

Analysis of Errors in Usage of 'Yari-Morai' Phrase in Japanese E-mail Request

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Abstract

The purpose of the study are to: (1) explaining the error in the Japanese language e-mail request for written of Japanese student, (2) finding the cause of the error in an e-mail request. This research is a qualitative descriptive study with primary data in the form of e-mail. The method used is the analysis of errors in the data of e-mail and followed up with interviews. Data analysis technique used is an interactive model that includes four components, namely data collection, data reduction, data presentation, and verification (conclusion). The conclusions of this study as follows. First, the elements of linguistic experience language mistakes that often occur in e-mail usage errors students made up of particles, and the choice of words related to the value of modesty. Second, the error most often occurs in a student essay caused by factors: (a) a lack of understanding and knowledge of students on grammatical rules and limits of politeness in Japanese, (b) learning that is not perfect, especially about verbs associated with directions.

Keywords: *error analysis, e-mail petition, politeness*

Introduction

In Japanese there is a verb which indicates the displacement (Ido: 移動). As a first example is the verb 'oshieru (教える)' and 'narau (習う)', which shows the movement of the people who teach the learners. The second example is the verb 'kasu (貸す)' and 'kariru (借りる)', which indicates the movement of goods or something from those who lend to people who borrow. In addition there is a phrase that relates to the activities of giving and receiving as a verb: 'ageru', 'morau' and 'kureru'. This expression is known as 'yari-morai'.

The phrase 'yari-morai' is referred to as 'juju hyōgen (授受表現)'. The phrase 'yari-morai' This happens at least two people in a relationship in which there is an element of the activities of 'giving' and 'receiving'. The activities of give and take, with regard to the activities referred to in the petition language (IRAI). According Takadono (2000) in the petition (IRAI) speakers expect from his interlocutor something that can bring the benefits / advantages to himself without any coercion. Based on this quote can be concluded that the petition is an act of seeking the good interlocutors so he would realize the desire of the speaker.

As one strategy to appeal is 'politeness' which in Japanese is called with (teineisa: 丁寧さ). According to Brown & Levinson (1987), to be polite it is a concern for the 'face' or 'face' either belong to the speaker and hearer. The concept of such a face is not in the physical sense but the exact equivalent word is 'pride'. In this theory the face divided into two types: a face with the wishes of the positive (positive face), and the face of the wishes of negative (negative face). According to Aziz (2008), who was positively related to the value of solidarity, ketidakformalan, recognition and kesekoncoan, whereas negative facial boils down to a person's desire to remain independent, free from outside interference, and the lack of respect outside parties against the independence.

In the petition so that the speaker in achieving the goal / intention, as far as possible not interfere face interlocutors, namely their effective strategies are needed to reduce the effort for its burden. Load reduction strategy is a form of attention to the hearer (taijin hairyo). This is related to the concept of negative politeness strategy (NPS), which nps4 that it is reducing the burden to the other person (Brown & Levinson, 1987). As an example of nps4 are:

ほんの1分だけでいいんですが、お時間いただけませんか?

May I ask the time even though only one minute?

The phrase 'even if only one minute' considered capable of reducing the burden of interlocutors. Ogawa & Maeda (2003) explains that IRAI is the act of begging others to do something that is regarded as something in common with the command (meirei: 命令). But in IRAI, speakers (those who do request), gain on the request did to hearer. Therefore, in Japanese, the phrase 'kureru / moraeru' used in the application should be expedited by using strategies that can soften the heart hearer that he would pass our petition. One effective strategy is nps4 as described above.

The phrase Yari-Morai

For Japanese learners of Indonesia, the use of the phrase 'yari-morai' ie (Morau, kureru, and ageru) is quite difficult. This is due to the differences in the concept of the verb. An example is the verb 'kureru' and 'ageru' in the Indonesian language both have the basic meaning of 'give'. But in Japanese, the verb has different rules of

use. With the difference in the concept, not least Indonesia learners who have difficulties in using both of these verbs because it is difficult to distinguish its meaning and function. One reason is the learners Indonesia assumed the verb 'kureru' and 'ageru' can be exchanged for in Indonesian, both have the same basic meaning of 'give'.

Here, let's compare the examples below.

- (1) a. 明日 10 時に来てくれますか。
 b. 明日 10 時に来てもらえませんか。
 can come tomorrow at 10?
- (2) a. ペンを貸してくれますか。
 b. ペンを貸してあげませんか。
 Can lend a pen on me?
- (3) a. 今晚、電話していただけますか。
 b. 今晚、電話していただけませんかでしょうか。
 Can call me tonight?

(Ogawa & Maeda; 2003: 56)

Referring to the example above, among the choices sentence (a) and (b), where expression is more polite? The answer is (1) b, and (3) b. The examples above show that the expression of the petition, the expression '~ te moraemasenka' more polite than '~ te kuremasuka'. Then '~ te kuremasenka' more polite than '~ te kuremasuka'. Furthermore, '~ te itadakemasendeshoka' more polite than 'te kuremasenka'.

Phrases to use when asking for help, asking for permission, and show gratitude although it's grammatically correct, sometimes become inaccurate if not adapted to the situation (bamen) there. It is thus necessary adjustments between the use of the phrase, the situation and also the relationship between the speaker and the listener. According to Ogawa & Maeda (2003), in IRAI at least four items; *yobikake* (call), *aite no Hanno o kakunin* (confirmation reaction of interlocutors), *irai suru koto no kakunin* (confirmed case of the application), *iiwake* (reason) / *owabi* (apologies), and *jijo setsumei* (explanation of the situation). Here is a brief example that reflects the four elements.

1. <i>Yobikake</i>	すみません。	(sorry)
2. <i>aite no hannō o kakunin</i>	あの、ちょっとすみません。	(Hm, sorry, may I disturb a moment)
3. <i>Irai suru koto no kakunin</i>	あの、先生、お願いがあるので	(Hm Hm Master, because I was there petition)
4. <i>Iiwake, owabi, jijō setsumei</i>	本当に申し訳ないのですが、明日どうしても出張に行かなければならないものですから。	Really please sorry because tomorrow I have to go after to service

METHOD

This research is a qualitative descriptive study with case study. Data and data sources used in this study in the form of e-mail request. E-mail data is assessed, analyzed by using the theory of error analysis according to Richard J (1971), which is a type of grammatical errors (syntactical error), the error of vocabulary (lexical error), and error morphology (morphological error). In this study, in addition to reviewing the mistakes of the elements of grammar and choice of words, in terms of meaning contained in it in terms of Japanese politeness. To obtain data on the causes of language errors, do interviews. Data were analyzed by four stages: data collection, data reduction, data presentation, and conclusion or verification. The error analysis is done per each e-mail. Although in an e-mail there is more than one particle errors, mistakes still counted. So did the calculations for selection of error word and auxiliary verb every single e-mail is calculated based on the presence or absence of mistake instead of the frequency of how much the appearance of an error in an e-mail.

RESULTS AND DISCUSSION

Based on data obtained e-mails, cited two examples of using expressions petition filed through e-mails written by the Indonesian Department of Japanese students Darma Persada University. Students are asked to write an e-mail request with the situation (bamen) in the form of: I. "borrow DVD movie / drama Japan, and II. Asking for help to friends to teach Japanese language lessons did not understand. In any given situation limits the relationship, which is composed of 10 first responders with the context of relationships among friends, while 10 respondents next to the context of the relationship juniors to seniors. These limits determine the kind of language

used is casual to peers, and formal expression of petition juniors to seniors. the number of respondents to each situation (bamen) were 20 Japanese Students from the Department Darma Persada University (DPJL) semesters V. the following is an example of (1) the student's written bamen I that borrow DVDs

(1) Email Request Loan DVD-written written DPJL5

件名：DVDを貸してくれない？
アントンさん、こんにちは。お元気ですか。
ところで、リナさんから聞きましたが、アントンさんは『魔女の宅急便』というDVDを持ってますね。できれば、そのDVDを2日間貸してもらいたいです。明日1時に図書館の入り口へ持ってくればうれしいです。
では、またね。
サンティ
Subject: may I borrow a DVD
Anton, Good Morning, how are you?
By the way I heard from Rina, that Anton had a DVD entitled "Majo no Takkyubin" right. If it is allowed, I would like to borrow DVDs for 2 days. I would be delighted, if you tomorrow at 13:00 are willing to bring it to the library entrance, OK.
See you later.
Santi

The underlined part is the part that is not quite right according to the rules of Japanese grammar

In the e-mail sample (1) above, most of the message to be conveyed by the speaker can be considered already conveyed properly. however, at the end of the show '~ motte kurereba' when is replaced by '~ motte kite kurereba' so much the better. The addition of said auxiliary verb (*hojodooshi*) ~ *tekuru* ', showing the displacement direction of the speaker to the hearer. In this case, we can not use '~ itte kurereba motte' as said auxiliary verb ~ *te iku* indicate the direction away from the speaker. Speakers in this case expect the other person that brought the DVD you want to see, so that the position of the DVD is expected closer to the speaker. Hence, said auxiliary verb ~ *te kuru ie* ~ *motte kite kurereba* most appropriate for bamen I above. Thus in DPJL, need to be taught that shows their understanding of the verb that indicates the direction or displacement with a teaching method that is easily understood. It is hoped they can distinguish the verb that indicates the direction away or closer to the speaker, so that in the future not repeat the same mistakes for DPJL especially future generations. Next, let's look at an example (2) below.

(2) Email Application Learning Written by DPJL 17

件名：勉強教えてもらえませんか。
ララさん、こんばんは。お忙しいところ、このようなお願いで本当にすみません。実は来週の試験に備えるために、ララさんに分からないところを教えていただきたいのですが、今週の日曜日にお時間があつたら、2時間ぐらい日本語の文法を勉強してくだされば大変助かると思います。それでは、お返事をお待ちしております。
リニ
Subject: Will you teach me?
Rara, Good Night.
In busy times, I apologize interfere with this requirement. Actually, as I prepare for the exam next week, I beg you taught by the parts I do not understand. This week, if you can teach me Japanese grammar for approximately 2 hours, I will be very helpful. Well, I wait for the answer.
Rini

The underlined part is the part that is not quite right according to the rules of Japanese grammar

From the second example above is a bamen which indicates a request to learn Japanese grammar on friends who are considered more capable of it in preparation for the exam. Similarly, the sample (1) mostly request the speaker is considered to be well to the listener. Only at the end of the underlined phrase '*benkyō kudasareba shite*' when is replaced by '*benkyō itadakereba shite*' is much more precise. In the Japanese language usage subject 'I' often dilesapkan so if the subjects '*watashi* (I)', the verb right is *morau* / *itadaku*, whereas if the subject is other people and provide goods or services to us, then the verb right is '*kureru* / *kudasaru*'. The polite form of *morau* is *itadaku*, and the polite form of *kureru* is *kudasaru*. According to the Indonesian two verbs is difficult to understand because *morau* / *itadaku* meaning 'accept', and *kureru* / *kudasaru* meaning 'give me'. This makes the use of '*kureru*' and '*Morau*' for Indonesia it is still quite difficult. The phrase '*benkyō itadakereba shite*' denoting a request from the speaker so that the hearer would teach her Japanese grammar.

Table 1
 Analysis of Errors in the Use of Particles in the E-mail Request

Situation (<i>Bamen</i>)	Type of Error		
	Particles	Word Choice (Diction)	Auxiliary Verbs
I (Borrow DVD)	25% (5 persons)	10% (2 persons)	40% (8 persons)
II (Request taught by a friend)	20% (4 persons)	20% (4 persons)	35% (7 persons)

Here will be summarized the use of 'kureru' and 'ageru' briefly. Good 'kureru' and 'ageru' both begin with the particle 'ga' that is from people who give, and ends with 'ni' in people who receive. Only, 'kureru' is used when the person receiving it is yourself (*watashi*). Meanwhile 'ageru' can not be used when the person receiving it is yourself (*watashi*). The example below shows 4 (a) and 5 (b) is the proper usage, and 4 (b) and 5 (a) is an example that is not right.

- 4) a. 田中先生が私に展覧会のチケットをくれた。
 Master Tanaka (on) my exhibition ticket provided (i)
 b. *私が田中先生に展覧会のチケットをくれた。
 I (to) Master Tanaka exhibition tickets provide (i)
- 5) a. *田中先生が私に展覧会のチケットをあげた。
 Master Tanaka (on) exhibition gave me a ticket
 b. 私が田中先生に展覧会のチケットをあげた。
 I (to) Master Tanaka gave an exhibition ticket

(Amano, 2008: 93)

The above example shows that, if the person receiving is 'I (*watashi*)', then use 'kureru'. But when people give is 'I (*watashi*)', then use 'ageru'. Indonesian In the second verb is considered confusing because it has the basic meaning 'give'. Thus, it seems difficult for Indonesia to use both these verbs correctly without a thorough understanding of their use in Japanese. In situations I and II are known there is an error in the use of particles created by DPJL. The number of errors is not too much, but the data shows that there are still students who have not been able to use the particles well. Particles that one summarized in the table below.

Table 2 Sample Particle Inappropriate Usage by DPJL

Situation	Particle Errors	Example Wrong Particle Usage	The Correct Sentence	Meanin
I	が → を	1) XXX さんは『マイボスマイヒーロー』というDVDが持っていますか (DPJL3)	XXX さんは『マイボスマイヒーロー』というDVDを持っていますか。	Are XXX (name hearer) has a DVD titled "My Boss My Hero"?
I	で → に	2) そのDVDをXXXさんで借りたいです。 (DPJL7)	XXX さんにそのDVDを借りたいです。	I want to borrow a DVD it on XXX (name hearer).
I	に → は	3) XXX さんに『帰ってきた時効警察』というDVDを持っていますね。 (DPJL 9)	XXX さんは『帰ってきた時効警察』というDVDを持っていますね。	Are XXX (name hearer) has a DVD entitled "Kaettekita Jiko Keisatsu"?
I	に → が	4) <u>できれば</u> XXX さんに持っている『1リットルの涙』というDVDを貸していただけますか。 (DPJL15)	できれば XXX さんが持っている『1リットルの涙』というDVDを貸していただけますか。	If it can be XXX (name hearer) lent me a DVD titled "1 Rittoru Namida"?
I	が → を	5) <u>よろしければ</u> 『35歳の高校生』というDVDが貸していただけないでしょうか。 (DPJL16)	よろしければ『35歳の高校生』というDVDを貸していただけないでしょうか。	If you do not mind, can I lend a DVD titled "35 Sai no Kokosei"?
II	に → で	6) 日本語の文法に問題があるので、迷惑でなければ教えてもらえませんか。 (DPJL1)	日本語の文法で問題があるので、迷惑でなければ教えてもらえませんか。	Because I have a problem in Japanese grammar, if not too much trouble can teach me?
II	に → で	7) 私は日本語の文法に分からないことがたくさんあるので、教えていただけませんか。 (DPJL5)	私は日本語の文法で分からないことがたくさんあるので、教えていただけませんか。	Because I do not understand many things about Japanese grammar, will you teach me?
II	に → の	8) 漢字に勉強の仕方や覚える方法を教えてもらいたいので15分でもいいので方法などを教えてもらえないかな。 (DPJL11)	漢字の勉強の仕方や覚える方法を教えてもらいたいので15分でもいいので方法などを教えてもらえないかな。	Because I want to be taught how to learn and remember Kanji, may teach the way though only 15 minutes?
II	は → が	9) 聴解は難しくてなかなか聞きとれなかったので、聴解の内容を掴む方法を教えてもらえませんか。 (DPJL15)	聴解が難しくてなかなか聞きとれなかったので、聴解の内容を掴む方法を教えてもらえませんか。	Because it is difficult to understand and grasp the contents, would teach me how to capture the contents Chokkai (listening)?

The underlined part in blue is nps4 (lighten the load hearer)

In the table below summarized usage errors committed by the choice of words DPJL. Less precise word choice in the example below is closely related to the value of modesty. According to Suzuki (1997), to keep the contents of the conversation should be avoided modesty related to personal area hearer which in Japanese is called the 'kikite no shiteki ryooiki'. Here is an example of the contents of the conversation related to the subjective assessment of the speakers, namely: '(name hearer) is good and beautiful', '(name hearer) is a maniac DVD', and '(name hearer) is clever'. In Table 3 below the phrase associated with subjective ratings to the hearer by two underscores red. According Wahyuningtias (2014) subjective judgments on anything relating to properties / characteristics of the hearer is offensive hearer privacy so as to reduce the value of modesty. Examples of parts that violate modesty in Japanese marked two underscores.

Table 3 Examples of usage options and Kata Kata Auxiliary Verbs Unjustified by DPJL

Situation	Example: Incorrect Usage of Words, Verbs and Auxiliaries	Correct Sentence (Correction by author)
I	1) XXXさんは優しくてきれいですからきっと『1リットルの涙』というDVDを貸してもらえると思います。(DPJL3) Because XXX (name hearer) pretty well and I think would lend DVD titled "1 Rittoru no Namida".	XXXさんは『1リットルの涙』というDVDを持っていたら一週間でも貸してくれないかな。 If XXX has a DVD titled "1 Rittoru no Namida" will lend me for one week only.
I	2) XXXさんはDVDマニアですからたくさんDVDを持っていると思いますね。2枚ぐらいのおもしろい日本のアニメを貸していただけませんか。(DPJL4) Because XXX DVD is a maniac, I think has a lot of DVDs. Will lend me roughly 2 DVDs Japanese anime attractive?	XXXさんは日本アニメについて私よりよく知っていると思いますので、2枚ぐらいのおもしろいのを貸していただけませんか。 I think XXX more knowledgeable than I about Japanese anime. Can I receive a loan of two DVDs which according XXX keeping more interesting?
II	3) XXXさんは日本語の文法が詳しくとても上手であり、教えてくれれば大変ありがたいです。(DPJL7) Because XXX Japanese grammar thorough and very clever, if you want to teach me, I am very grateful.	私は日本語の文法はよく間違いがあるので教えてもらえれば大変ありがたいです。 Because my Japanese grammar is often mistaken, if you want to teach it to me, I would be very grateful.
II	4) XXXさんは漢字のテストでよくいい点を取っているし書き方もきれいで、頭が大変いいと思いますから漢字の勉強を教えてくださいませんか。(DPJL13) XXX in kanji tests often get good grades, and I think it is very clever. Can teach me to learn kanji	XXXさんは漢字のテストでよくいい点を取っているし書き方もきれいで、私よりよくできるので漢字の勉強を教えてくださいませんか。 XXX in kanji tests often get good value and a great way of writing. Because it is more (advanced) than I Will teach me to learn Kanji?
II	5) XXXさんは日本語の文法について上手で詳しいですから1時間ぐらい勉強を教えてくださいませんか。(DPJL15) Because XXX clever and detailed in Japanese grammar, would teach me about 1 hour?	XXXさんは日本語の文法について私よりよくできていると思いますので、短い時間でもかまいませんから教えてくださいませんか。 Because XXX (name hearer), I think more proficient in grammar Japan, would teach me even in the not too distant future?
II	6) 日本語の文法得意 XXXさんはきっと教えてあげるとと思いますね。(DPJL18) XXX which is superior in terms of Japanese grammar, I think definitely want to teach me	私は使い方がよく分かりませんので日本語の文法を教えてくださいませんか。Because I really do not understand how to use it, will you teach me Japanese grammar?

* The underlined with two lines under the red color is a phrase that reduce the value of politeness, while the underlined one is grammatically incorrect.

However, among the underlined expression with two red underline appears that there are examples of sentences that are classified as privacy hearer but the content is not too offensive privacy hearer, because it is related to the objective reality that corresponds to the action hearer such as: '(name partners said) clever and careful' as DPJL7, DPJL13, DPJL 15, and DPJL 18. this expression is related to accomplishment and ability hearer, and based on its content is considered not too violate decency. However, that does not diminish the value of politeness in Japanese, should be avoided and replaced with the phrase relating to self-speakers such as: '~ because I am often mistaken; ~ Because I do not understand how to use'.

DPJL also considered not proficient using nps4 that strategies to reduce the burden of interlocutors as 'issjukan demo (although only one week only)', 'mijikai kikan demo (though only a short time)'. DPJL 15 also considered a bit burdensome hearer, because the study for an hour is not a short time so that such expression should be avoided by the speakers. Of the 20 respondents, only one person is DPJL 11 that uses nps4 namely: '15分でもいいので (Although only 15 minutes, no nothing)'. Another interesting thing is DPJL 18 who wrote 'Kitto oshiete ageru (definitely want to teach me)'. This is part of a positive politeness strategy is pps11 'optimism' (Brown & Levinson 1987). But look at it, there is a tendency to decide unilaterally the decision hearer

is 'definitely want to teach speakers of Japanese grammar'. Although it is not too violate the values of politeness, of course, things like this should be avoided in order to maintain modesty.

In second language acquisition theory, the error is seen as one proof of the developmental stages of language acquisition both. Corder (1978) mentions that mistake as a mistake or error of error performance and distinguish it from the so-called error of competence. The cause of the mistake was not due to a lack of language skills or knowledge of the language system. Mistake that occur can be recognized and corrected by the speakers themselves, and errors are errors that occur systematically and not easily repaired properly by the learners themselves due to lack of language knowledge or competence. Nevertheless, the authors found a mistake in speaking is something natural in the process of acquiring a second language. Learners are expected to learn from mistakes and do not repeat it.

After the error analysis, and then conducted interviews to students who complete a questionnaire for writing e-mail request. Factors that cause errors student (DPJL) are summarized in the table below regarding grammatical errors associated with particles, errors of word choice (diction), and word usage errors auxiliary verb ~ te kureru 'and' ~ te Morau '.

Table 4 Factors Causing Occurrence Writing Error E-mail by DPJL

Factors that cause errors in writing a request email Percentage		%
1	Lack of understanding of the use of particles in a sentence of 40%	40%
2	It is sometimes difficult to distinguish the use of ~ te kureru 'and' ~ te Morau '50%	50%
3	Lack of understanding how to apply to the other person in a polite way so unknowingly using incorrect word choice 30%	30%
4	The influence of the mother tongue is Indonesian so strong that it can not use the Japanese language right in the e-mail request for 20%	20%

Factors causing the fault point no 1) - 4) shows similarities with what is delivered Khansir (2012), namely: error analysis is a type of linguistic analysis that focuses on the errors learners makeup. It consists of a comparison between the errors made in the targeted language and the target language that itself. Error analysis emphasizes the significance of learners' errors in second language. It is important to note here that Interferences from the learner's mother tongue is not only a reason for his committing errors in the target language. The results of this research note that, DPJL can already distinguish the casual use of language diversity (among friends) and polite language (juniors to seniors). This is shown by the selection of the correct words: '*oshiete moraitai*' (fellow) and '*oshiete itadakitai*' (juniors to seniors). As for the influence of native languages and a lack of understanding of the verb relating to the direction, it is still difficult to implement learner verb phrase kureru and Morau in an application in accordance with the conditions it faces. In addition, the concept of Japanese politeness unknown causes students grammatical rules even though it is not considered wrong, but the choice of words used by students based on its contents is considered to reduce the value of modesty. An example is a phrase that contains a compliment considered powerful strategies for DPJL in launching the petition. But according to the rules of Japanese politeness, because it is mostly related to the private sphere hearer, should it be avoided by the speakers. Instead of mentioning the advantages excessively hearer better say the weakness itself as the primary reason for the request. An example is the rectification of DPJL 17, namely: '*私は使い方がよく分かりませんので*' (because of my way of usage is not understood. "This phrase is considered polite because more to do with self-speakers and and do not touch the private sphere hearer.

CONCLUSION

Based on the explanation and examples above it can be concluded that in the phrase '*yari-morai*' there are basic rules that must be understood and observed that students are expected to master and use it well. This error occurs because of the competencies that students do not understand the Japanese system of linguistic studies. The existence of different concepts in Japanese and Indonesian as the verb '*kureru*' and '*Morau*', and the importance of not touching the privacy of interlocutors led to not a few students who make mistakes when writing a sentence in an e-mail. It required a teaching method that is easy to understand the students so that students can distinguish the verb associated with '*yari-morai*' is.

Speak error will often occur when students' understanding of the language system less. Errors can speak long-lasting if not repaired. Expected for Japanese language teachers besides teaching Japanese language rules right, also provide knowledge about the value of politeness in Japanese. If students do not understand the verb denoting the direction of displacement of something, and lack of knowledge about the limits of politeness in Japanese language to appeal, it is feared they will continue to make the same mistake even has entered the intermediate or advanced level. Teachers are expected to make improvements through remedial, exercise, and good practices in the classroom and outside the classroom.

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