



## Error Analysis of Using Combined Directional Complementary Words "下来", "下去" and "起来" in Students of The Chinese Language Education Study Program of Widya Kartika University Surabaya

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### ABSTRACT

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In learning Chinese, students are inseparable from language errors. Learners often encounter errors in the yufa type of complementary word (补语bǔyǔ). The word complement itself is divided into simple complementary and combined words. Researchers found that many students of the Chinese Language Education Study Program of Widya Kartika University Surabaya had difficulty in understanding the use of the combined directional complementary words "下来", "下去" and "起来". Therefore, the researcher analyzed the incorrect use of the combined directional complementary words "下来", "下去" and "起来" in students of the Chinese Language Education Study Program at Widya Kartika University Surabaya to find out the types and percentages of mistakes made and the factors that influence the occurrence of mistakes. The methods used in this study are qualitative and quantitative research methods. The conclusion of this study is that quite a lot of students of the Chinese Language Education Study Program of Widya Kartika University have done a lot and the type of mistakes made are mixed mistakes. Mistakes occur due to lack of understanding of theory, the influence of the mother tongue, namely Indonesian and teaching materials used.

### KEYWORDS:

Combined Direction Complementary Words, Error Analysis, Factors Influencing the Occurrence of Errors

### I. INTRODUCTION

Language is a means of communication both verbally and nonverbally. In this era of globalization, people recognize the existence of foreign languages. A universal language is a staple language that is used in almost all parts of the world to communicate. People are also increasingly aware of the importance of learning universal languages, one of which is Chinese. Mandarin is the second most widely spoken universal language after English. The language, which originated from China, is widely spoken by Indonesian people, especially ethnic Chinese descendants. The ability to be able to speak a foreign language is used as a preparation to improve competence when entering the world of work.

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This awareness of the importance of Chinese that has prompted some educational institutions to start incorporating Chinese into the subject matter, be it compulsory or extracurricular subjects. In fact, there are already schools that in the teaching process use three languages, namely Indonesian, English and Chinese. Currently, Chinese lessons have begun to be taught to children, starting from Kindergarten, Elementary School, Junior High School, High School to College. One of the universities that has a Chinese Language Study Program is Widya Kartika University Surabaya.

But in learning Chinese, learners are inseparable from language errors. Language errors that occur or are made by students in a teaching and learning process imply that the purpose of language teaching has not been achieved optimally. The higher the quantity of language errors, the less the goal of language teaching is achieved. Language mistakes made by students must be reduced to the maximum extent, and even tried to be eliminated altogether.

Error analysis is a process that is based on the analysis of the mistakes of people who are learning with objects, namely language that has been targeted. The targeted

language can be in the form of a mother tongue or a foreign language. Fault analysis can be very useful as a tool in the early days and as long as levels of variation of the target teaching program are implemented.

Chinese learners often encounter errors in yufa. Yufa is a grammar in Chinese that is used as a rule in composing a sentence. In yufa itself there are types in the sentence passage such as, subject (主语 *zhǔyǔ*); predicate (谓语 *wèiyǔ*); object (宾语 *bīnyǔ*); attribute/possession (定语 *dìngyǔ*); a verb denoting the meaning of time and location, a form that expresses certainty (状语 *zhuàngyǔ*) and complement (补语 *bǔyǔ*). Of the five types of grammar that often make Chinese learners experience errors lies in the complementary part (补语 *bǔyǔ*) especially in the process of learning the complementary word direction. In addition to the word complementary direction denotes a verb, in its use there are several directional complementary words, especially in the combined directional complementary word which has other meanings. The author found that many Indonesian students, especially students of the Chinese Language Education Study Program at Widya Kartika University, Surabaya, had difficulty in understanding the use of the combined directional complementary words "下来", "下去" and "起来" thus causing errors in their use.

Previous research conducted by Muharto (2015) prioritized simple directional complementary words. The study inspired the authors to conduct research on the combined directional complementary word. Research on the topic of directional complementary words has also been carried out by Fauziah (2015). The similarity with the author's thesis is that it equally animates the error of the combined directional complementary word. The difference lies in the focus that will be discussed by the author. In this study, the author only wants to focus on the incorrect use of "下来", "下去" and "起来".

From the background that has been described above, the author is interested in choosing the title "Error Analysis of Using Combined Directional Complementary Word "下来", "下去" and "起来" in Students of the Chinese Language Education Study Program of Widya Kartika University Surabaya". The author conducted a study to find out the types and percentages of errors as well as factors that influence the mistakes of students of the Chinese Language Education Study Program at Widya Kartika University Surabaya in the use of the combined directional complementary words "下来", "下去" and "起来".

## II. PROBLEM FORMULATION

Based on the discussion above, several problems can be formulated, namely as follows:

1. What are the types of errors in the use combined directional complementary words "下来", "下去" and "起来" in students of the Chinese Language Education Study Program of Widya Kartika University Surabaya?
2. What are the factors that influence the use of complementary words in the combined directional complementary words "下来", "下去" and "起来" in students of the Chinese Language Education Study Program of Widya Kartika University Surabaya?

## III. RESEARCH PURPOSES

The objectives of this study are as follows:

1. To find out the type and percentage of misusing of the combined directional complementary words "下来", "下去" and "起来" in students of the Chinese Language Education Study Program of Widya Kartika University Surabaya.
2. To find out the factors that influence the incorrect use of the combined directional complementary words "下来", "下去" and "起来" in students of the Chinese Language Education Study Program of Widya Kartika University Surabaya.

## IV. RESEARCH METHODS

### A. Data Collection

Data collection based on the technique has 3 types, namely interviews, questionnaires and observations (Sugiyono, 2009). Interviews are used as a data collection technique to find problems to be researched and know things from more in-depth respondents. Interviews can be conducted in a structured and unstructured manner. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer. Observation is a data collection technique by observing directly or indirectly about the things observed and recording them on the observation tool (form) (Sanjaya, 2015).

In this study, researchers used two techniques, namely unstructured interviews and questionnaires. Questionnaire to find out the type of class of use of the combined directional complementary words "下来", "下去" and "起来". Interviews to find out what factors students usually arise/experience in the use of the combined directional complementary words "下来", "下去" and "起来".

### B. Data Analysis

In the process of data analysis, the authors present the errors made by the research sample in the form of a table, where in this table describes the types of errors and the percentage of errors. To find out the percentage of mistakes made by the study sample, the author uses the formula:

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$$\frac{\text{Number of respondents who made a mistake}}{\text{Total respondents}} \times 100\%$$

The results of the percentage of errors will be presented by the researcher in the form of diagrams and analyze them. The results of the interview in the form of factors that arise/experience students experience in the use of the combined directional complementary words "下来", "下去" and "起来" will be presented in the form of a discriminatory analysis.

**V. RESULTS AND DISCUSSION**

**A. Misappropriation of "下来", "下去" and "起来"**

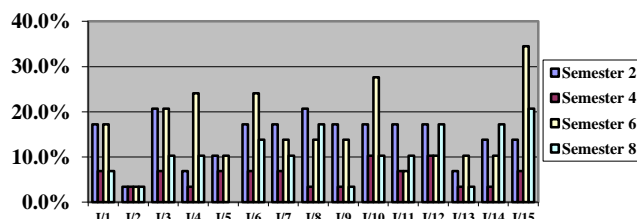
Below will be explained the percentage of misconceptions and the use of "下来", "下去" and "起来" carried out by students of the Chinese Language Education Study Program of Widya Kartika University Surabaya.

**III-A. Percentage of Usage Errors "下来", "下去" and "起"**

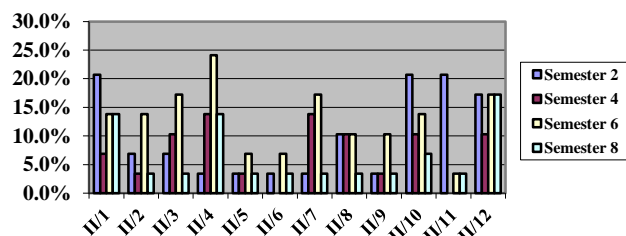
Q N	Semester 2		Semester 4		Semester 6		Semester 8		T E	T P
	N E	P	N E	P	N E	P	N E	P		
I/1	5	17,2 %	2	6,9 %	5	17,2 %	2	6,9 %	14	48,3 %
I/2	1	3,4 %	1	3,4 %	1	3,4 %	1	3,4 %	4	13,8 %
I/3	6	20,7 %	2	6,9 %	6	20,7 %	3	10,3 %	17	58,6 %
I/4	2	6,9 %	1	3,4 %	7	24,1 %	3	10,3 %	13	44,8 %
I/5	3	10,3 %	2	6,9 %	3	10,3 %	-	-	8	27,6 %
I/6	5	17,2 %	2	6,9 %	7	24,1 %	4	13,8 %	18	62,1 %
I/7	5	17,2 %	2	6,9 %	4	13,8 %	3	10,3 %	14	48,3 %
I/8	6	20,7 %	1	3,4 %	4	13,8 %	5	17,2 %	16	55,2 %
I/9	5	17,2 %	1	3,4 %	4	13,8 %	1	3,4 %	11	37,9 %
I/10	5	17,2 %	3	10,3 %	8	27,6 %	3	10,3 %	19	65,5 %
I/11	5	17,2 %	2	6,9 %	2	6,9 %	3	10,3 %	12	41,4 %
I/12	5	17,2 %	3	10,3 %	3	10,3 %	2	6,9 %	13	44,8 %
I/13	2	6,9 %	1	3,4 %	3	10,3 %	1	3,4 %	7	24,1 %
I/14	4	13,8 %	1	3,4 %	3	10,3 %	5	17,2 %	13	44,8 %
I/15	4	13,8 %	2	6,9 %	10	34,5 %	6	20,7 %	22	75,9 %

II/1	6	20,7 %	2	6,9 %	4	13,8 %	4	13,8 %	16	55,2 %
II/2	2	6,9 %	1	3,4 %	4	13,8 %	1	3,4 %	8	27,6 %
II/3	2	6,9 %	3	10,3 %	5	17,2 %	1	3,4 %	11	37,9 %
II/4	1	3,4 %	4	13,8 %	7	24,1 %	4	13,8 %	16	55,2 %
II/5	1	3,4 %	1	3,4 %	2	6,9 %	1	3,4 %	5	17,2 %
II/6	1	3,4 %	-	-	2	6,9 %	1	3,4 %	4	13,8 %
II/7	1	3,4 %	4	13,8 %	5	17,2 %	1	3,4 %	11	37,9 %
II/8	3	10,3 %	3	10,3 %	3	10,3 %	1	3,4 %	10	34,5 %
II/9	1	3,4 %	1	3,4 %	3	10,3 %	1	3,4 %	6	20,7 %
II/10	6	20,7 %	3	10,3 %	4	13,8 %	2	6,9 %	15	51,7 %
II/11	6	20,7 %	-	-	1	3,4 %	1	3,4 %	8	27,6 %
II/12	5	17,2 %	3	10,3 %	5	17,2 %	5	17,2 %	18	62,1 %

Information:  
 QN: Question Number  
 NE: Number of Errors  
 P: Percentage  
 TE: Total Errors  
 TP: Total Percentage



**Fig.1 Percentage of Usage Errors "下来", "下去" and "起来" in Roman I**



**Fig.2 Percentage of Usage Errors "下来", "下去" and "起来" in Roman II**

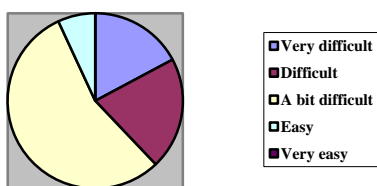
From the table and graph above, we can find out that of the 29 students of the Chinese Language Education Study

Program at Widya Kartika University Surabaya, they made the most mistakes on the I/15 number, namely with a percentage of errors of 75.9% and the fewest students made mistakes in numbers I/2 and number II/6 with a percentage of errors of 13.8%, respectively.

**B. Interview Results**

**III-B. Percentage of Interview Results**

	Very difficult	Difficult	A bit difficult	Easy	Very easy
Total	5	6	16	2	-
Percentage	17,2%	20,7%	55,2%	6,9%	-



**Fig.3 Percentage of Interview Results**

To find out whether students of the Chinese Language Education Study Program of Widya Kartika University Surabaya have difficulty in learning the combined directional complementary words "下来", "下去" and "起来", the author also conducted an indirect interview with the respondents. In the interview the author asks "Do you think the word directional complement 下来, 下去 and 起来 is difficult or easy? If it is difficult, what difficulties do you experience when learning 下来, 下去 and 起来? If it is easy, what method do you use so that you can easily understand 下来, 下去 and 起来?". The results of this interview can be seen in the table above, where as many as 17.2% of students answered very difficult, 20.7% of students answered difficult, 55.2% of students answered a bit difficult, 6.9% of students answered easily, and none of students answered very easily. So it can be concluded that students of the Chinese Language Education Study Program of Widya Kartika University Surabaya still have difficulty in understanding the combined directional complementary words "下来", "下去" and "起来". Most of the students answered difficult because it was difficult to distinguish the use of these three combined directional complementary words in a sentence, while students who answered were easy because they learned a lot and practiced and actively asked the teacher.

**C. Factors Affecting the Occurrence of Incorrect Use of "下来", "下去" and "起来"**

From the results of the interview above, it can be concluded that students of the Chinese Language Education

Study Program at Widya Kartika University Surabaya still have difficulty in learning the combined direction complementary word material "下来", "下去" and "起来". Below the author will discuss more regarding the factors that influence the misappropriation of "下来", "下去" and "起来".

**1. Lack of Theory Understanding**

The lack of theory understanding is the main cause of students making mistakes in the use of the combined directional complementary words "下来", "下去" and "起来". Through this research, the authors found that there are still quite a lot of college students who have not fully understood every meaning of the combined directional complementary words "下来", "下去" and "起来". This can be seen when these three words are applied in a sentence. Students are still confused to choose from these three complementary words which is the right one to complete the sentence that has been provided.

**2. The Influence of Indonesian as a Mother Language**

In learning a foreign language, surely we as learners are often affected by the language we use daily. Sometimes in learning we often translate the available sentences word for word into the language we use daily, this is what causes errors. Especially in the combined directional complementary words "下来", "下去" and "起来", we cannot necessarily just translate the existing sentence so that we understand the meaning of the problem but we must also know the use of each word of the combined direction complement.

**3. Teaching Materials Used**

Teaching materials are another factor that influences the misappropriation of the combined directional complementary words "下来", "下去" and "起来". During the process of learning the combined directional complementary words "下来", "下去" and "起来", the lecturer or teacher only sticks to the practice questions in the textbook. This causes students' abilities to not be able to develop properly, because with more practice, the more it will be seen how students' abilities in mastering the combined directional complementary word material "下来", "下去" and "起来" and further strengthen students' understanding of the combined directional complementary words "下来", "下去" and "起来".

**VI. CONCLUSION**

Based on the analysis of the errors of the combined directional complementary words "下来", "下去" and "起来" in the students of the Chinese Language Education Study Program of Widya Kartika University Surabaya that the author has done, it can be concluded that the type of error in the use of the combined directional complementary words "下来", "下去" and "起来" in the students of the Chinese

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Language Education Study Program of Widya Kartika University Surabaya is a mistaken error. From the results of this study, it can be seen that the factors that influence the incorrect use of the combined directional complementary words "下来", "下去" and "起来" in students of the Chinese Language Education Study Program of Widya Kartika University Surabaya are the lack of understanding of the theory, the influence of the mother language and teaching materials used. Meanwhile, from the results of the questionnaire, it can be concluded that there are still many students who make mistakes in the use of the combined directional complementary words "下来", "下去" and "起来".

### VI. ACKNOWLEDGMENTS

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