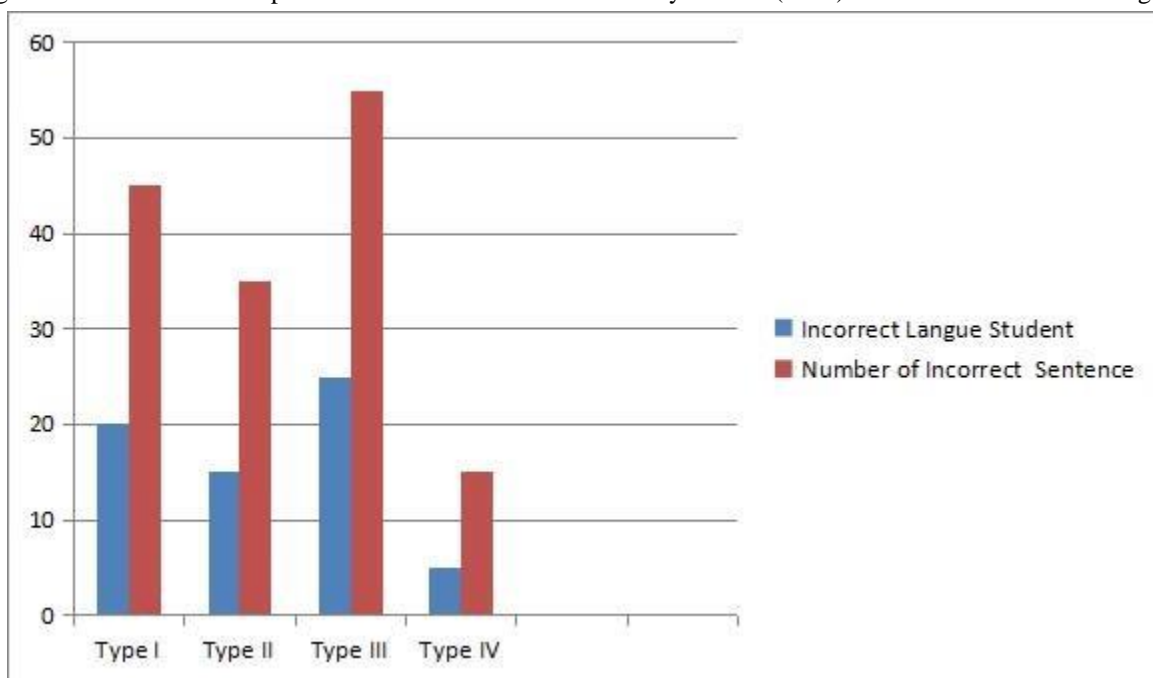
Example : I was helped by my brother 'Saya *dibantu* oleh adik laki-laki'

私は弟にてつだってもらいました。

*Watashi wa ototo ni tetsudatte moraimashita*

Indonesian verbal sentences with the prefix /di-/ are often understood by Japanese learners and can be transferred into Japanese passive sentences, because in Indonesian sentences we find many sentences with the subject sufferer with the predicate marked with the prefix /di-/.

In 2005, I and Mr Matsumoto conducted research on errors in translating Indonesian passive sentences into Japanese which focused on the rules for sentences with the /di-/ structure and Japanese passive sentences based on the rules made by Tanaka (1991). On this occasion, I discuss the interference of verbal sentences with the prefix /di-/ in Indonesian against Japanese passive sentences. Base on translation data from Indonesian into Japanese carried out by 60 students in the 4<sup>th</sup> semester of the Japanese Literature Study Program, Faculty Of Science and Culture, University Of North Sumatera, the dominant students made mistakes in translating verbal sentences with the prefix /di-/ by translating directly into the Japanese passive form and students make a few mistakes in rule 4 described by Tanaka (1991), because there are words such as /can/, /don't/, /better/, and others as keywords before verbs with the prefix/di-/.Furthermore, students also made the mistake of moving verb sentences with the prefix /di-/ into the Japanese passive form which should use the verb pattern /- te moraimasu/ where the first person is grateful for the second person's action, meaning that the subject is the recipient of another person's action. The forms of errors made by students when translating verb sentences with the prefix /di-/ based on the rules made by Tanaka (1991) can be seen in the following chart;



The forms of interference that Japanese language learners make when translating verbal sentences with the prefix /di-/ are as follows.

1. Rina **dikirimi** uang oleh orang tuanya  
Rina was sent money by her parents  
リナさんは両親にお金を送られた。(salah)  
*Rina san wa ryoushin ni okane wo okurareta*  
*Rina san ni ryoushin ga okane wo okutta* (benar)
2. Rina sudah **ditunggu** oleh temannya  
Rina was waiting for her friend  
リナさんは友達に待たれました。(salah)  
*Rina san wa tomodachi ni mataremashita*  
*Rina san wo tomodachi ga matta* (benar)
3. Teh untuk tamu **diminum** adik  
Brother has drunk the tea for the guests  
お客さんのお茶をおとうとに飲まれました。(salah)  
*Okyaku san no ocha wo watashi ni nomaremashita*  
*Okyaku san no ocha wo watashi ga nonde shimaimashita* (benar)
4. Obat lebih baik **diminum** setelah makan nasi  
It is better to take medicine after eating rice  
薬はごはんを食べてから、飲まれたほうがいいです。(salah)  
*Kusuri wa gohan wo tabete kara, nomareta hou ga ii desu*  
*Kusuri wa gohan wo tabete kara, nonda hou ga ii desu* (benar)
5. Puasa harus **dilakukan** oleh orang dewasa  
Fasting must be done by adults  
だんじきは大人にされなければなりません。(salah)  
*Danjiki wa otona ni sarenakereba narimasen*  
*Danjiki wa otona ga shinakereba narimasen* (benar)
6. Sepeda saya sudah **diperbaiki** teman  
My friend has repaired my bicycle  
私の自転車は友達に修理されました。(salah)  
*Watashi no jitensha wa tomodachi ni shuuri saremashita*  
*Watashi wa tomodachi ni jitensha wo shuuri shite moraimashita* (benar)

#### 2.4. Implication Pedagogic

In the context of teaching Japanese, the importance of L1 (Indonesian) skills for students cannot be denied. Through the rules for teaching Japanese passive sentences, which are the same and which are different from verbal sentence patterns with the prefix /di-/ in Indonesian must be explained in detail through the theory of contrastive analysis so that it will give the students an advantage, and will not make mistakes when translating verbal sentences with the prefix /di-/ Indonesian into Japanese.

Questions with pedagogical implications include:

1. How to acquire the passive form, the verb /- te moraimasu/ in Japanese and verbal sentences with the prefix /di-/ in Indonesian ?
2. How to develop Japanese passive rules through learning Indonesian passive sentences?

### 3. Conclusion

Interference results in language errors. When translating verbal sentences with the prefix /di-/ into Japanese, students immediately transfer into passive sentence, because students only look at the form of the verb and think that verbal sentences with the prefix /di-/ in Indonesian are passive sentences. Due to limited knowledge of Japanese passive form rules and influenced by Indonesian passive form rules, students often exchange Indonesian language rules for Japanese language rules. L1 (Indonesian) is a very strong factor in causing interference. L1 always interferes in learning Japanese, so that the influence of Indonesian interferes with the acquisition of Japanese. Because interference is an important part of Japanese language acquisition, teaching this type of interference will help to develop Japanese language learning abilities in transferring from Indonesian to Japanese and vice versa.

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