

Error Analysis of Japanese Epistemic Modality in Japanese Learners

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INTRODUCTION

- When learning a variety of second, foreign languages. There are points of similarity and difference between the two languages. These points of similarity will make it easier for someone, especially foreign language learners, when learning a second language because of positive transfer. However, it can also cause negative transfer when learning, due to interference or influence from the first language as the mother tongue, which is one of the causes is the more differences encountered, the more often the learner makes mistakes.
- One of the errors found in Japanese Language Education students is the wrong use of epistemic modality or gaigen in Japanese.
- Epistemic modality is a modality that shows how someone understands an event or situation based on their reasoning or thinking. The understanding can be in the form of conjecture, estimation, and possibility to show the possibility of an event or situation that will occur based on evidence, presentation, situation, and point of view.
- In Japanese, the modality that expresses a possibility is gaigen modality. In Indonesian, to express an assumption or possibility can be expressed with the word "Mungkin". In contrast to Japanese, to express an assumption or possibility, we can use several words such as ~darou, ~kamoshirenai, ~hazu da, ~nichigainai, etc.
- This study aims to analyze Japanese learners' errors in using gaigen modality, types of errors, and identify the causes of errors.

LITERATURE REVIEW

- According to Sutedi (2008:99), modality is a description of the attitude used in communication such as telling, ordering, forbidding, and others.
- Matsuoka (in Sutedi, 2011) classifies the types of modality into several types, namely: Kakugen (speaker's belief), meirei (command), kinshikyoka (prohibition and permission), irai (request), toui (requirement/suggestion), ishi moushide kanyuu (meaning to do and not do something), ganbou (desire), gaigen (possibility/suspicion), setsumeii (explanation) and hikyou (simile).
- According to Sakoda (2002:21), these language errors arise because of the differences between the mother tongue and the target language or language learned during the second language learning process. Generally, language errors arise when learners bring old habits in their mother tongue to acquire new habits in their second language. This also occurs due to the influence of the mother tongue or interference.

METHOD

The method used in this research is descriptive qualitative method supported by quantitative data. The research respondents were 3rd year students of UPI Japanese Language Education which amounted to about 25 respondents. The questionnaire was distributed through Google Form which was then analyzed.



FINDING AND DISCUSSION

Based on the research instrument (questionnaire) distributed to Japanese language students, it is known that:

- 40% of students have learned the material about ~kamoshirenai, ~darou, ~nichigai nai and ~hazu da, while 60% have also learned the material, but not all the material has been learned.
- From the answers given by the students regarding the understanding of the material, the majority answered that they had understood the material above and there were also some students who still had difficulty with the material ~ni chigainai and ~hazu da.
- However, from the questions given about the material in question, some errors were found, for example in the example question:

(1) このパソコン、何か変だ。こわれている (...)

[*kono pashokon, nanika hen da. Kowareteiru (...)*] / There's something strange about this computer. It's (...) broken.

In the question above, the correct answer should be the word kamoshirenai (probably), but there are still some students who choose the words hazu and nichigainai, which is not appropriate because both words must have a high level of suspicion. Meanwhile, the word "nanika hen da" indicates that the speaker is still uncertain whether the computer is really broken or not.

(2) 彼女を一目見て親切な人 (...) とおもった。

[*Kanojo o hitome mite shinsetsuna hito (...)* to omotta] / At first glance, I thought she (...) a kind person.

In this question, the correct answer is the word nichigainai (must), but from the available answer options, most choose the word darou (maybe). According to Iori (in Aziziyah, 2018), the word "- ni chigainai" is used when speakers express institutional beliefs or subjective judgments of speakers. As in the question sentence above, the subjective judgment is supported by the word to omotta or according to one's thoughts.

FINDING AND DISCUSSION

Then on the Indonesian-to-Japanese translation question, there were some errors in the answers written by students, for example in the following sentence:

(3) この車はとても高いに違いない

[Kono kuruma wa totemo takai ni chigainai]

The answer above is incorrect because of the addition of unnecessary language elements or additions, namely the addition of the word "totemo". The correct sentence isこの車は高いに違いない [Kono kuruma wa takai ni chigainai].

(4) 今日は日曜日で、銀行は休みはずだ。

[Kyou wa nichiyoubi de, ginkou wa yasumi hazu da]

The answer above is incorrect because of the error of subtracting language elements that should be required. In the sentence above, the respondent uses the word "yasumi" and immediately adds the word "hazu da". This is wrong, because "yasumi" is a noun, so the particle "no" should be added before the word "hazu da". This is an error of omission. An omission error is an error that occurs due to the subtraction of a linguistic element.

CONCLUSION

Based on the analysis of the questionnaire instrument by the respondents, the types of errors that are often found are: 1) informational errors (formological errors of language elements in the formation of Japanese sentences), 2) alternating form errors (errors due to confusion of the use of one language element with another). other) for example between the words nichigainai and darou. 3) omission errors (errors due to the subtraction of necessary language elements and 4) addition errors (errors of adding unnecessary language elements.

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