Particle Error Analysis: Focusing on the Influence of Indonesian Language

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This study discusses the wrong way of using particles (joshi) in terms of meaning and function and how to use them in Japanese sentences. In the research data from the results of the tests and interviews of this study, it was found that one of the reasons is the influence of Indonesian as a first language learner. When filling in the question by translating, the learners, usually directly interpret it in Indonesian without seeing the function of the particles. Since the use of particles in Japanese sentences is complex, learners cannot interpret directly into Indonesian or other foreign languages and even when simply making a sentence, the learner must know the meaning and function of the particle.

Key words: *particles, joshi, learners.*

Introduction

Language is the most important tool for communication. With language all people in the world can connect, and know each other. People can relate to each other both verbally and through writing. To establish good communication there is also a need for good language knowledge. It is also necessary to have adequate vocabulary mastery and knowledge of correct sentence composition. In language teaching, this is usually discussed in grammar teaching.

When discussing grammar, vocabulary and sentence structure are parts that cannot be separated from the grammar itself which is the same case with teaching Japanese. According to Sudjianto & Dahidi (2004: 15) in Japanese grammar, grammar can be classified into 10 classes of words : *doushi* (verb), *i-keiyoushi* (adjectiva-i), *na-keiyoushi* (na-adjectiva), *meishi* (nouns), *fukushi* (adverb), *rentaishi* (prenomina), *setsuzokushi* (conjunctions), *kandooshi* (interjection), *jodooshi* (auxiliary verbs) and *joshi* (particles). In addition to vocabulary and sentence structure, is *joshi* (particle), as mentioned above joshi belongs to 10 word class groups and the 10 words class groups are broadly divided into two groups, the group words *Jiritsugo* and *fuzokugo*. *Jiritsugo* is a word that can stand alone and can form sentences, while *fuzokugo* is a

word that cannot stand alone and will not have meaning if it is not arranged in other words. In this paper the particles included in the class *fuzokugo* words will be discussed.

Particles in Japanese are important especially in written language, but generally learners feel that studying particles is one of the hardest parts to learning Japanese. The difficulty of particles is due to the fact that the presence of particles in a sentence cannot be translated directly into Indonesian. When translating Japanese into Indonesian the particle must be seen for both its function and meaning, one particle can have various meanings depending on the function, meaning and words that follow it, on the contrary there are also some particles that have the same meaning when translated into Indonesian. For example in the following sentence.

1. クリスマスには友だちにプレゼントをあげる。
   (kurisumasu ni wa tomodachi *ni* purezento o ageru)
   On Christmas, give gifts to friend
2. どろぼうに財布を盗まれたらしい。
   (Dorobou ni saifu o nusumareta rashii)
   It seems like my wallet was stolen by a thief

茅野（2002）

In sentences 1 and 2, the particles used are the same namely "ni" when translated into Indonesian, this particle has a different meaning. This meaning in sentence 1 is *to*, and in sentence 2, *by*

Alternately, the example of the following sentence,

3. 田中社長は午前中は会社にいる。
   (Tanaka shachou wa gozenchuu kaisha *ni* iru)
   The director of Tanaka throughout the morning was at the company
4. これはあのデパートで買った。
   (Kore wa ano depato *de* kata)
   This is bought at the department store.
5. 私の国では車は道の左側を走ります。
   (Watashi no kuni de wa kuruma wa michi no hidarigawa *o* hashirimasu)
   In my country the car runs on the left side of the road.

茅野 (2002)

The three particles に, で and を in sentences 3, 4 and 5, if interpreted in Indonesian have the same meaning namely "di".

When looking at the examples of the sentences above, the use of particles in Japanese sentences is complex, therefore learners often make mistakes when they are faced with a problem that requires use of the right particles, especially when making example sentences when they learn grammar (bunpou) or when writing essays when they learn to compose (sakubun) sentences.

Error Analysis and Particle errors in Japanese

Mistakes when learning a foreign language as a second language are natural things that happen to foreign language learners, From the errors, an analysis can be made so that the location of errors can be identified for improvement, like the opinion of Indihadi (2013) who said that: "Analysis of language errors is one way that can be used to answer the question whether the use of a language is good and correct or not". Regarding language error analysis, Ellis in Tarigan & Tarigan (1990: 68) argues that: "Error analysis is a work procedure that is commonly used by researchers and language teachers, which includes collecting samples, identifying errors contained in samples, explaining those errors, classifying errors based on their causes, and evaluating or evaluating the level of seriousness of those errors."`

Noda et al. (2005) say that "there are some important meanings in errors. The first, we become able to know rules of words that we normally use unconsciously. Second, students can be understand how far and where they make mistakes. Third, for students who make mistakes, being able to check for errors, and also can make conscious repairs to mistakes that have been made. This can be a progress for students' language acquisition." (Noda et al, 2005: 5).

Foreign learners in the Japanese language acquisition process often make various mistakes. Among them are mistakes due to differences in mother tongue (B1) and Japanese (B2), errors due to Japanese language relations and ways of interpreting, errors that have to do with the teaching instructors and others. Based on this, it can be seen that errors other than those caused by limitations of Japanese language skills can also be due to the way the teaching happens. (Ichikawa, 2010: 3; Lynch et al, 2017)

Discussion of Research Analysis

Data was obtained from distribution of research instruments in the form of tests and interviews. Test questions using the 2000 edition of the Japanese Language Proficiency Test were chosen because this research is about analyzing errors in particles with elementary level learners. The test questions used are particle level three and four Japanese language proficiency tests with 30 questions and tests are given to grade 2 students.

Data that has been obtained through tests which were then processed, analyzed and interpreted through several steps such as the following:
1. Check wrong and correct answers
2. Sum each wrong and correct answer
3. Calculate the frequency and percentage of wrong answers made by students with the formula:

$$P = \frac{f}{x} \times 100$$

P = Percentage

f = Frequency

x = total of respondents

4. Make misuse of particles in order
5. Interpretation and analyze each problem

The interpretation and analysis of the problem is carried out based on the theory explained in "Theoretical Discussion".

After testing, interviews were conducted to analyze the study in depth. The interviews were free interviews. This is a method by Riduwan (2008: 102) "Interview is a method of collecting data to obtain information directly from the source". Also, the interviews are classified into teaching interview free interviews and teaching free interviews.

Research Results

In Japanese, particles cannot be separated into Japanese sentences. Learners are often at a loss as their function and use are complex. This study was conducted based on that reality.

１）きのうここにだれ＿＿＿来ましたか。（が）

1．は　　　　　2．に　　　　　3．が　　　　　4．を

The correct answer to this sentence is "が", which is used when the subject is a questioning word. For this problem 92.31% answered correctly and because misuse is infrequent, subjects think that they understand how to use "が" in sentences as above

２）わたしは山田さん＿＿＿ここで待ちます。（を）

1．が　　　　　2．を　　　　　3．で　　　　　4．に

The correct answer to this sentence is "を" which indicates the purpose of the action. 69.23% of subjects chose the wrong answer to this question. Two (15.38%) subjects answered "が", and the remaining 15.38% answered "を".

The cause of misuse seems to be that the respondents misunderstood the position of the target and the place.

３）一日＿＿＿２回、はをみがきます。（に）

1．に　　　　　2．で　　　　　3．と　　　　　4．の

The correct answer to this sentence is "に" which indicates how often or how often the action is performed.　84.60% answered this question correctly, and the remaining choose 「で」 and 「と」 There are 7.69% each.

Because the frequency of misuse chosen by the subject for this problem is low it can be said that it is understand how to use "に" in this sentence.

４）テーブルの上にみかん＿＿＿りんごがあります。（や)
1．が　　　　　　2．も　　　　　　3．を　　　　　　4．や

The correct answer to this sentence is "や", which is used when arranging things of the same kind. The answers for the subjects in this question varied. The correct answer is 53.82%, and the incorrect answer is "も"23.07%, Two people (15.38%) chose "を", and one person (7.7%) chose "が".
If you look at the percentage, the subject understands the problem.

５）母＿＿＿だいどころにいます。（は)
1．に　　　　　　2．を　　　　　　3．は　　　　　　4、で

The correct answer to this sentence is "は" used to describe information about the subject. The subjects answered roughly 84.62% correctly, and the rest answered "に" and "で". The proportion is 7.69% each. Subjects who answered correctly were more likely than subjects who chose the wrong answer.

６）そのことをだれ＿＿＿聞きましたか。（に)
1．で　　　　　　2．を　　　　　　3．は　　　　　　4．に

The correct answer of this sentence is "に", which indicates the origin of action / action and becomes 'dari' or 'kepada' in Indonesian. The correct answer to this question is 84.62%, the incorrect answer is that the percentages are the same (7.69% each).

In this problem, frequency of misuse of the subject is low, so it is considered to be understood.

７）そうじをしました。せんたく＿＿＿おわりました。（も)
1．の　　　　　　2．に　　　　　　3．も　　　　　　4．と

The correct answer to this sentence is "も" use the same way of arranging similar things. 69.23% of the subjects answered correctly, and the rest (30.7%) answered "に" and because percentage of correct answers is higher than percentage of incorrect answers, it can be said that the frequency of misuse of subjects is low. Subject is considered to be understood.

８）田中さん＿＿＿おととい会いました。（には)
1．には　　　　　2．では　　　　　3．へは　　　　　4．のは

The correct answer to this sentence is "に and the "は" in front of the particle is used to select the subject noun. 46.15% of subjects answered correctly, 38.46% of those who answered "の

は", and , 15.38% answered "では". Since 50% or less subjects answered correctly, half of the subjects are considered to understand "は" in front of particles such as "で", "に", etc.

９）そのかばん＿＿＿きのう買いました。（は）

1．は   2．の   3．に   4．が

The correct answer to this sentence is "は" when explaining what the subject is like. 69.23% of subjects answered this question correctly and the rest, 30.77% answered "が". Most subjects answered correctly, so the frequency of misuse of this problem is low.

１０）だれ＿＿＿、山川さんの電話番号を教えてください。（か）

1．か   2．が   3．は   4．に

The correct answer to this sentence is "か" that represents an unclear idea or reason. 46.15% of subjects answered this question correctly, 30.77% of the respondents who answered "が", the rest, 23.07% answered "に".

Correct answers have a higher percentage than incorrect answers. An incorrect answer has almost the same frequency.

１１）ゆうびんきょくは、レストランの右です＿＿＿、左です＿＿＿＿。（か）、（か）

1．ね/ね   2．が/が   3．か/か   4．よ/よ

The correct answer to this sentence is "か, か". Most of the subjects (92.31%) answered correctly. Only one subject (7.69%) chose the wrong answer and because the frequency of misuse is low, it can be said that almost all the subjects understood.

１２）火曜日＿＿＿きょうまでテストがありました。（から）

1．だけ   2．から   3．は   4．に

The correct answer to this sentence is "から" which indicates the place and time at which the action or action starts. All the subjects answered correctly for this question and it is thought that they understand the function and usage of "から" in this sentence (Saudi et al., 2019).

１３）わたしの家族は、全部＿＿＿8人です。（で）

1．が   2．の   3．を   4．で

The correct answer to this sentence is "で" representing the subject of the action. There were 46.15% of subjects who answered incorrectly as follows: the incorrect answer is 30.77% answered "が", 15.38% answered "の" then, 7.69% answered "を". As the subjects who

answered correctly and those who made a mistake have almost the same total, it can be said that the frequency of misuse is not very high in this problem.

１４）じてんしゃ＿＿＿のって、買い物に行きました。（に）

1．に　　　　　　　2．で　　　　　　　3．を　　　　　　　4．が

The correct answer to this sentence is "に" when entering from a large place to a narrow place. The incorrect answer is 46.15%, , 38.46% answered "で", 15.38% answered "を" and because the correct answer is more than the incorrect answer, it is considered that the subjects understood how to use the word "に" in this sentence.

１５）雨＿＿＿川の水がきたなくなりました。（で）

1．は　　　　　　　2．で　　　　　　　3．の　　　　　　　4．に

The correct answer to this sentence is "で" which indicates cause / reason. There are many subjects who made a mistake. 46.15% of the respondents answered "は" and "に" respectively, and only 7.69% answered correctly. If we look at the percentage, because this problem is very often abused, subjects are considered to have not yet understood the function and meaning of "で" in this sentence.

１６）３時間＿＿＿歩いたので、のどがかわきました。（も）

1．も　　　　　　　2．と　　　　　　　3．に　　　　　　　4．を

The correct answer to this sentence is "も", which represents a number / quantity limit. The percentage of wrong responses by subjects (76.92%) is high. Only 23.07% answered correctly and because the proportion of correct answers is low, the subject does not understand the function and meaning of the particle "も" in this sentence.

１７）おばあさんが元気だ＿＿＿いいんだけどね。（と）

1．で　　　　　　　2．か　　　　　　　3．が　　　　　　　4．と

The correct answer to this sentence is the "と" which represents the content of an idea or observation. There were 69.23% of subjects who answered correctly, The answer is "が" 23.07%, the answer is "か" 7.69%.

As the frequency of misuse is low, it is considered that the test subjects almost fully understand the function of the particle "と" in this problem (Sinaga et al., 2019).

１８）このピアノはへんな音＿＿＿します。（が）

1．が　　　　　　　2．に　　　　　　　3．を　　　　　　　4．で

The correct answer to this sentence is "が", which is used when attached to a special verb (perceptual verb).   69.23% of subjects answered this question correctly. 15.38% answered "に" and 7.69% the answer "を" and "で" and as the frequency of misuse is not high, the subject is able to understand the function of this problem.

１９）顔色が悪いけど　どうした＿＿。（の）

1．の 　　　　2．な 　　　　3．かい 　　　　4．だい

The correct answer to this sentence is the "の" that comes to the end of the sentence. The subject knows the function and usage of the "の" in this sentence. The subjects answered almost 100% correctly with only 7.96% incorrect answers.

２０）そんなきたない服、着る＿＿。（なよ）

1．だよ 　　　　2．なよ 　　　　3．だか 　　　　4．ないか

The correct answer to this sentence is "Nayo" which represents a ban and 69.23% answered correctly and 30.77% incorrectly and all of chose "だよ".

There were more correct answers than incorrect ones. Misuse frequency is low.

２１）新しいカメラを買わないで、わたしのを使えばよかった＿＿＿＿。（のに）

1．まで 　　　　2．でも 　　　　3．のに 　　　　4．だけ

The correct answer to this sentence is "のに" in English it means "although" which expresses dissatisfaction about the end of the sentence. 69.23% of the subjects who correctly answered this question selected "だけ" for the incorrect answer (23.07%) and 7.69% selected "まで". Misuse frequency is low.

２２）とてもかんたんな料理だから、３分＿＿＿できますよ。（で）

1．に 　　　　2．で 　　　　3．ほど 　　　　4．ぐらい

The correct answer for this sentence is "で" which represents the range. The correct answer was 53.84%, the rest was "ぐらい" 38.4%, and "ほど" 7.69%.

The correct answer is almost the same as the incorrect one. 50 % to each other.

２３）もうおそい＿＿＿、つかれたから。まっすぐうちに帰ろう。（し）

1．と 　　　　2．し 　　　　3．が 　　　　4．で

The correct answer to this sentence is "し". This particle is used to explain one or more reasons 61.54% of the subjects answered correctly, 23.07% chose "で" and 15.38% answered "が".

It can be said that the frequency of misuse of this problem is not very high.

２４）わたしはできませんが、むすこ＿＿＿やらせてみましょう。（に）
1．を　　　　　2．が　　　　　3．に　　　　　4．で

The correct answer to this sentence is "に" to represent the passive or causative object. Only 15.38% answered correctly and the 84.62% of incorrect answers selected "を", as such, misuse of this problem is frequent.

２５）バイオリン＿＿＿ギター＿＿＿どちらがやさしいですか。（と）、（と）
1．や/や　　　　2．と/と　　　　3．が/が　　　　4．も/も

The correct answer of this sentence represents the object of comparison. Everyone answered this question correctly.

２６）その道＿＿＿右へ行くと、駅があります。（を）
1．で　　　　　2．へ　　　　　3．に　　　　　4．を

The correct answer to this sentence is "を" which represents where the move takes place. 69.23% of subjects answered correctly, The incorrect answer is 15.38% and subjects chose "で" and "に".

Misuse of this problem is infrequent.

２７）朝早くさんぽするの＿＿＿すきなんです。（が）
1．に　　　　　2．で　　　　　3．が　　　　　4．を

The correct answer to this sentence is "が" used as the target word (hope, possible, emotion, ability). 76.92% of subjects answered correctly and 15.38% selected the incorrect answer and of those chose 7.69% "を" and the rest chose "で". Since the frequency of misuse in this problem is low, the subject is considered to be generally understood.

２８）きっぷをどこで買う＿＿＿教えてください。（か）
1．と　　　　　2．も　　　　　3．を　　　　　4．か

The correct answer of this sentence is "か" which indicates something unclear about the question. 84.62% of subjects answered this question correctly. 7.69% answered "と" and "を". Misuse frequency is low.

２９）ちょっと見る＿＿＿かんたんそうだけれども本当はむずかしい。（と）
1．と　　　　　2．ば　　　　　3．が　　　　　4．は

The correct answer of this sentence is "と" which represents the condition of the hypothesis. 69.23% of subjects answered correctly, 15.38% choose "が", the incorrect answer of which 7.69% chose "ば" and "は". This problem is less frequently misused.

３０）「もしもし。みちこさん、いらっしゃいますか。」
「みちこですか。みちこ＿＿＿出かけましたけれど。」（なら）
1．が　　　　　　2．を　　　　　　3．でも　　　　　4．なら

The correct answer to this sentence is "なら" to give information to the topic that the other person speaks. The correct answer was 53.85% and the incorrect answer 46.15%. As the functions of "なら" and "が" in this problem may be almost the same, the subject chooses only two particles nda the percentages are almost the same.

After the test, subjects were interviewed directly one by one. The results of the interview are as follows.

Test and Interview Results Data Table

No	Correct Answer (%)	Reason	Wrong Answer (%)	Reason
1	92.31	-I think 「が」 is the most suitable answer -because（来る）is intransitive verb、so the most suitable answer is 「が」.	7.69	I felt it was not very accurate 。
2	15.38	Because the verb is （待つ）, so choose 「を」 foe the answer	84.62	I thought it meant to say 'ke' in Indonesian, I choose 「に」
3	84.52	because if it is translated into Indonesian it means one day, so I choose 「に」	15.38	I don't understand
4	53.85	-I choose 「や」 because in Indonesian is mean *dan* (and). - Because there was no "to" in the option, I answered "Ya."	46.15	-I chose "も" because there are two nouns -I don't really understand the problem

5	84.62	Because mother is the subject	15.38	All the students interviewed answered correctly, so there was no reason
6	84.62	This is because "に" in this sentence means "dari" in Indonesian.	15.38	I don't understand
7	69.23	The appropriate answer to this sentence is "も".	30.77	I do not understand the meaning of the sentence
8	46.15	If the particle is not "と", for 「会う」 is surely "に".	53.85	-I did not know because there was a "は". -Not accurate
9	69.23	As the bag is the subject, the appropriate answer is "は".	30.77	The choice of "が" is because it affects the comma
10	46.15	the most suitable answer for this sentence is only 「か」。	53.85	I do not understand
11	92.31	Words that express doubts for to state choices	7.69	All the students interviewed answered correctly, so no reason.
12	100	Because I saw 「まで」.	0	—
13	46.15	This sentence represents all the sums.	53.85	There are eight people who choose 「が」 and the other answered don't understand.
14	46.15	The particle used for "のる" is usually "に"	53.85	- Because bicycles are tools, I thought the particle "de". - Not accurate
15	7.69	I felt that the proper particle for this sentence was "で".	92.31	-I thought the subject was 「雨」。 -I did not know -I did not know that "で" was the reason. -Wrong to translate
16	53.85	We know the existence of 「も」 that represents the degree..。	46.15	I thought that the particle 「に」 would come after the ordinary time.

17	38.46	-Because there is 「だ」 after 「いい」、In the meantime there is usually a 「と」.	61.54	I did not know
18	69.23	Use 「が」 to represent the sound	30.77	I do not understand this sentence
19	92.31	-For questions, there is 「の」 other than 「か」. -I have heard such a sentence.	7.69	I did not understand 「の」 to use for interrogative words.
20	69.23	Because 「な」 is for showing prohibition.	30.77	Because "da" is at the end of the ordinary sentence、I choose 「だ」
21	69.23	From all the options, usually only 「のに」 at the end of the sentence	30.77	I don't understand for this sentence
22	53.85	「で」 is used to represent the amount of time.	46.15	「ぐらい」 usually put it after the number sentence.
23	61.54	-「し」 is the most appropriate option for this sentence.	38.46	-I think it's a conjunction. -I do not know about particle 「し」
24	15.38	because 「やらせて」 is causative from transitive verb, so the answered is 「に」	84.52	-I did not see the transformation of 「やる」. -I don't understand -Because 「やる」 is a transitive verb, I chose the particle 「を」
25	100	There are two nouns、Because there is 「どちら」、the answer choose 「と」	0	一
26	69.23	「を」 is also used for passing	30.77	-Because there is a place、choose 「で」. -Usually, 「に」 use to indicate a place. -Because I thought translated in Indonesian, the meaning is '*di*', choose for the answered is 「で」

27	76.92	Because there is "suki" at the end of the sentence	23.07	I do not know this 「の」 yet
28	84.62	Because there is 「どこ」、the answered is「か」.	15.38	-I felt it was not very accurate -Because I thought to express the condition、the answered is「と」.
29	69.23	Because representing the condition, and the verb is in dictionary form, I choose 「と」	30.77	I choose 「は」 because I thought 「みる」 as the subject, so I choose「は」
30	53.85	Because the three options do not fit , the correct answered is 「なら」.	46.15	Because I thought it was .for the sake of clarity, I choose 「が」.

After tabulating the frequency and percentage of wrong answers from the test and interview results, the cause of misuse of particle was determined.

The causes of misuse caused by the influence of the Indonesian language are problems 2, 8, 13, 14, 15, 24, and 26. The explanation of each misuse is as follows

2）わたしは山田 さん（　　）ここで待ちます。
　1．が　　　　2．を　　　　　3．で　　　　　4．に

The correct answer to this question is "を", Only 15.38% of subjects answered correctly, Roughly, 69.23% of subjects chose "に"、, the remaining 15.38% selected "が". The cause of high misuse of this sentence is that the subject's mindset is influenced by the Indonesian sentence pattern. Mr. Yamada points to the target object in Indonesian sentence patterns. So, the subject selected roughly "に".

8）田中さん＿＿＿おととい会いました。
1．には　　　　2．では　　　　3．へは　　　　4．のは

The correct answer to this question is "には". 46.15% of subjects answered correctly, 15.38% of subjects chose "では"、38.46% chose "のは".
The subject who answered "では" said, "では" In the case of 'in the same way as with＿＿＿ （～といっしょに）.

If this subject is translated in Indonesian, It may be thought that the particle "では" is the meaning to say all "*dengan*" (with-)   In addition, the subject who answered "のは" Because there is a particle" は " it became unclear.

13）わたしの家族は、全部＿＿＿８人です。
　 1．が　　　 2．の　　　 3．を　　　 4．で

The correct answer to this question is "で". 46.15% of subjects answered correctly、30.77% of subjects chose "が"、15.38% choose "の"、The rest of 7.69% chose "を". From the results of the interview, the subjects who chose "が" considered that "が" in the sentence represents the existence of things．If translated, the sentence in Indonesian, means (*Keluarga saya ada 8 orang*) in English My family has 8 people. '*Ada*' is represented " が "but in this sentence the correct answered was not " が "

14）じてんしゃ＿＿＿のって、買い物に行きました。
1．に　　　 2．で　　　 3．を　　　 4．が

The correct answer to this question is "に"The subjects who answered "に" and "で" have almost the same percentage.   46.15% of subjects who chose "に", 38.46% selected "で".
The reason for the subject who chose "で" was considered to be a bicycle as a tool to useIn addition, both "に" and "で" are translated into the meaning of "*dengan*" in Indonesian, but this sentence does not contain the particle "で".

15）雨＿＿＿川の水がきたなくなりました。
1．は　　　 2．で　　　 3．の　　　 4．に
The correct answer to this question is "で". Only 7.69% of the subjects answered correctly, so it can be said that the rate of misuse is very high. The subjects who selected the wrong answer, selected "は" and "に" as an answer. 46.15% each answered "は" and "に".

The subject who answered "は" said "I saw 'rain' as the subject". The subject who answered "に" said that the meaning of "に" is '*oleh*' in Indonesian (*air sungai jadi kotor oleh hujan*), in English means "the river water gets dirty by the rain" but this sentence does not fall under "に".

24）わたしはできませんが、むすこ＿＿＿やらせてみましょう。
1．を 2．が　　 3．に　　　 4．で

The correct answer to this question is "に"Only 15.38% of subjects answered correctly and the remaining 84.62% answered "を" which is because the subject considered the verb "やる" as a transitive verb and hence、they chose the particle.
"を". Other subjects said that sentences (transitive verbs) that require an object always use the particle "を". Indonesian grammar has a prefix 'me' as a characteristic of transitive verbs and always needs an object. The subject is represented by the particle "を". "やる" is '*melakukan*'in Indonesian or "to do" in English.

26）その道＿＿右へ行くと、駅があります。
1．で　　　　2．へ　　　　3．に　　　　4．を

The correct answer to this question is "を". In fact, although the subjects answered this problem mostly (69.23%) correctly, there is an interesting reason posed regarding the subject's incorrect answer. The subjects who chose "で" and "に" as an answer are 15.38% each. The choice for the subject who chose "で" is because he has a place and that the subject who chose "に" usually uses "に" to represent the place. Another subject thought that the meaning would be '*di*' when translated in Indonesian so he chose "で".

Conclusion

Based on the results of the study, some causes of misuse by the learner were found. From the 30 questions given to the learner, one of the causes of misuse was found to be the influence of Indonesian as a native language. And after interviews were conducted, the cause was clear. Among misuses, the particle "で" that represents the cause and reason was the most frequent. The second most common was the particle "を" that represents the purpose of the action and the particle "に" that represents the subject of the passive and the executor.

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