

# Chouon Writing Error Analysis in Absorbed Language (外来語) towards students of MAN 2 KOTA MALANG

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**Abstract.** This research aims to determine the errors in writing chouon in Japanese language absorbed language and identify the types of errors. In the absorption language, there is a long sound that can be called Chouon. This research is based on the merger of 2 different studies in order to find out whether students make a lot of mistakes in listening to chouon in absorption words and then rewrite them. In this research, students of MAN 2 Kota Malang who took part in the Japanese language club were tested according to Ellis method and test form of using audio recordings. Then the students listening to audio recordings. Then analyzed the variety of writing errors from students. According to Yasuko Ichikawa the variety of errors can be classified into 6 parts. The result of this research is the identification of students' writing errors with 2 errors, namely [1] Omission (Subtraction), [2] Addition.

**Keywords:** Error Analysis, Chouon, Gairaigo

## 1 Introduction

Japanese language is a very interesting language to learn and research. This is in accordance with the statement of Sudjianto and Dahidi [1] that Japanese is a unique language, if we look at the speakers, no other country's people use Japanese as their national language. Japanese is very different from Indonesian. Different in terms of language, writing, use of letters, and also how to pronounce vocabulary and grammar. Japanese characters consist of hiragana, katakana, and kanji. Katakana letters are generally used to write a loanword from English called Gairaigo.

Gairaigo is one aspect of learning that must be mastered by Japanese language learners. According to Tsukishima Hiroshi in Saputra [4] gairaigo are words taken from foreign languages and then Japaneseized and used in Japanese activities. The difference in writing gairaigo from the original language either phonology or morphology, makes Japanese language learners often make mistakes or difficulties. Some words that are difficult to rewrite are gairaigo loanwords taken from English and then pronounced using Japanese pronunciation and writing. In loanwords there is also a long sound called chouon.

According to Sudjianto in his book [1] chouon is a long vowel consisting of the letters a, i, u, e, o. The problem that often occurs when learning absorption languages is in chouon, it can't be denied that chouon in borrowed language is difficult to remember and difficult to understand. In understanding the chouon that plays a big role is our memory and hearing. If it is wrong in writing then they will also be wrong in pronouncing the correct word.

Mistakes like the one above can lead to misunderstandings. As stated by Yoshikawa in Darmayanti [3], namely: 日本語誤用分析と言え、日本語話者のそれではなく、日本語学習者の誤用ということになる、後ほどあげる誤用例はすべて、こうした、日本語学習者のものである。“Speaking of Japanese language errors, it is not the fault of the native Japanese speaker but the fault of the Japanese language learner himself, so all examples of such errors are of the Japanese language learner” It can be concluded that the language error Japan is purely the fault of the Japanese learner which is not the fault of the native speaker.

According to Professor Yasuko Ichikawa in his research [5], explaining that error analysis has six classifications of language errors as follows, (1) Omission is an error that occurs because one of the words or letters that should exist is missing. (2) Addition is an error by adding one or more letters that should not be there, making it a wrong phrase. This is an error in writing words with unnecessary additions. (3) Misformation is an error that occurs when the author writes the wrong form of a word or sentence that is not in accordance with the rules of language. As a result, the word deviates from the rules of the language itself. (4) Misordering is an error in arranging or ordering language elements in phrases or sentences. (5) Errors in the form of using the reverse (alternating form) are errors that often occur because of confusion so that they are reversed. (6) Miscellaneous errors. From the theory above, it can be concluded that researchers must be able to classify errors that have been written by students.

The purpose of this study was to identify the various errors that have been made by students of MAN 2 Malang City in writing chouon of loan words. This research is based on the merger of 2 previous studies that have been conducted. The first study was written by Septian, et al. Researching the analysis of gairaigo writing errors on students with the results stated that students have difficulty in words that are less familiar and there are chouons in the gairaigo vocabulary. The second study, written by Rike Febriyanti and Sri Aju Indrowaty, examined the pronunciation of Japanese long sounds for students, teachers, and native Japanese speakers. With the results of the pronunciation of long sound vocabulary produced by teachers and students tend to be shorter than native speakers. This research is based on the combination of the two studies above in order to find out whether students make a lot of mistakes in listening to chouon in loan words and then rewrite them.

## **2 Research Method**

This research is a research using descriptive qualitative methods by making a real description and containing the truth. In data collection, the researcher used a test model by playing a recording containing various vocabulary in the absorption language containing chouon in it, then the students would write down the vocabulary and then the researcher began to analyze the errors according to the existing method.

This study produces data in the form of written absorption words from the results of student writing. The steps for analyzing errors according to Ellis (1986: 296) are as follows. (1)



1	Student 1	エ ス カ レ タ	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ウ ン	ケ ー キ	チ ズ	ノ オ ト	デ バ ア ト
2	Student 2	エ ス カ レ タ	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
3	Student 3	エ ス カ レ タ	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
4	Student 4	エ ス カ レ ー タ ー	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
5	Student 5	エ ス カ レ ー タ ー	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
6	Student 6	エ ス カ レ ー タ ー	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
7	Student 7	エ ス カ レ ー タ ー	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス パ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
8	Student 8	エ ス カ レ ー タ ー	チ ョ コ レ ー ト	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス プ ー ン	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト
9	Student 9	エ ス カ レ	チ ョ コ レ	コ ー ヒ ー	テ ー ブ ル	ロ ビ ー	ス ー ブ	ケ ー キ	チ ー ズ	ノ ー ト	デ バ ー ト

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From the table above, it is known that student 1 made 6 mistakes on questions 1,4, 5, 6 8, and 9 on the words エスカレーター, テーブル, ロビー, スプーン, チーズ, and ノート. Student 2 made 3 mistakes on questions 1, 3, and 5 on the words エスカレーター, コーヒー, and ロビー. Student 3 made 1 mistake on question number 1 with the word エスカレーター. In the test results of students 4, 5, 6, 7, and 8 there were no errors. Student 9 made 2 mistakes on numbers 4 and 6 on the words テーブル dan スプーン.

Based on the results of the data above. According to the researcher and validator, student 1 made an error in question number 1 in writing the word エスカレタ by reducing or eliminating ー which is already written in the dictionary that the correct writing is エスカレーター or エスカレータ. Then in question number 4 the student made a mistake in writing the word テブル by omitting ー which is already written in the dictionary that the correct writing is テーブル. In question number 5 the student made an error in writing the word ロビ by omitting ー which is stated in the dictionary that the correct writing is ロビー. In question number 6, students made an error in writing the word スプウン by replacing ー with the letter ウ which is stated in the dictionary that the correct writing is スプーン or スプン. In question number 8 the students made an error in writing チズ by omitting ー which is already written in the dictionary that the correct writing is チーズ. And in question number 9 students made a mistake in writing the word ノオト by replacing ー with オ which is already written in the dictionary that the correct writing is ノート.

According to the researcher and validator, student 2 made an error in question number 1 in writing the word エスカレタ by reducing or eliminating ー which is already written in the dictionary that the correct writing is エスカレーター or エスカレータ. In question number 3 the student made an error in writing the word コーヒ by omitting one of the ー which is already written in the dictionary that the correct writing is コーヒー. And in question number 5 the student made a mistake in writing the word ロービ by putting ー in the wrong place which is listed in the dictionary the correct writing is ロビー.

According to the researcher and validator, student 3 made an error in question number 1 in writing the word エスカレタ by reducing or eliminating ー which is already stated in the dictionary that the correct writing is エスカレーター or エスカレータ. And for students 4, 5, 6, 7, and 8 the test results stated that the writing was correct and in accordance with the dictionary.

According to the researcher and validator, student 9 made an error in number 4 in writing the word テブル by omitting ー which is already stated in the dictionary that the correct writing is テーブル. And in question number 6 the students made a mistake in writing the word スープ

ーン by adding ー which is already listed in the dictionary the correct writing is スプーン or スプン.

#### **4 Conclusion**

This research aims to identify the various errors that have been made by students of MAN 2 Malang City in writing choun of loan words. Based on the results of the research above, it can be concluded that there are several students of MAN 2 Malang City who make mistakes in writing the word gairaigo.

It can be seen that students who made mistakes only consisted of 4 students. Student 1 made 6 mistakes in the word エスカレーター, テーブル, ロビー, スプーン, チーズ, ノート. Student 2 made 3 mistakes in the word エスカレーター, コーヒー, ロビー. Student 3 made 1 mistake in the word エスカレーター. Student 9 made 2 mistakes in the word テーブル and スプーン. There are 6 students who did not make mistakes, namely students 4, 5, 6, 7, and 8. This has been proven from this research.

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