

**CONTRASTIVE ANALYSIS OF TENSES BETWEEN
ENGLISH AND JAPANESE**

A Paper

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KONTRASTIF ANALISIS DARI KALA ANTARA BAHASA INGGRIS DAN BAHASA JEPANG

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan aspek dalam penelitian yang berjudul kontradistik analisis dari kala antara bahasa Inggris dan bahasa Jepang. Tujuan dari penelitian ini untuk menemukan keterangan waktu dalam sebuah kalimat (kala) dan fungsinya dalam struktur kalimat di dalam dua bahasa tersebut. Penelitian dilakukan pada bulan Maret sampai dengan Juni 2016 dengan mengambil data dari 36 percakapan dalam dua bahasa yaitu bahasa Inggris dan bahasa Jepang dalam buku percakapan 3in1 Cepat Lancar Percakapan Pariwisata Sehari – hari Bahasa Jepang – Inggris – Indonesia karya Ucu Fadhillah yang di terbitkan oleh PT. Tangga Pustaka pada tahun 2012. Metode yang di gunakan adalah metode kualitatif dengan menemukan dan menganalisis kalimat secara sistematis sesuai dengan proses penelitian. Penelitian ini menemukan persamaan dan perbedaan antara bahasa Inggris dan bahasa Jepang. Posisi subjek dan pengaruh keterangan waktu terhadap kata kerja adalah persamaannya dan jenis kala, jumlah keseluruhan kala, posisi predikat, posisi objek, posisi keterangan seperti keterangan waktu, keterangan tempat dan keterangan cara adalah perbedaannya.

Key words : kontradistik analisis, kala, struktur kalimat.

CONTRASTIVE ANALYSIS OF TENSES BETWEEN ENGLISH AND JAPANESE

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ABSTRACT

This research is aimed to know the different aspects in the paper entitled “*Contrastive analysis of tenses between English and Japanese*”. It concerns to find adverb of time in a sentence (Tenses) and its functions in the sentence structure in the both languages. This study was arranged in March – June 2016. The data are taken from 36 conversations in two languages, English and Japanese in conversation book, *3in1 Cepat Lancar Percakapan Pariwisata Sehari-hari Bahasa Jepang – Inggris – Indonesia* written by Ucu Fadhillah and this book was published by PT. Tanga Pustaka in 2012. It uses a descriptive qualitative approach by finding those sentences and analyzing the sentences systematically through the study process. The result presents the differences and the similarities between English and Japanese. The position of subject and adverb of time that influences the verbs are similar, and kinds and total of tense, the position of predicate and object, the position of remarks such as adverb of time, adverbs of place, and adverbs of manner are differences.

Key words : Contrastive analysis, tense, sentence structure

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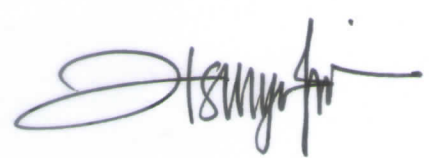
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CHAPTER I

INTRODUCTION

A. The Background of the Research

Language is some systems that human use to communicate each other by saying something or using signal to deliver what they mean to addressee. For instance, the signal they use such as sounds, gestures or draw some symbols. Every sounds, gestures and symbols that they use has purpose to express something like ideas, emotion, desires and all the other things that need to express.

The study of language that learn about nature, structure and variation of language is called Linguistics. The major of subfields of linguistics include phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse analysis and etc. Every subfield learns how to use language with linguistics. For instance, Syntax is concerned structure of phrase and sentence, semantics is concerned word meaning of sentence.

Linguistics has intellectual connection and overlaps with many other disciplines in the humanities, the social sciences and the natural sciences. It is because language as a central feature of being a human. Philosophy, Literature, Language Pedagogy, Psychology, Sociology, Physics (acoustics), Biology (anatomy, neuroscience), Computer Science, Computer Engineering, Health Sciences (Aphasia, Speech Therapy) are some closest connections.

The advancement of knowledge is the main purpose of Linguistics studies in an academic environment. However, because of the centrality of language is human interaction and behavior, the knowledge gained through the study of linguistics has many practical consequences and uses. Graduates of undergraduate and master programs in Linguistics apply their training in many diverse areas, including language pedagogy, speech pathology, speech synthesis, natural language interfaces, search engines, machine translation, forensics, naming, and of course all forms of writing, editing, and publishing.

According to Tarigan, (2009: 2) said that since 1960, the contrastive analysis is dominant in teaching field as second language or foreign language. In this case, the people who learn two or more languages should understand the contrastive analysis as second language or foreign language because Indonesia have many varieties languages and Bahasa is still as second language yet even Bahasa is not foreign language. The teachers discovered that the contrastive descriptions to which they had been exposed were only able to predict part of the learning problems encountered by their learners, and that those points of potential difficulty that were identified seemed to cause various and variable problems among different learners, and between the production and the perception of language.

Language learning, in short, was less predictable from contrastive linguistic description than teachers had been led to believe. Partial descriptions of complete systems correlated uneasily with the growing system of the target, language in the learner, particularly when teachers came upon

idiosyncrasies of language unrelated to either the mother tongue or the target language.

Then, talking about syntax, Wekker and Haegeman (1996:5) said that the definition of syntax implies that we start from what is regarded as the largest unit of syntactic description – the sentence – and proceed until we arrive at the smallest meaningful unit. This is called a ‘top to bottom’ analysis. The smaller units that the sentence will be refer to as a clauses, phrases, words, and morphemes respectively. However, instead of saying that a sentence can be broken down into smaller and smaller constituents, and might also look at the sentence the other way round – that is ‘from bottom to top’ – and say that constituent at different levels can combine to form larger and larger units. The larger unit being the sentence. The purpose of doing syntax is to discover the ways in which constituents combine to form the structure of sentences. The syntax of sentences is also concerned with the general characteristics of the sentence such as modality, syntactic tense, and the communicative goal of sentence.

According to Crystal (2008: 479) Said that tense is a category used in the grammatical description of verbs (along with aspect and mood), referring primarily to the way the grammar marks the time at which the action denoted by the verb took place. Traditionally, a distinction is made between past, present and future tenses, often with further divisions (perfect, pluperfect, etc.). In linguistics, the relationship between tense and time has been the

subject of much study, and it is now plain that there is no easily stateable relationship between the two.

In English and Japanese, there are many words which appear to mean the same thing but are actually quite different. It is so interesting to do research about contrastive analysis in two languages where every language has pattern to make the sentence. In English, there is sentence structure like S – P – O, whether in Japanese, there is sentence structure like S – O – P. Then tenses in English and Japanese have many differences that sometimes when English use future tense, Japanese still use present form to make the sentence. For this reason, here, the writer gives the samples of contrastive analysis between English and Japanese in a conversation :

1. The conversation from “*Cepat Mahir Percakapan Sehari-hari Inggris Jepang Indonesia*” by Silvester Goridus Sukur and Enik Darwati, S.S.

Page 184, Line 17-22 :

a. Lisa : **What did he do yesterday?** (SL 1)

(Kare wa kinō nani o shimashita ka) (TL 1)

b. Alan: **He visited his friend yesterday.** (SL 2)

(Kare wa kinō tomodachi ni tazunemashita) (TL 2)

In the sentence above (SL 1), “What did he do yesterday?” is the source language and as the main data. It also represents simple past tense in interrogative form. In this sentence, there is time deixis ‘yesterday’ that automatically causes the sentence used to do in the kind of past due to the past interrogative. The time deixis in this sentence determines to change the

verb. Structurally the time deixis influences the sentence above (SL 1) to be simple past tense (**what did he do...**). ‘Did’ represents of past tense in the interrogative form that automatically does not change the verb but adding ‘did’ in the first in the sentence before subject. Most of adverb of time are usually located in the end or between subject and verb of the sentences, besides that tenses in are more varieties of its kinds than Japanese.

The target language of the sentence (SL 1) is in the sentence (TL 1). “*Kare wa kinō nani o shimashita ka.*” is as the secondary data and this is as a target language. In Japanese, it is past tense and this sentence in interrogative form. It has time deixis ‘kinō’. Structurally the time deixis influence the sentence above (TL 1) to be past tense (changing *–masu* form to *–mashita, shimashita*). Because this sentence is interrogative form. In Japanese, in this form always using word “*ka*” after the verb to show interogative form (...*shimashita ka*). Most of adverb of time in Japanese are located before subject or between subject and objetcs and kinds of tense in Japanese is fewer than English.

The answer of the sentence (SL 1), “He visited his friend yesterday” is the source language and as the main data. It also represents simple past tense. In this sentence, there is time deixis ‘yesterday’ that automatically causes the sentence used to do in the kind of past due to the past. The time deixis in this sentence determines to change the verb. Structurally the time deixis influences the sentence above (SL 2) to be simple past tense (**he**

visited...) and changes the verb into verb in the past form (**visited**). Most of adverb of time are usually located in the end or between subject and verb of the sentences, besides that tenses in are more varieties of its kinds than Japanese.

Look at the sentence (TL 2), it is a answer of the sentence (TL 1). “*Kare wa kinō tomodachi ni tazunemashita.*” is the target language and as the secondary data. In Japanese, it is past tense and this sentence the answer of the sentence above (TL 1). There has time deixis “*kinō*”. Structurally the time deixis influence the sentence above (TL 2) to be past tense (changing *–masu* form to *–mashita*, ***tazunemashita***). Most of adverb of time in Japanese are located before subject or between subject and objetcs and kinds of tense in Japanese is fewer than English.

From those about contrastive analysis between English and Japanese, the writer tries to choose the title *Contrastive Analysis of Tenses Between English and Japanese*.

B. The Scope of the Problem

In this research the analysis focuses on how to analyze contrastive analysis of tenses term in English and tenses term in Japanese syntactically, the data are taken from the conversation book “ *3in1 Cepat Lancar Percakapan Pariwisata Sehari-hari Bahasa Jepang – Inggris – Indonesia* ” written by Ucu Fadhillah. The data are taken only in conversation 6 in pages 88 – 95 and conversation 11 in pages 142 – 149. Then, theoretical description are taken

from the book “ *Pengajaran Analisis Kontrastif Bahasa* ” written by Henry Guntur Tarigan in 2009, “*An Introduction to English Grammar Second Edition* ” written by Sidney Greenbaum and Gerald Nelson in 2002, and “*Pengantar Linguistik Bahasa Jepang* ” written by Sudjianto and Ahmad Dahidi in 2004,

C. The Question of the Research

Based on the scope problem above, the questions of the research are:

1. How are the changings of those tense contructions due to the tenses in the both languages?
2. What is the difference between tense construction in the source and target language systems?

D. The Objective of the Research

Based on the problems of the research mentioned above, the objectives of the research are described as following :

1. This research is for knowing the changings of the tense construction due to those both are tensed languages.
2. This research is for identifying the differences of tense construction between the source and target language system.

E. The Significance of the Research

The writer hopes this research paper can be useful not only for the writer but also for the readers mainly who learn English. The significance of the writing is described below :

1. For the writer

The writer hopes this paper can add the writer's knowledge, find out the different or similar the language structure, and certainly increase the skill in learning English. At last, the writer knows how to take advantage of using contrastive analysis.

2. For the readers

The writer hopes this paper can help the readers to find out the reference when learning English that they find something new. Hopefully it can improve skill of the readers when they learn English. In addition, for the language teacher, can apply this technique and approach in teaching language, especially teaching bilingual students. Contrastive analysis also can help teachers to design teaching and learning materials (methodology), engage learners in activities to be a good user of target language.

F. The Systematic of the Research

The systematic of the paper means to present the paper in well-edited composition. This paper is divided into five chapters as follow :

Chapter I explains about the background of the research, the scope of the problem, the questions of the research, the objective of the research, the significance, and the systematic of the paper.

Chapter II consists of the definition of contrastive analysis, theory of tense in English and Japanese that there explain definition tense and kinds of tense, sentence structure and element of the sentence.

Chapter III presents the setting of the research, subject of the research, method of the research, method of data collection, instrument of the research, technique of data analysis, and procedure of the research.

In chapter IV, the writer gives the data description, the data analysis, the data interpretations, and discussions. Then Chapter V, the writer makes conclusion and suggestion for this research which explain about the summary of all chapters and some suggestion through the whole of this research and also several advices concerned about making the similar research in the future to the research.

CHAPTER II

THEORETICAL DESCRIPTION

This paper would like to analyze the contrastive analysis in the three conversations. That is why this paper needed some theories to support the research. In this chapter the theories are taken as a basic of the research. Those theories are about:

A. Contrastive Analysis

According to Tarigan (2009: 5), Contrastive analysis, in the form of working procedure, is the activities which try to compare structure between Source Language (SL) and Target Language (TL) to identify the differences in both languages. The differences between two languages may be obtained and produced by contrastive analysis. They can be used as a basis to forecast or predict the difficulties or obstacles of language learning that will be faced by the students in the school, more in learning target language.

Crystal (2008: 112) stated that contrastive analysis (CA) is a general approach to the investigation of language (contrastive linguistics), particularly as carried on in certain areas of applied linguistics, such as foreign-language teaching and translation. In a contrastive analysis of two languages, the points of structural difference are identified, and these are then studied as areas of potential difficulty (interference or ‘negative transfer’) in foreign-language learning. The claim that these differences are the source of difficulty in foreign-language learning, and thus govern the progress of the learner, is

known as the **contrastive analysis hypothesis**. Although strongly influential (motivating audio-lingual methods of language teaching), by the 1980s the validity of the hypothesis had been seriously questioned, especially following research into the nature of interlanguage and into the cognitive contribution which individuals themselves bring to the learning task. Contrastive analyses are synchronic; analogous 'contrastive' studies of two states in the history of a language would be grouped under a different heading, such as comparative or historical linguistics.

To understand what contrastive analysis is, James (1980: 1-10) divides it into several parts as following :

1. The Place of Contrastive Analysis in Linguistics

The term linguist can refer to as a person who is professionally engaged in the study and teaching of one or more languages, usually not his own nor that of the community in which he works. Contrastive analysis is neither generalist nor particularist, but somewhere intermediate on a scale between the two extremes. Thus, contrastive analysis is as interested in the inherent genius of the language under its purview as it is in the comparability of languages that it is not concerned with classification, and more interested in differences between languages than in their similarities. Contrastive Analysis is a linguistic activity that has purpose at producing inverted (i.e. contrastive, not comparative) two valued typologies and founded on the assumption that languages can be compared.

There are some reasons to support statement about contrastive analysis, following :

- a. Contrastive Analysis have two board approaches to linguistics. They are the generalist and the particularist.
 - b. Contrastive Analysis is not interested in classification, other factors of language history, as well as symptoms of a static language.
 - c. Contrastive Analysis is more interested in differences between languages than in similarities.
 - d. Contrastive Analysis interested in the uniqueness of language support and makes a comparison contrast.
2. Contrastive Analysis as Interlanguage Study

Interlanguage study is a branch of linguistics that is in interested in the emerge of these languages rather than in the finished product and it is not primarily concerned with languages in the conventional sense. In what way, diachronic in a slightly different sense of the term than that intended by De Saussure is known as interlanguage study.

A true case of interlingual diachronic study is that since the child progresses to adequate mastery by the age of five from zero knowledge of the language spoken around him and there is only one language involved, child language study is not strictly speaking a form of interlanguage study. But two languages are required, the L1 and the L2, that the study of second language or foreign language learning is concerned with a monolingual becoming a bilingual.

In this way there are three branches of two valued (two languages are required) interlingual linguistics. They are translation theory, error analysis and contrastive analysis. Translation theory is concerned with the processes of the text conversation; error analysis and contrastive analysis as the object of enquiry the means whereby a monolingual learns to be bilingual.

3. Contrastive Analysis as 'Pure' or 'Applied' Linguistics

It is called applied linguistics that is slightly paradoxical. It means a hybrid discipline, constituted not only of linguistics but also of psychology and sociology. According to James (1980: 7) expressed that he justified in determining it to a science of applied linguistics for two reasons such as different from pure linguistics in drawing on other scientific discipline and because linguistics is the science it draws most heavily upon. Meanwhile pure linguists is that have been practising something very much akin to contrastive analysis. Pure linguists's interests are not comparative, contrastive or typological, but lie in the universals of language.

4. Contrastive Analysis and Bilingualism

Bilingualism is not the study of individual single languages, nor in general of language, but of the possession of two languages by a single community that is called societal bilingualism that is the possession of two languages by single community and or individual that is called individual bilingualism that is the person who has competence in two languages. Contrastive analysis is about with how a monolingual becomes bilingual.

B. Tense in English

Michaelis (2006: 220) expressed that to describe the meaning of the tenses, linguists have depended on a specific instance of the space–time analogy: the timeline that it is a line (or, equivalently, an ordered set of points) that is unbounded at both ends and segmented into three parts: the past, the present, and the future (as cited in Bas Aarts and April McMahon, 2006). The points on the timeline may be times by themselves or times paired with events. When the linguists describe various relations among points on the timeline, only one type of relation counts as a tense relation: that which includes the time at which the linguistic act is occurring.

Then, Trask (2007: 294) stated that the grammatical category which relates to time is called tense. The example of every language that is capable of expressing limitless distinctions of time such as soon, tomorrow, next Wednesday at 2.00, 137 years ago, 138 years from now. It is possible for a language to build a few of these time distinctions into its grammar, and a language which does so has the category of tense. In most tense languages, tense is marked on verbs, but there are exceptions. English has only two tenses: a non-past (‘present’) tense, mostly used for talking about present and future time, and a past tense, mostly used for talking about past time. English verb-forms therefore generally come in pairs. Unlike some other languages, English has no distinct future tense. On the contrary, here is a variety of non-past (‘present’) forms for expressing a range of attitudes towards future

events, for example: I go to London tomorrow; I'm going to London tomorrow; I'm going to go to London tomorrow; I'll go to London tomorrow; I'll be going to London tomorrow; I must go to London tomorrow; I may go to London tomorrow.

Same with Trask, Downing (2006: 352) uttered that tense is the grammatical expression of the location of events in time. It anchors an event to the speaker's experience of the world by relating the event time to a point of reference is called tense. English has two tenses, the present and the past, the past being the marked form, both morphologically and semantically. The basic meaning of the present tense is to locate a situation holding at the present moment. The past tense primarily refers to a definite event or state that is prior to utterance time. Its secondary uses refer to a present event or state as hypothetical (*If I were you*).

Miller (2002: 148) said that traditional grammars of English talk of past, present and future tense. One view is that past and present tense go together, since they are both formed from verb stems plus the suffixes *-s* and *-ed*. The traditional future tense is formed from the auxiliary verbs *shall* and *will* plus the verb stem (although many speakers do not use *shall*). The traditional future tense is a syntactic construction but the past and present tenses are single words. This grammatical difference should make us suspect that the 'future tense' is not a tense at all but has some other meaning.

Saeed (2003: 125) expressed that most grammatical tense systems allow the speaker to describe situations as prior to, concurrent with, or following the

act of speaking. Basic tense divides it into three tenses such as past, future, present.

Based on the statement from the experts above, here are kinds of tenses from Azar, Pyle and Page, and Davidson. Azar (2003: 1) stated that the tenses divide into several tense. Here, the writer has taken present tense from the Azar's book as following:

1. Simple Present Tense

Azar (2003: 4) said that the simple present tense have some function such as:

a. The simple present expresses daily habits or usual activities. Here are the examples of the sentence with the general rule:

1) Positive sentence with general rule is *subject + Verb1 -s / -es + object*. Example: Ann takes a shower every day.

2) Negative sentence with general rule is *subject + do / does + not + verb1 + object*. Example: Ann does not take a shower every day.

3) Interrogative sentence with general rule is *do / does + subject + verb1 + object*. Example: does Ann take a shower every day?

b. The simple present expresses general statements of fact. Example: Babies cry. Birds fly.

2. Present Progressive Tense

Azar (2003: 4) expressed that the present progressive tense expresses an activity that is in progress (is occurring or is happening) right now. The event is in progress at the time the speaker is saying the sentence. The

event began in the past, is in the progress now, and will probably continue into the future. Here are the examples of the sentence with the rule:

- a. Positive sentence with general rule is *subject + am / is / are + verb – ing + object*. Example: Tom is reading grammar book right now.
- b. Negative sentence with general rule is *subject + am / is / are + not + verb –ing + object*. Example: Tom is not reading grammar book right now.
- c. Interrogative sentence with general rule is *am / is / are + subject + verb –ing + object*. Example: is Tom reading grammar book right now?

3. Present Perfect Tense

Azar (2003: 86) uttered that the rule of the present perfect tense is *subject + have / has + verb3 + object* and the present perfect tense have some meaning such as:

- a. Something happened before now at an unspecified time. In this meaning can have several meaning too. Here are some explanations:
 - 1) The present perfect expresses an activity or a situation that it occurred (or did not occur) before now, at some unspecified time in the past. Example:
 - a) Positive sentence
Jim has already eaten lunch.
 - b) Negative sentence
Jim has not already eaten lunch.
 - c) Interrogative sentence

Has Jim already eaten lunch?

- 2) The present perfect expresses an activity may be repeated two, several or more times before now, at unspecified time in the past.

Example:

- a) Positive sentence

They have eaten at that restaurant many times.

- b) Negative sentence

They have not eaten at that restaurant many times.

- c) Interrogative sentence

Have they eaten at that restaurant many times?

- b. A situation began in the past and continues to the present. When the present perfect is used with **since** or **for**, it expresses the situation that began in the past and continue to the present. Example:

- 1) Positive sentence

I have known Ben for ten years.

- 2) Negative sentence

I have not known Ben for ten years.

- 3) Interrogative sentence

Have I known Ben for ten years?

4. Present Perfect Progressive Tense

The present perfect progressive tense talks about how long an activity has been in progress before now. Note: time expressions with

since and **for** are frequently used with this tense. The general rule of the sentence is *subject + have / has + been + verb –ing + object*. Example:

a. Positive sentence

They have been driving since two o'clock.

b. Negative sentence

They have not been driving since two o'clock.

c. Interrogative sentence

Have They been driving since two o'clock?

Moreover, about kinds of tense, Pyle and Page (2002: 54) explained about the past tense. Here are the explanation of kinds of past tense as following:

5. Simple Past Tense

Pyle and Page (2002: 59) uttered that the simple past is used for a completed action that happened at one specific time in the past. For example:

a. Positive sentence with general rules is *subject + verb2 + object + adverb of time*

Bob bought a new bicycle yesterday.

b. Negative sentence with general rule is *subject + did + not + verb1 + object + adverb of time*

Bob did not buy a new bicycle yesterday.

c. Interrogative sentence with general rule is *did + subject + verb1 + object + adverb of time*

Did Bob buy a new bicycle yesterday?

6. Past Progressive Tense

Pyle and Page (2002: 59) explained that the past progressive is used to indicate:

- a. An action which was occurring in the past and was interrupted by another action. The general rules are *when + subject1 + simple past tense + subject2 + past progressive* or *subject1 + past progressive + when + subject2 + simple past tense*.

When Mark came home, Martha was watching television.

Or

Martha was watching television, when Mark came home.

- b. Two actions occurring at the same time in the past. The general rules are *subject1 + past progressive + while + subject 2 + past progressive* or *while + subject1 + past progressive + subject2 + past progressive*.

Martha was watching television while Jhon was reading a book.

Or

While Jhon was reading a book, Martha was watching television.

Note! The following construction is also possible, but it is not as common as the preceding two. The rule is *while + subject1 + past progressive + subject 2 + simple past*. For Example:

While Martha was watching television, Jhon read a book

c. An action which was occurring at some specific time in the past. The general rule are:

1) In positive sentence such as *subject + was / were + object + adverb of time*. Example: Martha was watching television at seven o'clock last night.

2) In negative sentence such as *subject + was / were + not + object + adverb of time*. Example: Martha was not watching television at seven o'clock last night.

3) In interrogative sentence such as *was / were + subject + verb -ing + object + adverb of time*. Example: Was Martha watching television at seven o'clock last night?

7. Past Perfect Tense

Pyle and Page (2002: 65-67) said that the past perfect is used to indicate an action that happened before another action in the past. For Example:

a. Positive sentence with general rule is *subject + had + verb3 (verb in past participle) + ...*

Jhon had gone to the store.

b. Negative sentence with general rule is *subject + had + not + verb3 (verb in past participle) + ...*

Jhon had not gone to the store.

c. Interrogative sentence with general rule is *had + subject + verb3 (verb in past participle) + ...*

Had Jhon gone to the store?

8. Past Perfect Progressive Tense

Pyle and Page (2002: 67) defined that this past perfect concept can also be conveyed by the past perfect progressive (continuous). For example:

- a. Positive sentence with the general rule is *subject + had + been + verb -ing + ...*

George had been living in New York for ten years.

- b. Negative sentence with the general rule is *subject + had + not + been + verb -ing + ...*

George had not been living in New York for ten years.

- c. Interrogative sentence with the general rule is *had + subject + been + verb -ing + ...*

Had George been living in New York for ten years?

Furthermore, Davidson (2003: 220) expressed that the future tense divides into several tenses as following:

9. Simple Future Tense

Davidson (2003: 220) said that the future tense in English is formed with *will* or, less commonly, *shall*, plus a bare infinitive. Example:

- a. Positive sentence with general rule is *subject + will / shall + verb1 + object + adverb of time*. Example: I will see you tomorrow.

- b. Negative sentence with general rule is *subject + will / shall + not + verb1 + object + adverb of time*. Example: I will not see you tomorrow.
- c. Interrogative sentence with general rule is *will / shall + subject + verb1 + object + adverb of time*. Example: will I see you tomorrow?

10. Future Continuous Tense

Davidson (2003: 220) stated that the future continuous tense is often used to describe something that will happen in the future over a period of time rather than as a single action or event. It is also used to describe things that have been planned or things that can be expected to happen because they normally do, in which case it may refer either to continuous actions or to single action. Here are the examples with the rules of the sentence:

- a. Positive sentence with general rule is *subject + will + be + verb -ing + object*. Example: Tim will be leaving the office about now.
- b. Negative sentence with general rule is *subject + will + not + be + verb -ing + object*. Example: Tim will not be leaving the office about now.
- c. Interrogative sentence with general rule is *will + subject + be + verb -ing + object*. Example: will Tim be leaving the office about now?

11. Future Perfect Tense

Davidson (2003: 224) said that the future perfect tense is used to refer to an action that you expected to have happened or state that you

expect to be the case by some time in the future. Here are the examples with the rules of the sentence:

- a. Positive sentence with general rule is *subject + will + have + verb3 + object*. Example: by the time next week, you will have sat all your exams.
- b. Negative sentence with general rule is *subject + will + not + have + verb3 + object*. Example: by the time next week, you will not have sat all your exams.
- c. Interrogative sentence with general rule is *will + subject + have + verb3 + object*. Example: by the time next week, will you have sat all your exams?

12. The Future Perfect Continuous Tense

Davidson (2003: 224) defined that the future perfect continuous tense is used to refer to an uncompleted or on going action or state that you expect to have happened or to be the case by some time in the future. Here are the examples of this tense:

- a. Positive sentence with general rule is *subject + will + have + been + verb -ing + object*. Example: As of February 2002, I will have been playing this game for ten years.
- b. Negative sentence with general rule is *subject + will + not + have + been + verb -ing + object*. Example: As of February 2002, I will not have been playing this game for ten years.

- c. Positive sentence with general rule is *will + subject + have + been + verb -ing + object*. Example: As of February 2002, will you have been playing this game for ten years?

13. Simple Future Past Tense

Davidson (2003: 226) said that this tense refers to a future event in reported speech after a verb in the past tense *would* plus a bare infinitive.

Example: You promised you would help me

14. Future Past Continuous Tense

Davidson (2003: 227) expressed that his tense refers to a future event in reported speech, the continuous tense. The general rule is *subject + would + be + verb -ing*. Example : She knew she would be leaving early the next day.

15. Future Past Perfect Tense

Davidson (2003: 227) uttered that this tense is used to say what would have happened if something else had happened first or what would have been true if something else had been true. Example: We would have won if we had played better.

16. Future Past Perfect Continuous Tense

Davidson (2003: 227) defined that this tense is used to emphasize that what is being described is continuing state or action. The general rule is *subject + would + have + been + verb -ing*. Example: The dogs would not have been fighting in the street if you had kept them under control in the first place.

Look at the tenses above, every sentence have sentence structure, Noel Burton (2011: 6) explained that the concept of structure is fundamental to study syntax and it is general syntax that can be applied to any complex thing, not that is complicated, but that it is divisible into parts (called constituents), there are different kinds of parts (different categories of constituents), the constituents are arranged in a specifiable way, that each constituent has a certain specifiable function in the structure of the thing as a whole.

Furthermore, Trask (2007: 289) said that sentence structure, or the branch of linguistics which studies this. The first European steps in the examination of syntax were taken by the ancient Greeks, beginning with Aristotle, who first divided sentences into subjects and predicates.

In addition, Greenbaum (2002: 32) defined that the following elements (major sentence constituents) function in the basic sentence structures such as:

Subject	(S),
Verb	(V),
Object	(O) = direct object (d)O (O) = indirect object (iO)
complement	(C) = subject complement (sC) (C) = object complement (oC) (A) = adverbial complement (aC)

These elements enter into the seven basic sentence structure:

1. SV: subject + intransitive verb.

Example: *Someone (S) is talking (V).*

2. SVA: subject + verb + adverbial complement.

Example: *My parents (S) are living (V) in Chicago (aC).*

3. SVC: subject + linking verb + subject complement.

Example: *I (S) feel (V) tired (sC).*

4. SVO: subject + transitive verb + direct object.

Example: *We (S) have finished (V) our work (dO).*

5. SVOO: subject + transitive verb + indirect object + direct object.

Example: *She (S) has given (V) me (iO) the letter (dO).*

6. SVOA: subject + transitive verb + direct object + adverbial complement.

Example: *You (S) can put (V) your coat (dO) in my bedroom (aC).*

7. SVOC: subject + transitive verb + direct object + object complement.

Example: *You (S) have made (V) me (dO) very happy (oC)*

In addition, Greenbaum (2002: 34) said that the sentence elements are grammatical, not semantic, categories. However, the sentence elements are associated with certain meanings. Here, some typical meanings will be illustrated as following:

1. Subject

According to Trask (2007: 282) said that the subject is the primary argument of a sentence. Traditionally, the subject is the nominated actor or 'doer' of the verb, though many grammars distinguish the grammatical subject from the logical or 'real' subject. Then, Downing (2006: 42) said

that the subject is the syntactic function identified by the features of position, concord, pronominalisation and reflection in question tags.

Furthermore, Greenbaum (2002: 34) explained that the subject divides subject depend on typical of structures into several subject:

- a. Agentive, in sentences with a transitive or intransitive verb, the subject typically has an agentive role: the person that performs the action.

Example: *Martha* has switched on the television.

Caroline is calling.

- b. Identified, the identified role is typical of structures with a linking verb.

Example: *Jeremy* was my best friend.

Doris is my sister-in-law.

- c. Characterized, the characterized role is also typical of structures with a linking verb.

Example: *This brand of coffee* tastes better.

Paul is an excellent student.

- d. Affected, With intransitive verbs the subject frequently has the affected role: the person or thing directly affected by the action, but not intentionally performing the action.

Example: *They* are drowning.

The water has boiled.

- e. 'It', Sometimes there is no participant. The subject function is then taken by *it*, which is there merely to fill the place of the subject.

Example: *It's* raining.

It's already eleven o'clock.

It's too hot.

2. Verb

According to Crystal (2008: 510) uttered that verb is a term used in the grammatical classification of words, to refer to a class traditionally defined as 'doing' or 'action' words (a description which has been criticized in linguistics, largely on the grounds that many verbs do not 'act' in any obvious sense, e.g. *seem, be*). The formal definition of a verb refers to an element which can display morphological contrasts of tense, aspect, voice, mood, person and number. functionally, it is the element which, singly or in combination with other verbs (i.e. as a 'verb phrase'), is used as the minimal predicate of a sentence, co-occurring with a subject, e.g. *she/wrote*. If the predicate contains other elements (e.g. object, complement, adverbial), then it is the verb which more than any other is the unit which influences the choice and extent of these elements; e.g. the verb *put* takes both an object and a locative adverbial, as in *he put the book on the table*. In many grammatical theories, accordingly, the verb is considered the most important element in sentence structure.

Furthermore, Greenbaum (2002: 35) said that the major distinction in meaning is between verbs that are *stative* and verbs that are *dynamic*. Stative verbs introduce a quality attributed to the subject or a state of affairs. Example: *I am* a French citizen.

Their children *are* noisy.

She *has* two brothers.

I *heard* your alarm this morning.

Dynamic verbs introduce events. They refer to something that happens: Example: Her books *sell* well.

We *talked* about you last night.

Your ball has *broken* my window.

I *listened* to her respectfully.

Dynamic verbs, but not stative verbs, occur quite normally with the *-ing* form. Example: Her books are *selling* well.

We were *talking* about you last night.

They have been *playing* in the yard.

She is *looking* at us.

When stative verbs are used with the *-ing* form, they have been transformed into dynamic verbs.

Example: Their children are *being* noisy. ('behaving noisily')

I am *having* a party next Sunday evening.

In addition, Fernald (1979: 79-82) said that verb expresses action or state of being. Among verbs expressing action are *walk, run, ride, go, come, look, sese, call, shout*, etc. Among verbs expressing emotion and state of being are *be, exist, seem, appear, remain*, etc.

Here, Fernald divides verb into several classes of verb as following:

a. Transitive and Intransitive Verbs

Verbs are divided *according to their relation to objects* into two classes : *transitive* and *intransitive*.

A transitive verb is a verb that requires an object to express a complete meaning. A transitive verb expresses an action that a subject exerts upon an object:

Read this book. [The transitive verb *read* commands the subject, *you* understood, to read an *object*, book.]

Jhon *struck* him. [The transitive verb *struck* states what the subject *Jhon* did to the object *him*].

An intransitive verb is a verb that does not require an object to complete a thought : The tree *falls*. At the first opportunity the traitor will *flee*.

REMARKS. – Many verbs are both transitive and intransitive, but with a difference of meaning :

Transitive The prince *succeeds* the king. [*Succeeds* means comes after and takes the place of.]

Intransitive He *succeeds* in all his undertaking. [*Succeeds* means accomplishes what is attempted.]

Transitive The girl *filled* the cup with water. [*Filled* means supplied to fullness.]

Intransitive The girl's eyes *filled* with tears. [*Filled* means became full.]

Many verbs that are used transitively may also be used intransitively when the purpose is to set forth the act while leaving the object unknown or indefinite : The boy *reads* well. Here the purpose is to show *how* the boy reads, not *what he reads*.

b. Principal (Main) and Auxiliary Verbs

According to their use verbs are divided into two classes : *principal verbs* and *auxiliary verbs*.

A principal verb is one that expresses by itself some act or state, or, if in combination with some other verb, expresses the leading thought of the combination : I *read*. I will go.

An auxiliary verb is a verb of incomplete predication that is used with a principal verb to form a verb phrase indicating tense, voice, or mood : I *will* run. I can *read*. You *may* go.

An auxiliary verb is often called simply an auxiliary. The common auxiliaries are *be, can, do, have, may, must, shall, will, ought,* and sometimes *let*.

c. Regular and Irregular Verbs

According to their changes of form (inflection) verbs are divided into *regular verbs* and *irregular verbs*.

Regular verb form the past tense and past participle by adding *ed* to the simple form of the verb. When the simple form ends in mute *e*, the *e* is dropped before *ed*. Some few regular verbs have alternate forms ending in *t* : *dream, dreamed, dreamed,* or *dream, dreamt, dreamt*.

Present	Past	Past Participle
Learn	Learned	Learned
Love	Loved	Loved
Sleep	Slept	Slept

Irregular verbs form the past tense and past participle otherwise than by adding *ed* : *give, gave, given; see, saw, seen*. There are only about 200 irregular verbs, including all the auxiliaries, in the English language.

3. Direct Object

According to Greenbaum (2002: 35-36) stated that direct object divides into several kinds as following:

- a. Affected, this is the typical role of the direct object.

Example: She shook *her head*.

I threw *the note* on the floor.

- b. Resultant, the direct object may refer to something that comes into existence as a result of the action.

Example: He's written *an account of his travels*.

I'm knitting *a sweater* for myself.

- c. Eventive, the direct object may refer to an event. The eventive object generally contains a noun that is derived from a verb. In typical use, the noun carries the main part of the meaning that is normally carried by the verb, and is preceded by a verb of general meaning, such as *do, have, or make*.

Example: They were having *a quarrel*. (cf: They were *quarrelling*.)

I have made *my choice*. (cf: I have *chosen*.)

4. Indirect Object

According to Greenbaum (2002: 36) explained that the indirect object typically has a recipient role: the person that is indirectly involved in the action, generally the person receiving something or intended to receive something, or benefiting in some way.

Example: They paid *me* the full amount.

He bought *Sandra* a bunch of flowers.

David has been showing *Andrew* his computer printout.

5. Subject Complement and Object Complement

According to Greenbaum (2002: 36) stated that the complement typically has the role of attribute. It attributes an identification or characterization to the subject – if it is a subject complement (sC) – or the direct object – if it is an object complement (oC).

Example: sC: Susan is *my accountant*.

sC: Ronald became *a paid agitator*.

oC: I have made David *my assistant*.

oC: The sun has turned our curtains *yellow*.

6. Adverbial

According to Greenbaum (2002: 36-37) defined that adverbials have a wide range of meanings, some of which apply to adverbial complements.

Here are some typical examples:

a. Space

Example: My school is *south of the river*. (position in space)

She has gone *to the bank*. (direction)

b. Time

Example: They're staying with us *for a few weeks*. (duration)

We come here *quite often*. (frequency)

Your next appointment is *on the last day of the month*.

(position in time)

c. Manner

Example: The students cheered *wildly*.

I examined the statement *carefully*.

d. Degree

Example: I like them *very much*.

We know her *well*.

e. Cause

Example: My brother is ill *with the flu*.

They voted for her *out of a sense of loyalty*.

f. Comment on truth-value (degree of certainty or doubt)

Example: They *certainly* won't finish on time.

Perhaps he's out.

g. Evaluation of what the sentence refers to

Example: *Luckily*, no one was injured.

Unfortunately, both copies were destroyed.

- h. Providing a connection between units

Example: I was not friendly with them; *however*, I did not want them to be treated unfairly.

We arrived too late, and *as a result* we missed her.

C. Tense in Japanese

The term tense in Japanese is known as *jisei*. According to Yoshio (1972) said that, tense or *jisei* is a grammatical framework that is related to an action happened, on going, and will take place in some framework of time. Meanwhile, the term aspect that is called by *sō* or *asupekuto*, is a linguistic framework to elucidate an action processed within point in time. Aspect and tense marker are commonly similar to some other languages (as cited in Darjat, 2009).

Same statement with Nita, Sutedi (2008: 85) said that tense in Japanese is called *jisei* or *tensu*. Tense is a grammatical category that states the time of an occurrence of an event or activity with the starting point of time when the sentence is pronounced. He divides tense in Japanese into three tenses:

1. *Mirai* (Future form) is concerned with *-masu* verb form that is used to explain future tense or present tense.
2. *Kako* (Past form) is concerned with *-mashita* verb form that is used to explain past tense.
3. *Genzai* (Present form) is concerned with *-te iru* verb form that is used to explain present progressive tense.

Different statement from Sutedi, Association for Japanese-Language Teaching (1992: 54) expressed that tenses of Japanese verbs can be divided roughly into two large categories :

1. Present form

- a. The present form has function as habitual action.

Example : *Tanaka san wa mainichi kaisha ni ikimasu.*

(Tanaka goes to the office everyday.)

- b. The present form has function as future.

Example : [*Watashi wa*] *ashita kaerimasu.*

(I return / am returning / will return tomorrow.)

2. Past form

- a. The past form has function as past time.

Example : [*Watashi wa*] *Senshū Kyōto ni ikimashita.*

(Last week I went to Kyoto.)

Look at the example in present and past form of tenses, if the readers observe, Japanese has difference grammatical language than English. It is a unique form of characteristic of Japanese. According to Renariah (2005) explained that the uniqueness that it can find grammatical of Japanese has structure Subject (S) – Adverb (A) – Object (O) – Predicate (P). In the preparation of the sentence should not be separated or wrong in using the word aid was instrumental in a sentence, because the placement of *joshi* wrong it will result in the meaning of the sentence will be changed, or the

sentence will be awkward and even sometimes have other meanings, as well as the use of *jodooshi*.

According to Darjat (2007: 46&59) stated that Japanese has sentence structure which the verb in Japanese is always located in the end of the sentence. So, the sentence structure of Japanese is so different from English, whereas Japanese has sentence structure such as Subject (S) – Adverb (Adv) – Verb (V) or Subject (S) – Adverb (Adv) – Object (O) – Verb (V).

Example : a. Watashi wa ginkō e ikimasu.

S
 A
 V

b. Watashi wa mokuyōbi ni tomodachi to hon o yomimasu.

S
 A
 O
 V

Same statement with Darjat, Fadhilah (2012: 3) has explanation that sentence in Japanese has sentence structure such as Subject (S) – Object (O) – Predicate (V). It means if the predicate is a sentence that it is verb, the verb will be located in the end of the sentence.

Then, Sudjianto and Dahidi (2004: 187) uttered that the sentence structure in Japanese can be formed with the form ‘subject-predicate’ or ‘subject-object-predicate’ if the sentence is being completed with object.

Example :

a. Watashi wa tabemashita. (I ate)

S
 V

b. Watashi wa hirugohan o tabemashita. (I had lunch)

S
 O
 V

c. Ari san wa ikimashita. (Ari went)

S V

d. Ari san wa Jakaruta e ikimashita. (Ari went to Jakarta)

S O V

Although there are the rules in words formation or the standard sentences such as explanation above. In fact, in using Japanese every day is not regularity such as there is omitted one or several *bunsetsu* in a sentence or it often happen in using structure that is not regularity. It mainly happens in using variety spoken Japanese.

Furthermore, Sutedi (2008: 73) said that element of Japanese sentence mainly divides into six element : subject (*shugo*), predicate (*jutsugo*), object (*taishougo*), adverb (*joukyougo*), modifier (*shuushokugo*) and conjunction (*setsuzukugo*).

According to explanation above about sentence structure, there are some elements of the sentence. They are :

1. Subject / *shugo*

Term **subject** in Japanese is called *shugo*. Sutedi (2008: 73) said that element subject and object is usually filled by nominal (*meishi*). For instance, *Tarou wa daidokoro de yogoreta te o kirei ni aratta* (Taro washed the dirty hand with soap until his hand clean in the kitchen). *Tarou* is the subject of the sentence.

2. Predicate / *jutsugo* (Verb)

One of element of the sentence is predicate. Sutedi (2008: 73) expressed that in Japanese, Predicate is usually filled by verba, adjective, nominal plus copula.

According to Fadhilah (2012: 5) said that the verb and adjective in Japanese can change the form. Changing the form of the verb is related to tense and formality. For instance, *-masu* form is used to show formal form in the present and future, whereas *-mashita* form is formal form in the past.

Furthermore, Association for Japanese-Language Teaching (1992: 54) uttered that in Japanese sentences is always ended with the verb. (*Desu* in Grammar 1 is not strictly speaking a verb, but its use in sentences is similar to that of a verb and so it common in the end.) The endings of the verbs show the tense and whether they are positive or negative.

From Muchlis (2008: 59) explained that the verb is a word that it gives expression an action or activities. In Japanese, the verb has so many alteration. To make easier to learn it, then the verb that are in the politeness form or *-masu* form and the verb is always located in the end of the sentence.

In Japanese, the verb is known as *dooshi*. It basically has characteristics that is always ended with the letter “u” and can be divided into 3 group as following :

a. First Group

According to Muchlis (2008: 60) uttered that the first group have nine kinds of suffix. They are :

1) Suffix *-u*

Example : *aru* = wash

2) Suffix *-tsu*

Example : *ktsu* = dominate

3) Suffix *-ru*

Example : *atru* = gather

4) Suffix *-bu*

Example : *Yorokbu* = glad

5) Suffix *-nu*

Example : *Shinu* = die

6) Suffix *-mu*

Example : *Fmu* = step on

7) Suffix *-ku*

Example : *hatarakku* = work

8) Suffix *-gu*

Example : *nugu* = open

9) Suffix *-su*

Example : *hanasu* = speak

b. Second Group

According to Muchlis (2008: 65) explained that in second group of the verb have two features such as suffix *-eru* and suffix *-iru*. To

see both of the suffixes, pay attention to some examples with conjugation or the alteration as following:

1) Suffix *-eru*

Example : *deru* = come out

2) Suffix *-iru*

Example : *Okiru* = wake up

c. Third Group

According to Muchlis (2008: 66) explained that the third group have two kinds of suffix as following:

1) *Kuru*

Example : *kuru* = come

2) *Suru*

Example : *okundan suru* = guess

3. Object / *taishougo*

According to Association of Japanese-Language Teaching (1992: 14) expressed that the grammatical function of nouns is indicated by particles. Their role is similar to English preposition, but since they always come after the word, they are sometimes referred to as postpositions. Example : *Tōkyō de* (at Tokyo). The word *Tōkyō* is a object.

4. Adverb / *joukyougo*

Sutedi (2008: 73) said that element of adverb includes adverb of place, time, tool, etc. Then, Sudjianto and Dahidi (2004: 165) expressed that the term adverb/adverbia is known as *fukushi* in Japanese. Adverb is word

class that is not change and by itself get helping from the other words. Adverb can not be subject, predicate or complement. Adverbia is the words that it explains verb, adjective, and the others adverb, can not change and has function to show a situation or activity, feeling of the speaker.

5. Modifier / *shuushokugo*

Sutedi (2008: 73) explained that the modifier is used to expand or explain subject, object, participant or the other using verbal, adjective, nomina, etc.

6. Conjunction / *setsuzokugo*

Sudjianto and Dahidi (2004: 170) explained that the term conjunction is called *setsuzokushi*. The conjunction is one of word classes that including in group *jiritsugo* that can not change. The word classes *setsuzokushi* can not be subject, object, predicate or the word that it explains the other word (*shuushokugo*). *Setsuzokushi* has function to connect the sentence with other sentence or to connect the part of the sentence with the part of the other sentence.

According to Masao (1989: 156-157) said that *setsuzokushi* divides into seven types such as :

- a. *Heiretsu no setsuzokushi* is *setsuzokushi* that it is used when it shows lined with another that there is in the part in advance. Example: *Ani oyobi ootoo no futari ga kita* (Both my sister **and** my brother has come), *Ani wa neshin ni benkyoo shita. Mata asobu koto mo*

wasurenakatta (Ani studied hard. In addition, she is not forget to play).

- b. *Gyakusetsu no setsuzokushi* is *setsuzokushi* that it used when it shows something that there is in a next part that is not appropriate or opposite with something in a part in advance such as *daga, ga, shikamo, shikashi, tadashi, keredo (mo), dakedo, demo, desu ga, tokoro ga, towa ie, sorenanomi, soreni, shitemo*, and *mottomo*. Example : *Me ga sameta. Demo, mata nemutta* (I woke up. But I sleep again).
- c. *Junsetsu no setsuzokushi* is *setsuzokushi* that is used when it shows result, consequence, or conclusion in a next part for something in a part in advance that is being causes or reasons such as *dakara, sorede, soreyue, yueni, shitagatte, sokode, suruto, soosuruto*, and *sooshite*. Example: *Yowai ne. Dakara, maketa no sa* (Weak. Therefore you lose).
- d. *Tenka no Setsuzokushi* is *setsuzokushi* that is used when it develops or consolidates something in a next part with something in a part in advance. Such as *soshite, sorekara, katsu, sonoue, soreni, awasete, sarani, nao, tsugini, shikamo, omakeni*, and *mashite*. Example: *Kita. Soshite, yoku mita* (Come. Then I see clearly.)
- e. *Hosetsu no setsuzokushi* is *setsuzokushi* that is used when it adds explanation or detail about something in a part in advance. Such as *sunawachi, tatoeba, nazenara, nantonareba, tadashi*, and *mottomo*. Example: *Minna ikun dayo. Tatoeba, kimi mo boku no, koko niiru*

zenbu mo da (Everyone goes. For instance, you, the people and me is here.)

- f. *Sentaku no setsuzokushi* is *setsuzokushi* that is used when it explains choice between something in a next part such as *matawa*, *aruiwa*, *soretemo*, and *naishiwa*. Example: *Pen **matawa** enpitsu de kaku* (I writes with pen and pencil).
- g. *Tenkan no setsuzokushi* is *setsuzokushi* it used when it replaces or changes topics such as *tokorode*, *tokini*, and *dewa*. Example: *Banji umaku itta. **Tokorode**, sassoku daga, ...* (Everything is ok. **But**, suddenly...).

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Setting of the Research

The research was completed for four months in Bekasi. The time is from March to June 2016. During the research, the writer commits every necessary things related to the process of writing. The activities such as visiting the several libraries belong to JIA's library to collect various kinds of books as references of linguistics needed for the paper. Besides that, the writer got references from e-book and lent from my friends and my lecturer that were also used in accomplishing the paper.

B. Subject of the Research

The data of this research are taken from conversation book, *3in1 Cepat Mahir Percakapan Pariwisata Sehari-hari Bahasa Jepang – Inggris Indonesia* written by Ucu Fadhilah and this book is published by PT. Tangga Pustaka. Ucu Fadhilah is someone who born in Tangerang, June 04, 1969. She got tittle of degree in UNJ in1994 in Japanese Language and Culture department and got title master's degree in UI. She has wrote this book with three languages. Every conversation has three languages. But the researcher or the writer of this paper just needs two languages. They are English and Japanese.

The writer chose these book as the data source of this research because the conversation in this book have conversations that the writer need to be research. The research analyzed the different of tenses in English and Japanese by comparing the time of the act that it determines the verb. Due to each of language have tenses role in the source language and target language.

C. Method of the Research

This research needs some steps to make an analysis and to do the research. One of them is collecting the data. It is important for the research. This research is using the qualitative method that have major components of the qualitative research. According to Strauss and Corbin (1998: 11) cited that there are three major of qualitative research. They are the data which can come from various sources, procedures that the researcher can use and interpret and organize the data, and the last written and verbal report.

Strauss and Corbin (1998: 8) proposed that this study belongs to qualitative research, which is type of research that procedure findings not arrived by statistical procedures or other means of qualification. What the researcher does with this method is to develop concept and to collect facts without testing any hypothesis.

In qualitative researchers analyze their data by reading it several times and conducting an analysis each time (Creswell, 2008: 245). This research used qualitative analysis. Krippendorff (2004: 84) states that the sample of text can be taken of words, sentences, paragraphs, chapters or whole publications.

Therefore, the research draws the sample by picking out 34 conversations from 2 titles of conversation among the others title to be analyzed. Creswell defined that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (2009: 4).

The data qualitative can come from various kind of data source such as documents, pictures, novels, records, and films, thus the writer applies documentation technique in collecting the data. The research does the following procedures, they are such as reading and observing the conversation book, finding the data, putting sign and making checklist on it, and the last is taking data and presenting them in data display.

D. Instrument of the Research

The writer focused on qualitative research and the instrument is the writer herself who has done the research. It means that the instrument is the writer actively searches for every supporting material needed in this research. Concerning the instrument, there were books of reference, dictionary, some papers, spidol for marking and laptop.

The books of reference contain some data analysis and theory of the research. The conversations have some title that have some tenses to comparing in English and Japanese.

E. Technique of Data Analysis

In this research the writer tries to analyze the data by collecting some references such as books and e-books which are related to this paper. First step is choosing the data analysis from datum by datum, then the first analysis is English and the second analysis is Japanese. Second step is doing analysis by determining the tense and the formula of the sentence. Third step is describing the kind and the formula of the sentence. Fourth step is doing the analysis again to analyze Japanese sentence from second step into third step. The last step is making the contrastive analysis between English and Japanese that it can be found from analysis in English sentence and Japanese sentence.

F. Procedure of the Research

After understanding the role of systematical and arranged steps of the research, it comes to the procedure of the research. The steps as follows :

1. Preparation

The several basic things that the research work during the writing are to identify the problem, select the fix title, formulate and limit the statement of the research and consider what advantage later. Then books research about what the writer analyzes and also what the method of the research that uses that finish to prove and strengthen the analysis. Accordingly, the writer consultation with the first and the second counselor about the process of writing routinely.

2. Implementation

To obtain the research well, implementation present of the processing analyzing kind of deistical time can be found in texts, comparing and giving mark to tenses of English and Japanese, explaining technique to the collecting the data, and arranging the result to make report the result.

3. Finishing

a. Composing the analyzed data

Before reported the result to be finished the paper, the research need to compose the data analysis and after giving mark, gathering the classification and the effects of tense roles in English and Japanese, make the table to show the good result.

b. Discussing with counselor

Discussing with the first and second counselor has been done every time whether the research found the the difficult and did not understand about the procedure and material this research.

c. Revising the result

During the analysis, the important role for the research is consultation about everything with the first and second counselors. The counsellors give some correction and criticize any mistakes in the material or technical in writing. Revising mistake in this paper is hoped to minimize some errors and make this paper better.

d. Concluding the result

The final phase to make the readers understand the main focus easily is the research arranged conclusion from all chapters. The writer guided and explained tense role and the effect in English and Japanese.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Data Description

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussion. The data are taken from conversation books, *3in1 Cepat Lancar Percakapan Pariwisata Seharian-hari Bahasa Jepang – Inggris – Indonesia* written by Ucu Fadhillah and this book was published by PT. Tangga Pustaka in 2012. The conversation book which is analyzed has 2 titles in conversation parts. They are *1. Arranging the Itinerary* and *2. The Charm*.

B. The Data Analysis

In the data of the research, they are analyzed from those 2 conversations which contain several tenses in the conversation book. The description is listed in those conversation that contain several tenses in conversation book to make the interpretation of data easily.

1. *Arranging the Itinerary* (**Conversation 1**)

Suzuki : Good morning! Did you sleep well last night?
(*Ohayoo gozaimasu. Yuube yoku nemuremashita ka?*)
(L.2)

Kiki : Yes, I slept well. The tiredness has disappeared.
(*Hai, totemo yoku nemuremashita. Tsukare mo toremashita.*)(L.4)

- Suzuki : Where is Affan?
(*Affan san wa doko desu ka?*) (L.6)
- Kiki : He is fetching an itinerary that we made in Indonesia.
(*Indoneshia de tateta ryokoo keikakuhyoo wo heya made tori ni itte imasu.*) (L.9)
- Suzuki : Oh, okay.
(*Soo desu ka?*) (L.11)
- Affan : Sorry for making you wait. Look at this!
(*Omataseshimashita. Chotto kore wo mite itadakemasen ka?*) (L.13)
- Kiki : During our trip here, we would like to visit historical places which have cultural values.
(*Koko ni iru aida ni nihon no bunkateki, rekishitekina mono wo mi ni ikitai desu.*) (L.17)
While looking at the itinerary...
(*Ryokoo keikakuhyoo wo minagara...*)
- Suzuki : Tea house, spa, and Todai-ji temple, Kinkakuji. I have many plans. Let's get go.
(*Chashitsu, onsen, Toodaiji, Kinkakuji, takusan arimasu ne. Sukoshi oosugirunode, boku ga moo ichido tatete mimasu.*) (L.23)
- Affan : Is it possible to visit those places in a week?
(*Isshuukan de subete mawaremasu ka?*) (L.25)
- Suzuki : Of course. What kind of places do you want to visit, Ki?
(*Mochiron. Kiki san wa donna tokoro ni ikitai desu ka?*) (L.27)
- Kiki : I want to go to stores that have cheap prices such as a stores which sell recycle goods. I have heard from my Japanese friends, he said that the shops Jungle-Jungle there are a lot of cheap stuff like that.

(Watashi wa risaikuru no yoo na yasui mono wo tkusan utte iru mise ni ikitai desu. Nihonjin no tomodachi no hanashi de wa Janguru-Janguru to iu mise ni yasui mono ga ippai aru soo desu.) (L.34)

Suzuki : Oh, those places! Ok, I know them. I will accompany you there.

(Aa, soo iu tokoro desu ne. Hai, wakarimashita. Annai shimasu.)

(L.36)

Affan : Where shall we go tomorrow?

(Ashita wa doko ni ikimasu ka?) (L.38)

Suzuki : Thinking... First, we'll visit a tea house, after that, shall we go to Daisen? I have already booked the tea house for you two.

(Soo desu ne... Mina san, saki ni chashitsu ni iki, sono ato Daisen kooen ni iku no wa doo desu ka? Boku wa minasan no tame ni chashitsu riyoo wo mooshikonde okimashita yo.) (L.43)

Kiki : Seriously? It's great. Yes, please.

(Hontoo desu ka! Hai, tanoshimi ni shite imasu ne. Yoroshiku onegai shimasu.) (L.46)

Affan : By the way, where is the tea house?

(Tokorode, sono chashitsu to iu no wa dochira ni aru no desu ka?) (L.49)

Suzuki : It's in Sakai. As it's nearby, we can leave the hotel at 9. That's fine. So, see you tomorrow!

(Sakaishi ni arimasu. Koko kara soo tookunai node, ashita kuji ni hoteru wo detemo daijoobu da to omoimasu. Dewa, mata ashita.) (L.53)

Datum 1 (L.1-2)

Suzuki : Good morning! Did you sleep well last night? (SL)

(*Ohayoo gozaimasu. Yuube yoku nemuremashita ka?*) (TL)

According to the English tense, the sentence is simple past tense form. The formula of the sentence is:

Good morning! Did you sleep well last night?

Good morning = Greeting

Well = Adverb of Manner

Did = Auxialiry Verb

Sleep = Main Verb

You = Subject

Last night = Adverb of time

Viewed from the sentence, it is an interrogative form. The adverb of time “last night” influences the verb changing into simple past tense that “did” put before subject “you” and “sleep” after subject.

Meanwhile, the Japanese tense, the sentence is past tense form. The formula of the sentence is:

Ohayoo gozaimasu. Yuube yoku nemuremashita ka?

Ohayoo gozaimasu = Greeting

Yoku = Adverb of Manner

Yuube = Adverb of Time

Nemuremashita = Main Verb

The sentence is in interrogative form that it is signed with “ka” in the end of the sentence. The adverb of time “yuube” influences the verb changing into past tense that is from verb *-masu* form changing into verb *-mashita* form (from *nemuremasu* changing into *nemuremashita*). In this

Japanese sentence, there is no subject that different in English that it have subject in first of the sentence.

From those analysis, there are many differences. The formula of English tense is did + S + Verb 1 + Adverb of Manner + Adverb of Time, and the tense that can be found here is simple past tense. Meanwhile, the formula of Japanese tense is Adverb of Time + Adjective + Verb group 2 in *-mashita* form + ka, there are no subject, and the tense that can be found here is past tense.

Datum 2 (L.3-4)

Kiki : Yes, I slept well. The tireness has disappeared. (SL)

(Hai, totemo yoku nemuremashita. Tsukare mo toremashita.) (TL)

Based on the English tense, the sentences are simple past tense in sentence 1 and present perfect tense in sentence 2. The formulas of those two sentences are:

Yes, I slept well. The tireness has disappeared

Sentence 1

Sentence 2

I = Subject

The tireness = Subject

Slept = Main Verb

Has = Auxiliary Verb

Well = Adverb of Manner

Disappeared = Main Verb

Viewed from the sentence in sentence 1 and perfect aspect in sentence 2, both of the sentence 1 and sentence 2 are in positive form. The

sentence 1, the verb is irregular verb that the first in present form is “sleep”, and here the sentence is simple past tense that the verb changes into past tense “slept”. Then, the sentence 2, the verb is regular verb that this sentence put the main verb “has” after subject and before main verb “disappeared”.

As for the Japanese tense, the sentences are in past tense form. The formulas of the sentences are :

Hai, totemo yoku nemuremashita. Tsukare mo toremashita.

Sentence 1

Sentence 2

Totemo = Adverb

Tsukare = Object

Yoku = Adverb

Mo = Particle

Nemuremashita = Verb

Toremashita = Verb

The sentence is in positive form that there are in past tense form. Both of the two sentences above, the verbs is in past tense form that is in –*mashita* form. The verbs change when it is in past tense form that the first verb is in –*masu* from changing into verb –*mashita* form (from *nemuremasu* into *nemuremashita*, and from *toremasu* into *toremashita*). Then, this sentences are no subject and object in sentence 1 and no subject in sentence 2.

From those analysis, the contrastive analysis between English and Japanese, English has sentence structure Subject + Verb 2 + Adverb of Manner in sentence 1 and Subject + Auxiliary Verb + Verb 3 in sentence 2, there is no object and the tenses that can be found there are simple past

tense in sentence 1 and present perfect tense in sentence 2. Then, Japanese has sentence structure Adverb + Verb group 2 in *-mashita* form in sentence 1 and Object + particle *mo* + Verb group 2 in *-mashita* form in sentence 2, there is no subject and object, and the tenses of those two sentences that can be found there are past tense.

Datum 3 (L.5-6)

Suzuki : Where is Affan? (SL)

(*Affan san wa doko desu ka?*) (TL)

According to the English tense, this sentence is simple present tense.

The formula of this sentence is:

Where is Affan?

Is = Auxiliary Verb

Where = WH-Question

Affan = Subject

Viewed from the sentence above, it is in interrogative form. Although there is no adverb of time, the tense of this sentence can be seen from the verb that "is" is as auxiliary verb that it signs the simple present tense.

Whereas, the Japanese tense, the sentence is present tense form. The formula of this sentence is:

Affan san wa doko desu ka?

Affan san = Subject

Desu = Auxiliary Verb

Wa = Particle

Ka = Interrogative Word

Doko = Interrogative Pronoun

The sentence is in interrogative form and there is no verb. But, this sentence shows present tense that it can be seen from the word “*desu*”. *Desu* is close to the English verb “to be” and can be translated as “am, is, are” depending on the context. It shows that the statement is the present tense.

From those analysis, the differences of contrastive analysis between English and Japanese, English is as main data or source language and the tense that can be found here is simple present tense that it have sentence structure WH-question + auxiliary verb + Subject. Then, Japanese is as secondary data or target language (TL) and the tense is present tense that it have sentence structure Subject + particle *wa* + *doko* + *desu ka*.

Datum 4 (L.7-9)

Kiki : He is fetching an itinerary that we made in Indonesia.

(SL)

(*Indoneshia de tateta ryokoo keikakuhyoo wo heya made tori ni itte imasu.*) (TL)

According to the English tense, this sentence is present progressive tense. The formula of the sentence is:

He is fetching an itinerary that we made in Indonesia.

He = Subject

An Itinerary = Object

Is = Auxiliary Verb

that we made in Indonesia = Noun Clause

Fetching = Main Verb

Viewed from the sentence above, this sentence is in positive form and there are auxiliary verb “is” and main verb “fetching” that it shows the action in progress or continuing.

Meanwhile, the Japanese tense, the sentence is present progressive tense. The formula of the sentence is:

Indonesia de tateta ryokoo keikakuhyoo woheya made tori ni itte imasu.

Indonesia de = Adverb of Place

Tateta Ryokoo Keikakuhyoo =Object

Tori ni itte imasu = Verb

The sentence is in positive form and there is two verb “*tori*” and “*itte imasu*”. There is particle “*ni*” between the verb that the function of this particle in this pattern is to indicate purpose. It is attached either to a noun which make the *-suru* type of verb or the same of a verb to which *-masu* is attached. The first verb *tori* from the *-masu* verb form “*torimasu*” and *itte imasu* is form of the action is still in progress in the *-te imasu* form.

From the analysis above, there are many differences between English and Japanese. The English tense is present progressive tense that it have sentence structure Subject + Verb + Object + Noun Clause. Meanwhile, the Japanese tense is present progressive tense that it have sentence structure Adverb of Place + particle *de* + Object + particle *wo* + Verb and there is no subject.

Datum 5 (L.12-13)

Affan : Sorry for making you wait. Look at this! (SL)

(*Omataseshimashita. Chotto kore wo mite itadakemasen ka?*) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

Sorry for making you wait. Look at this!

Sorry for making = Apologize Expression Wait = Verb

You = Subject Look at this! = Command Expression

Viewed from the sentence above, the sentence is in positive form and there is two sentences that the first sentence is in simple sentence that just subject and verb and the second sentence is the command sentence that spontaneously, the subject is not mentioned and only verb “look” and demonstrative pronoun “at this”.

As for the Japanese tense, the sentence is present progressive tense.

The formula of the sentence is:

Omataseshimashita. Chotto kore wo mite itadakemasen ka?

Omataseshimashita= Apologize expression *Wo*= Particle

Chotto = Adverb *Mite itadakemasen* = Verb

Kore = Demonstrative Pronoun *Ka* = Interrogative word

The sentence is in positive form that there is no subject and only verb. “*mite*” is from *mimasu* that it changes into present progressive tense

–*te* form of the causative form of a verb used with “*itadaku*” forms the pattern verb –*te* + *itadaku*.

From the analysis above, there are many differences of the contrastive between English and Japanese. English is as main data or source language (SL) and the tense is simple present tense that it have sentence structure Subject + Verb in sentence 1 and Verb + demonstrative pronoun in sentence 2 and there is no subject. Whereas Japanese is as secondary data or target language (TL) and the tense is present progressive tense that it have sentence structure Adverb + *kore* + particle *wo* + Verb –*te* + *itadakimasen* + *ka* and there is no subject and object.

Datum 6 (L.14-17)

Kiki : During our trip here, we would like to visit historical places which have cultural values. (SL)

(*Koko ni iru aida ni nihon no bunkateki, rekishitekina mono wo mi ni ikitai desu.*) (TL)

According to the English tense, the sentence is simple future past tense. The formula of the sentence is:

During our trip here, we would like to visit historical places which have cultural values.

During our trip here = Adverb of Time

We = Subject

To visit = To Infinitive

Would = Helping Verb

Historical places = Object

Like = Main Verb Which have cultural values = Noun clause

Viewed from the sentence above, this sentence is in positive form and there is helping verb “would” before main verb “like” in verb 1 and there is to infinitive “to visit” that explains the main verb. Then, there is noun clause that explains the object of “historical places”.

Meanwhile, the Japanese tense, the sentence is present tense. The formula of the sentence is:

Koko ni iru aida ni nihon no bunkateki, rekishitekina mono wo mi ni ikitai desu.

Koko ni iru aida ni nihon no bunkateki= Adverb of time

Rekishitekina = Adjective *-na* *Mi ni ikitai* = MainVerb

Mono = Object *Desu* = Auxiliary Verb

Wo = Particle

The sentence is in positive form and there is no subject. But there is object “*mono*” that in Japanese, adjectives “*rekishitekina*” modifying nouns “*mono*” always precede the nouns. Then after object, there are verb that “*mi*” from the verb *mimasu* and “*ni*” indicates purpose of the verb “*ikitai*” to “*mi*”. As for “*ikitai*” is made by replacing *-masu* of Verb *-masu* with *-tai*. The function of “*tai*” is to indicate desire and it means want to do something. Then “*desu*” is an auxiliary verb that it signs the present tense.

From the analysis above, there are many differences of contrastive between English and Japanese. English tense is simple future past tense

that it have sentence structure Adverb of Time + Subject + Auxiliary Verb + Main Verb + to Infinitive + Object + Noun Clause. Meanwhile, Japanese tense is present tense that it have sentence structure Adverb of Time + Adjective *-na* + Object + Particle *wo* + Verb *-masu* + Particle *ni* + Verb *-tai + desu* and there is no subject.

Datum 7 (L.20-23)

Suzuki : Tea house, spa, and Todai-ji temple, Kinkakuji. I have many plans. Let's get go. (SL)

(Chashitsu, onsen, Toodaiji, Kinkakuji, takusan arimasu ne. Sukoshi oosugirunode, boku ga moo ichido tatete mimasu.) (TL)

According to the English tense, the sentences are simple present tense. The formula of the sentence is:

I have many plans. Let's get go.

I = Subject

Many plans = Object

Have = Main Verb

Let's get go = Persuade Expression

Viewed from the sentence above, the sentence is in positive form and there is a sentence that it have verb in Verb 1 "have" that put after subject and before object "many plans". Then "Let's get go" is the expression of making suggestion that someone to do something.

As for the Japanese tense, the sentences are present tense in sentence 1 and present progressive tense in sentence 2. The formulas of the sentences are:

Sentence 1

Chashitsu, onsen, Toodaiji, Kinkakuji, takusan arimasu ne.

Chashitsu, onsen, Toodaiji, Kinkakuji= Object

Takusan= Adverb

Arimasu = Verb

Ne = Particle

Sentence 2

Sukoshi oosugirunode, boku ga moo ichido tatete mimasu.

Sukoshi=Adverb

Ga = Particle

Oosugiru=Adverb

Moo ichido = Expression

Node =Particle

Tatete mimasu = Verb

Boku = Object

The sentences are in positive form. In the sentence 1, there are object “*Chashitsu, onsen, Toodaiji, Kinkakuji*”, adverb “*takusan*”, verb “*arimasu*” and the last is particle “*ne*” that the speaker wants to provoke the listener into agreeing with them. As for the sentence 2, There are adverb “*sukoshi*” and “*oosugiru*” that “*oo*” from “*ooi*” adding “*sugiru*”, some particles such as “*node*” that it is essentially the *-te* form for *no desu*, and means "it is that ..." as unfinished sentence, which is in English typically translated as "due to", and “*ga*” and the verbs “*tatete*

mimasu” that *tatete* from *tateru* in dictionary form and *taterimasu* in polite form.

From analysis above, there are many differences from those two languages. English tense are simple present tense in both sentences and there are subject, object, and verb. Meanwhile, Japanese tense are present tense in sentence 1 and present progressive tense in sentence 2. Then, there is no subject in sentence 1 and 2.

Datum 8 (L.24-25)

Affan : Is it possible to visit those places in a week? (SL)

(*Isshuukan de subete mawaremasu ka?*) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

Is it possible to visit those places in a week?

Is = Auxiliary Verb

To visit = To Infinitive

It = Subject

Those places = Object

Possible = Adjective

In a week = Adverb of time

Viewed from simple aspect, this sentence is in interrogative form.

There is no main verb and only auxiliary verb that modifies adjective then to infinitive “to visit” put after adjective “possible”.

Meanwhile, in the Japanese tense, the sentence is the present tense.

The formula of the sentence is:

Isshuukan de subete mawaremasu ka?

Isshuukan = Adverb of time

Mawaremasu = Verb

De = Particle

Ka = Interrogative Word

Subete = Adverb

The sentence is in interrogative form that it signs with the word "ka" in the end of the sentence. In the first of the sentence, there is adverb of time "isshuukan". Then, the end of the sentence is the verb grup 2 "mawaremasu" that it verb in *-masu* form or polite form verb.

From the analysis above, there are many differences. First, English tense is simple present tense and there are subject, verb and object. Menanwhile, Japanese tense is present tense and there are no subject and object and there is only verb.

Datum 9 (L.26-27)

Suzuki : Of course. What kind of places do you want to visit, Ki?

(SL)

(*Mochiron. Kiki san wa donna tokoro ni ikitai desu ka?*)

(TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

Of course. What kind of places do you want to visit, Ki?

What kind of = Question Word

You = Subject

Places = Object After Preposition

Want = Main Verb

Do = Auxiliary Verb

To Visit = To Infinitive

Viewed from the formula of sentence above, this sentence is interrogative form that “what kind of” is question word that asks about the particular variety or type of something. “Do” in the first of the sentence is as auxiliary verb and “you” put between auxiliary verb and main verb “want”.

Meanwhile, in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Mochiron. Kiki san wa donna tokoro ni ikitai desu ka?

Mochiron = Adverb

Ni = Particle

Kiki san = Subject

Ikitai = Main Verb

Wa = Particle

Desu = Auxiliary Verb

Donna = Interrogative Pronoun

Ka = Interrogative Word

Tokoro = Object

The sentence above is in interrogative form that it signs with the word “ka” in the end of the sentence. There are subject “Kiki san”, object “tokoro”, main verb “ikitai” is made by replacing *-masu* of Verb *-masu* with *-tai*. The function of “tai” is to indicate desire and it means want to do something. Then, “desu” is an auxiliary verb that it signs the present tense.

From the analysis above, there are many differences between English and Japanese. First, English tense is simple present tense and there are subject and verb. But there is no object. Whereas Japanese tense is present tense and there are subject, object and verb.

Datum 10 (L.28-34)

Kiki : I want to go to stores that have cheap prices such as a stores which sell recycle goods. I have heard from my Japanesse friends, he said that the shops Jungle-Jungle there are a lot of cheap stuff like that.

(Watashi wa risaikuru no yoo na yasui mono wo takusan utte iru mise ni ikitai desu. Nihonjin no tomodachi no hanashi de wa Janguru-Janguru to iu mise ni yasui mono ga ippai aru soo desu.) (L.34)

According to the English tense, the sentences are simple present tense in sentence 1, present perfect tense in sentence 2 and simple present tense in sentence 3. The formula of the sentences are:

Sentence 1

I want to go to stores that have cheap prices such as a stores which sell recycle goods.

I = Subjct

To Stores = Adverb of Place

Want = Main Verb

that have cheap prices such as

To go = To Infinitive

a stores which sell recycle

goods = Noun Clause

Sentence 2

I have heard from my Japanesse friends

I = Subject

Have = Auxiliary Verb

Risaikuru no yoo na yasui mono= Object *Desu* = Auxiliary Verb

Wo = Particle

Sentence 2

Nihonjin no tomodachi no hanashi de wa Janguru-Janguru to iu mise ni yasui mono ga ippai aru soo desu.

Nihonjin no tomodachi no hanashi de = Subject

Wa = Particle

Janguru-Janguru to iu mise ni yasui mono= Object

Ga = Particle

Ippai= Adjective

Aru= Verb

Soo desu= Verbal Adjective

The sentences above is in positive form. First, in the sentence 1, there are subject, object and verb. The verb in *-tai* form “*ikitai*” that “*tai*” is to indicate desire and it means want to do something. Then, “*desu*” is an auxiliary verb that it signs the present tense. Then, “*utte iru*” is the verb from *urimasu* and *imasu* in polite form or *uru* and *iru* in dictionary form. As for *mise* is the verb from *misemasu* in polite form or *miseru* in dictionary form. Second, in the sentence 2, there are subject, object, and verb. The verb “*aru*” is the verb from *arimasu*. Then, “*soo desu*” is used to create the construction of "appearing to be at the point of ..." or "seems to be ... [to the speaker]".

From analysis above, there are many differences between English and Japanese. English tense are simple present tense in sentence 1, present perfect tense in sentence 2 and simple present tense in sentence 3. Meanwhile, Japanese tense is only in two sentences. They are present tense in sentence 1 and 2.

Datum 11 (L.35-36)

Suzuki : Oh, those places! Ok, I know them. I will accompany you there.

(*Aa, soo iu tokoro desu ne. Hai, wakarimashita. Annai shimasu.*) (L.36)

According to the English tense, the sentences is simple present tense in sentence 1 and simple future tense in sentence 2. The formula of the sentences are:

Sentence 1

Oh, those places!Ok, I know them.

Those places = Noun Phrase

Know = Main Verb

I = Subject

Them = Object

Sentence 2

I will accompany you there

Accompany = Main Verb

I = Subject

You = Object

Will = Modal

There =

Viewed from the sentences above, the sentences are positive tense. In sentence 1, the subject “I” determines the verb into verb 1 “know”. Although there is no adverb of time, this sentence shows simple present tense. Then, in sentence 2, the subject “I” with modal “will” determines formula of the sentence in verb 1 “accompany”.

Meanwhile, in the Japanese tense, the three sentences are present tense in sentence 1, 3, and past tense in sentence 2. The formula of the sentences are:

Sentence 1

Aa, soo iu tokoro desu ne.

Sentence 2

Hai, wakarimashita.

Hai = The answer of the Question

Wakarimashita = Verb

Sentence 3

Annai shimasu.

Annai shimasu = Verb

In the sentences above, the sentence 1 in the words ”*soo iu tokoro*” is object and “*desu*” is close to the English verb “to be” and can be translated as “am, is, are” depending on the context. It shows that the statement is the present tense. As for the sentence 2 is only the verb ”*wakarimashita*”, no subject or object. The verb is in *-mashita* form or in the past and the first word is *wakarimasu* in polite form or *wakaru* in dictionary form. Then, the

sentence 3 is same with the sentence 2 that there is no subject and object. But it is only verb “*annai shimasu*” that this verb is in polite form.

From the analysis above, there are many differences. English tense is simple present tense in sentence 1 and simple future tense in sentence 2. In two sentences, there are subject, verb, and object. Whereas Japanese tense is present tense in sentence 1, 3 and past tense in sentence 2. But, from three sentences, there are object and auxiliary verb in sentence 1 and there is only verb in sentence 2, 3.

Datum 12 (L.37-38)

Affan : Where shall we go tomorrow?

(*Ashita wa doko ni ikimasu ka?*) (L.38)

According to the English tense, the sentence is simple future tense.

The formula of the sentence is:

Where = WH-Question

Go = Main Verb

Shall = Modal

Tomorrow = Adverb of Time

We = Subject

Viewed from the sentence above, the sentence is interrogative form that the “where” is WH-Question to ask an adverb. The statement ask the place where they will go that “shall” put after where and before subject “we”. Then, “go” is main verb in verb 1.

Meanwhile, in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Ashita wa doko ni ikimasu ka?

Ashita = Adverb of Time

Wa = Particle

Ikimasu = Verb

Doko = Interrogative Word

Ka = Interrogative Word

Ni = Particle

The sentence above is interrogative form that it signs with the word “*ka*” that it indicates an interrogative form. Then, “*ashita*” is adverb of time that it determines the verb into *-masu* verb. “*doko*” is an interrogative word to ask the place.

From the analysis above, there are many differences in two languages. English tense is simple future tense and there are subject and verb. But Japanese tense is present tense and there is no subject and object that there is only verb.

Datum 13 (L.39-43)

Suzuki : Thinking... First, we'll visit a tea house, after that, shall we go to Daisen? I have already booked the tea house for you two. (SL)

(Soo desu ne... Mina san, saki ni chashitsu ni iki, sono ato Daisen kooen ni iku no wa doo desu ka? Boku wa minasan no tame ni chashitsu riyoo wo mooshikonde okimashita yo.) (TL)

According to the English tense, the sentences are simple future tense in sentence 1, 2 and present perfect tense in sentence 3. The formula of the sentences are:

Sentence 1

First, we'll visit a tea house,

We = Subject

Visit = Main Verb

Will = Modal

A tea house = Object

Sentence 2

after that, shall we go to Daisen?

Shall = Modal

Go = Main Verb

We = Subject

To Daisen = Adverb of Place

Sentence 3

I have already booked the tea house for you two.

I = Subject

Booked = Main Verb

Have = Auxiliary Verb

The tea house = Object

Already = Adverb of Time

For you two = Adverb of Manner

Viewed from the sentences above, the three sentences are positive form in sentence 1,3 and interrogative form in sentence 2. The sentence 1 has subject with modal "will" and main verb 1 "visit". Based on the tense, after modal will is verb 1. Then, sentence 2 has modal "shall" in the first of the sentence, subject "we" put between modal and main verb "go", and the end of the sentence is adverb of place "to Daisen". As for the sentence

3 has subject “I” with auxiliary verb “have”, adverb of time “already”, main verb “booked” in verb 3 form, and object “the tea house”.

Meanwhile, in the Japanese tense, the sentences are present tense in sentence 1 and past tense in sentence 2. The formula of the sentences are:

Sentence 1

Mina san, saki ni chashitsu ni iki, sono ato Daisenkooen ni iku no wa doo desu ka?

Mina san = Subject

Wa = Particle

Saki ni chashitsu= Object

Doo = Interrogative Word

Ni = Particle

Desu = Auxiliary Verb

Iki = Verb

Ka = Interrogative Word

Sono ato Daisenkooen ni iku no= Subject

Sentence 2

Boku wa minasan no tame nichashitsu riyoo wo mooshikonde okimashita yo.

Boku = Subject

Wo = Particle

Wa = Particle

Mooshikonde okimashita = Verb

Minasanno tame nichashitsu riyoo= Object

The sentences above is positive form. In the sentence 1, there are two subject with two verb. The first verb “iki” is from *ikimasu* that omitted *-masu* into *iki* and the second verb is *mooshikonde okimashita* that *mooshikonde* is from *mooshikomu* in dictionary form or *mooshikomasu* in polite form and *okimashita* is from *okimasu* in polite form.

From the analysis, there are many differences. The tenses in English are simple future tense in sentence 1, 2 and present perfect tense in sentence 3. Meanwhile, the tenses in Japanese are the sentences are present tense in sentence 1 and past tense in sentence 2.

Datum 14 (L.44-46)

Kiki : Seriously? It's great. Yes, please. (SL)

(Hontoo desu ka! Hai, tanoshimi ni shite imasu ne.

Yoroshiku onegai shimasu.) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

It's great.

It = Subject

Is = Auxiliary Verb

Great = Adjective

Viewed from the sentence above, the sentence is positive form. It has subject "it" with auxiliary verb "is". There is no object and only adjective "great".

Meanwhile, in the Japanese tense, the sentence is present progressive tense. The formula of the sentence is:

Hai, tanoshimi ni shite imasu ne.

Tanoshimi = Adjective

Ni = Particle

Shite imasu = Verb

Ne = Particle

The sentence above is positive form. There is no subject and object. It is only verb “*shite imasu*” that the verb in *-te imasu* form.

From the analysis above, there are many differences of two languages. English tense is simple present tense and there are subject and verb. Meanwhile, Japanese tense is present progressive tense and there is only verb.

Datum 15 (L.47-49)

Affan : By the way, where is the tea house? (SL)

(*Tokorode, sono chashitsu to iu no wa dochira ni aru no desu ka?*) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

By the way, where is the tea house?

Where = WH-Question

Is = Auxiliary Verb

The tea house = Subject

Viewed from the sentence above, the sentence is interrogative form. It signs with WH-Question “where” in the first of the sentence. The subject “the tea house” determines the auxiliary verb into singular “is”.

Meanwhile, in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Tokorode, sono chashitsu to iu no wa dochira ni aru no desu ka?

sono chashitsu to iu no = Subject

Wa = Particle

Dochira =

Ni = Particle

Aru = Verb

No = Particle

Desu = Auxiliary Verb

Ka = Interrogative Word

The sentence above is interrogative form. It signs with the word “*ka*” in the end of the sentence. There is no object, but there are subject and verb with dictionary verb + *no desu*. (*aru no desu*).

From the analysis above, there are many differences between English and Japanese. First, English tense is simple present tense and there is subject in the end of the sentence. Second, Japanese tense is only present tense that there is no kinds of tense in present tense. Then, there is subject in the first of the sentence.

Datum 16 (L.50-53)

Suzuki : It's in Sakai. As it's nearby, we can leave the hotel at 9.

That's fine. So, see you tomorrow! (SL)

(Sakaishi ni arimasu. Koko kara soo tookunai node, ashita kuji ni hoteru wo detemo daijoubu da to omoimasu. Dewa, mata ashita.) (TL)

According of the English tense, the three sentences are simple present tense. The formula of the sentences are:

Sentence 1

It's in Sakai.

It = Subject

In Sakai = Adverb of Place

Is = Auxiliary Verb

Sentence 2

As it's nearby, we can leave the hotel at 9.

As = Conjunction

Can = Modal

It = Subject 1

Leave = Main Verb

Is = Auxiliary Verb

The hotel = Object

Nearby = Adverb of Place

At 9 = Adverb of Time

We = Subject 2

Sentence 3

That's fine.

That = Demonstrative Pronoun

Fine = Adjective

Is = Auxiliary Verb

Viewed from the sentences above, the three sentences are in positive form. In sentence 1, the subject "it" have auxiliary verb "is" and there is adverb of place "in Sakai". Then, sentence 2 have two subject "it and we",

auxiliary verb “is”, modal “can with main verb in verb 1 “leave”, object “the hotel” and adverb of time “at 9”. As for sentence 3 have demonstrative pronoun “that” with auxiliary verb “is”, then adjective “fine”

Meanwhile, in the Japanese tense, the two sentences are present tense. The formula of the sentences are:

Sentence 1

Sakaishi ni arimasu.

Sakaishi ni = Adverb of Place

Arimasu = Verb

Sentence 2

Koko kara soo tookunai node, ashita kuji nihoteru wo detemo daijoubu da to omoimasu.

Koko = Adverb of Place

Kuji nihoteru= Object

Kara = Conjunction

Wo = Particle

Soo tookunai = Adjective

To = Particle

Node = Particle

Omoimasu = Verb

Ashita = Adverb of Time

The two sentences above are in positive form. In sentence 1, there are only adverb of place and verb “*arimasu*” in *-masu* verb form. Then, in sentence 2, there is no subject. But, there are object and verb “*omoimasu*” in *-masu* verb form or polite form.

From the analysis above, there are many differences of two languages. English tense is simple present tense and majority of the sentences have subject and verb. Meanwhile, Japanese tense is only present tense that it is no kinds of tense. Then, the sentence is no subject and only object and verb.

2. The Charm (**Conversation 2**)

Suzuki : Do Indonesian people believe in “omamori”?
(Indoneshia jin wa “omamori” wo shinjite imasu ka?)
 (L.2)

Kiki : What’s the meaning of Omamori?
(Omamori tte nan desu ka?) (L.4)

Suzuki : Omamori is a thing, an object, that we have to pray so we will get good things and to prevents bad things. Are they available in Indonesia?
(Omamori to wa yoi koto ga aru yooni, soshite warui koto ga okinai yooni negatte motsu mono desu. Indoneshia ni wa arimasu ka) (L.10)

Kiki : Yes, they are.
(Hai, arimasu.) (L.12)

Suzuki : Do Indoneshia people believe in them?
(Indoneshia jin wa shinjite imasu ka?) (L.14)

Kiki : Some people do believe some of them do not. As for myself, I don’t really believe in them. What about you?
(Shinjite iru hito mo iru shi, shinjite inai hito mo imasu. Watashi wa sonnani shinjite inai no desu ga... Suzuki san wa doo desu ka?) (L.19)

Suzuki : I believe.
(Boku wa shinjite imasu yo.) (L.21)

- Affan : There are many types of charms, eh? What does this one say?
(*Iroirona shurui ga arimasu ne. Kore wa nan to yomimasu ka?*) (L.23)
- Suzuki : It means “health”. People who buy this kind of charm are the ones who are unfit or for those who often got sick.
(*kore wa “kenkoo” to iu imi desu. Kenkoo denai hito ya, byookigachi no hito no tame no omamori wo katte agemasu.*) (L.27)
- Kiki : Oh, is that so? As next year I will have a thesis, to be success in it, I shall buy the charm and hang it on my bag.
(*Soo desu ka. Watashi wa rainen, ronbun shiken wo ukeru node, Gookaku dekiru yoo niomamori wo kaban ni tsukeyoo to omoimasu.*) (L.32)
- Affan : Pardon? You said that you didn’t believe in it, so why will you buy it?
(*Ett, shinjite inai to itta noni dooshite desu ka?*) (L.35)
- Kiki : As it has an interesting shape, it would be nice as a souvenir...
(*Katachi wa totemo omoshiroi node, nihon ni kita kinen ni iin janai kanaa tte...*) (L.38)
- Affan : Yes, right. I am going to buy it too. But, I can not decide on which I should take.
(*Soo desu ne. Boku mo kaitai desu. Demo, nani wo kaeba ii ka wakarimasen.*) (L.42)
- Suzuki : How about the traffic safety charm? You will commute to campus on a motorbike, won’t you?
(*Kootsuu anzen wa doo deshoo ka?Affan san wa baiku de tsuugaku suru n deshoo?*) (L.46)
- Affan : That’s fine... What else?

(*Sore mo ii desu nee... Hoka ni wa nani ka arimasu ka?*)
(L.48)

Suzuki : For example, that Japanese will give a charm to someone who is taking an exam or to a pregnant women.
(*Tatoeba, nihon de wa juken wo hikaeta kata ya ninpun no kata ni omamori wo watashitari shimasu yo.*) (L.52)

Kiki : Oh, really? It has a deep meaning. Can we buy them every where?
(*Soo desu ka. Totemo kyoomibukai desu ne. Kore wa doko de demo keamasu ka?*) (L.56)

Suzuki : No, they are only sold in Buddhist temples and Shinto shrines. Especially at New Year, many Japanese buy the charms after they did hatsumoode in the hope their wishes for the year will be granted.
(*Iya, otera ya jinja de utte imasu. Toku ni oshoogatsu no toki, icinen no negai ga kanaeru yooni ooku no nihonjin wa jinja de hatsumoode wo shite kara, omamori wo kaimasu.*) (L.63)

Datum 1 (L.1-2)

Suzuki : Do Indonesian people believe in “omamori”? (SL)
(*Indoneshia jin wa “omamori” wo shinjite imasu ka?*)
(TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

Do Indonesian people believe in “omamori”?

Do = Auxiliary Verb

In = Preposition

Indonesian people = Subject

Believe = Main Verb

Omamori = Object after preposition

Viewed from the sentence, this sentence is an interrogative form that “do” is as auxiliary verb put in the first sentence before subject “Indonesian people” and the main verb “believe” put after subject. Main verb is regular verb that in verb1.

Meanwhile, in the Japanese tense, the sentence is present progressive tense. The formula of the sentence is:

Indoneshia jin wa “omamori” wo shinjite imasu ka?

Indoneshia jin = Subject

Wa = Particle

Shinjite imasu = Verb

Omamori = Object

Ka = Interrogative word

Wo = Particle

The sentence above shows an interrogative form that it is signed with word “ka” in the end of the sentence. There is two particles “wa” that connected between subject and object and “wo” that connected between object and verb. Then, the verb “shinjite imasu” is *-te imasu* verb form that it shows the present progressive tense that the origin verb from *shinjiru* in dictionary form or *shinjimasu* in polite form and *imasu* in polite form.

From the analysis above, there are many differences of contrastive analysis between English and Japanese. The English tense is simple present tense and the position of subject between auxiliary verb and main verb. Meanwhile, the Japanese tense is present progressive tense, the

position of subject is in the first of the sentence and the position of the verb is in the end of the sentence.

Datum 2 (L.3-4)

Kiki : What's the meaning of Omamori? (SL)

(*Omamori tte nan desu ka?*) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

What's the meaning of Omamori?

What = WH-Question

Of = Preposition

Is = Auxiliary Verb

Omamori = Object after preposition

The meaning = Subject

Viewed from the sentence above, this sentence is in interrogative form that used WH-Question that has function to ask the subject. There is no main verb and only auxiliary verb that it signs the sentence is simple present tense and the subject is singular.

As for the Japanese tense, the sentence is present tense. The formula of the sentence is:

Omamori tte nan desu ka?

Omamori tte = Object

Desu = Auxiliary Verb

Nan = Interrogative Pronoun

Ka = Interrogative Word

The sentence above is interrogative form that “*ka*” is an interrogative word to indicate the sentence in interrogative form. Because this sentence is

Sentence 2

Are they available in Indonesia?

Are = Auxiliary Verb

Available = Adjective

They = Subject

In Indonesia = Adverb of Place

Viewed from the sentences, the first sentence is in positive form and the second sentence is in interrogative form. In the first sentence, there are subject “omamori” with auxiliary verb “is” and object “a thing”. Then, in the second sentence, because it is an interrogative form, the auxiliary verb “are” put in the front of the sentence followed with subject “they” and there is adjective “available”.

Whereas, in the Japanese tense, the two sentences above are present tense. The formulas of the sentences are:

Sentence 1

Omamori to wa yoi koto ga aru yooni, soshite warui koto ga okinai yooninegatte motsu mono desu.

Omamori to = Subject

Warui koto = Object

Wa = Particle

Ga = Particle

Yoi koto = Object

Okinai = Verb

Ga = Particle

Yooni negatte motsu mono =

Aru = Verb

Noun Clause

Yooni = The Clause

Desu = Auxiliary Verb

Soshite = Conjunction

Sentence 2

Indoneshia ni wa arimasu ka

Indoneshia ni = Adverb of

Arimasu = Verb

Place

Ka = Interrogative Word

Wa = Particle

The sentences above are positive form in sentence 1 and interrogative form in sentence 2. In sentence 1, there are clause “*yooni*” at the end means “just as I...”. Before the word *yooni*, there are verbs “*aru* and *okinai*”. The verb *aru* is the verb in dictionary form or *arimasu* in polite form. Meanwhile, the verb *okinai* is the verb in *-nai* form that the first word is *okimasen* in *-masen* form. Then, in sentence 2, there are word “*ka*” that it signs the sentence in interrogative form and there is verb “*arimasu*” in polite form or *aru* in dictionary form.

From the analysis above, there are many differences between English and Japanese. In English, the tense is simple present tense in sentence 1 and 2. Then, there are verb after subject or between subject and object. As for Japanese, the tense is present tense that it is no kinds of present tense and the verb is always in the end of the sentence.

Datum 4 (L.11-12)

Kiki : Yes, they are. (SL)

(*Hai, arimasu.*) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

Yes, they are.

Yes = The answer of the question

They = Subject

Are = Auxiliary Verb

Viewed from the sentence, this sentence is positive form in yes/no question and this sentence is the answer of the question. “are” is an auxiliary verb that showed the subject is the plural of “they” and “are” put after subject.

Meanwhile, in the Japanese tense, the sentence is the present tense. the formula of the sentence is:

Hai, arimasu.

Hai = The answer of the question

Arimasu = Verb

The sentence above is positive form in yes/no question. Different with English, Japanese is only the answer of the question and the verb. There is no subject. “*Arimasu*” is a verb in polite form.

From the analysis above, there are many differences of two languages. English tense is simple present tense that it is kinds of present tense and there are subject and object. Meanwhile, Japanese tense is present tense that it is no kind of tense and only present tense, then there is no subject and only verb.

Datum 5 (L.13-14)

Suzuki : Do Indonesian people believe in them? (SL)

(*Indonesia jin wa shinjite imasu ka?*) (TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

Do Indonesian people believe in them?

Do = Auxiliary Verb

In = Preposition

Indonesian people = Subject

Them = Object after

Believe = Main Verb

preposition

Viewed from the sentence, this sentence is an interrogative form that “do” is as auxiliary verb put in the first sentence before subject “Indonesian people” and the main verb “believe” put after subject. Main verb is regular verb that in verb1.

Whereas, in the Japanese tense, the sentence is present progressive tense. The formula of the sentence is:

Indonesia jin wa shinjite imasu ka?

Indonesia jin = Subject

Shinjite imasu = Verb

Wa = Particle

Ka = Interrogative word

The sentence above shows an interrogative form that it is signed with word “ka” in the end of the sentence. There is two particles “wa” that connected between subject and object. Then, the verb “*shinjite imasu*” is – *te imasu* verb form that it shows the present progressive tense that the

origin verb from *shinjiru* in dictionary form or *shinjimasu* in polite form and *imasu* in polite form.

From the analysis above, there are many differences of contrastive analysis between English and Japanese. The English tense is simple present tense and the position of subject between auxiliary verb and main verb. Meanwhile, the Japanese tense is present progressive tense, the position of subject is in the first of the sentence and the position of the verb is in the end of the sentence.

Datum 6 (L.15-19)

Kiki : Some people do believe some of them do not. As for myself, I don't really believe in them. What about you?

(SL)

(Shinjite iru hito mo iru shi, shinjite inai hito mo imasu.

Watashi wa sonnani shinjite inai no desu ga... Suzuki san wa doo desu ka?) (TL)

Based on the English tense, the sentences are simple present tense in sentence 1 and 2. The formula of the sentences are:

Sentence 1

Some people do believe some of them do not.

Some people = Subject 1

Some of them = Subject 2

Do = Auxiliary Verb

Do not = Auxiliary Verb

Believe = Main verb

Sentence 2

As for myself, I don't really believe in them.

I = Subject

In = Preposition

Don't = Auxiliary Verb

Them = Object After

Believe = Main Verb

Preposition

Viewed from those sentence, the sentences are positive form in sentence 1 and 2. In sentence 1, there are two subjects "some people and some of them", two auxiliary verb "do and do not", and one main verb "believe" that in verb 1 form that it put after auxiliary verb. Then, in sentence 2, there is subject that it determines the verb to be simple present tense that "don't" is as auxiliary verb and "believe" is as main verb in verb1.

As for the Japanese tense, the three sentences are present tense. The formulas of the sentences are:

Sentence 1

Shinjite iru hito mo iru shi, shinjite inai hito mo imasu.

Shinjite iru hito = Subject

Shinjite inai hito = Subject

Mo = Particle

Imasu = Main Verb

Iru = Main Verb

Sentence 2

Watashiwa sonnani shinjite inai no desu ga...

Watashi = Subject

Sonnani = Demonstrative

Wa = Particle

Word

Shinjite inai= Object

Desu ga = Conjunction

No = Particle

Sentence 3

Suzuki san wa doo desu ka

Suzuki san= Subject

Desu = Auxiliary Verb

Wa = Particle

Ka =Introgative Word

Doo = Introgative Word

The sentences above is positive form in sentence 1,2 and introgative form in sentence 3. In setence 1, there are two subject “*Shinjite iru hito* and *shinjite inai hito*” and two verbs “*iru* and *imasu*”. The verbs *iru* and *imasu* are the same word in verb grup 1 that *iru* in dictionary word and *imasu* in polite form. Then, in sentence 2, there are subject “*watashi*”, object “*shinjite inai*” and auxiliary verb “*desu*”. But, here, *desu* adding *ga* have meaning “but”. Whereas in sentence 3, There are only subject “*Suzuki san*” and auxiliary verb “*desu*” that it shows that statement is the present tense.

From the analysis above, there are many differences between English and Japanese. In English, the tense is simple present tense in sentence 1 and 2. Then, there are only subject and verb but there is no object. Meanwhile, In Japanese, the tense is present tense that it is no kinds of tense of present tense and there are subject, object and verb in sentence 2.

Datum 7 (L.20-21)

Suzuki : I believe. (SL)

(*Boku wa shinjite imasu yo.*) (TL)

According to English tense, the sentence is simple present tense. The formula of the sentence is:

I believe.

I = Subject

Believe = Verb

Viewed from the sentence, this sentence is positive form. There is the subject “I” that influence the verb into verb 1 without –s verb form “believe”, because “I” includes to plural.

Meanwhile, in the Japanese tense, the sentence is present progressive tense. The formula of the sentence is:

Boku wa shinjite imasu yo.

Boku = Subject

Wa = Particle

Shinjite imasu = Verb

Yo =Particle

Viewed from the sentence above, this sentence is in positive form that there is subject, but there is no object and immediately verb “*shinjite imasu*”. The verb “*shinjite imasu*” is *-te imasu* verb form that it shows the present progressive tense that the origin verb from *shinjiru* in dictionary form or *shinjimasu* in polite form and *imasu* in polite form. Then, in the

end of the sentence, particle “yo” means to make statement vvery assertive or empathic.

From the analysis above, there are many differences both two languages. English tense is simple present tense and the verb is not changing and still in verb 1. Meanwhile, Japanese tense is present progressive tense that the statement still in progress and the verb have changed into *-te imasu* verb form.

Datum 8 (L.22-23)

Affan : There are many types of charms, eh? What does this one say? (SL)

(Iroirona shurui ga arimasu ne. Kore wa nan to yomimasu ka?) (TL)

According to English tense, the sentences is simple present tense in sentence 1 and 2. The formula of the sentences is:

Sentence 1

There are many types of charms, eh?

There = Adverb of Place

Of = Preposition

Are = Auxiliary verb

Charms = Object after

Many types = Object

preposition

Sentence 2

What does this one say?

What = WH-Question

Does = Auxiliary Verb

This one = Subject

Say = Main Verb

Viewed from the sentences above, the sentences are positive form in sentence 1 and interrogative form in sentence 2. In sentence 1, “there” indicates adverb of place and object “many types” that it determines to auxiliary verb into plural “are”. As for in sentence 2, because it is an interrogative form, in the first of the sentence, there are “What” that is as WH-Question followed by auxiliary verb “does” and there is subject that put between auxiliary verb and main verb “say” in verb 1 form.

Meanwhile, the Japanese tense in the sentences is present tense in sentence 1 and 2. The formula of the sentences is:

Sentence 1

Iroirona shurui ga arimasu ne.

Iroirona shurui = Object

Arimasu = Main Verb

Ga = Particle

Ne =Particle

Sentence 2

Kore wa nan to yomimasu ka?

Kore = Demonstrative Pronoun

To = Connector

Wa = Particle

Yomimasu = Main Verb

Nan = Interrogative Pronoun

Ka = Interrogative Word

The sentences above is positive form in sentence 1 and interrogative form in sentence 2. In sentence 1, there are object “*Iroirona shurui*” and main verb “*arimasu*” in polite form or the same meaning with *aru* in dictionary form. Whereas in sentence 2, because it is an interrogative form

with the word “*ka*” in the end of the sentence that it signs that the sentence is an interrogative form. Then, There are no subject and object, but there are only demonstrative pronoun “*kore*” and main verb “*yomimasu*” in polite form or *yomu* in dictionary form.

From the analysis above, there are many difference of two languages. In English, the tense are simple present tense in sentence 1 and 2. Meanwhile, in Japanese, the tense is present tense in sentence 1 and 2 that it is no kinds of tense of present tense. Then, in sentence 1 both English and Japanese, English has only auxiliary verb, but Japanese has main verb.

Datum 9 (L.24-27)

Suzuki : It means “health”. People who buy this kind of charm are the ones who are unfit or for those who often got sick.

(SL)

(kore wa “kenkoo” to iu imi desu. Kenkoo denai hito ya, byookigachi no hito no tame no omamori wo katte agemasu.) (TL)

According to English tense, the sentences are simple present tense in sentence 1 and 2. The formula of the sentences is:

Sentence 1

It means “health”.

It = Subject

Means = Main Verb

Health = Object

Sentence 2

People who buy this kind of charm are the ones who are unfit or for those who often got sick.

People = Subject

The ones = Object

Who buy this kind of charm =

Who are unfit or for those who

Noun Clause

often got sick = Noun Clause

Are = Auxiliary Verb

Viewed from the sentence above, the sentences are positive form. In sentence 1, there are subject, verb and object that subject is as singular that it determines the verb into verb 1 adding “-s”. Then, in sentence 2, there are subject with clause, auxiliary verb and object with clause. Here, the subject is plural that it determines the auxiliary verb into “are”.

Meanwhile, in the Japanese tense, the sentences are present tense in sentence 1 and present progressive tense in sentence 2. The formula of the sentences is:

Sentence 1

kore wa “kenkoo” to iu imi desu.

Kore = Demonstrative

To iu = When making the

Pronoun

interrogative question

Wa = Particle

Imi = Nomina

Kenkoo = Object

Desu = Auxiliary Verb

Sentence 2

*Kenkoo denai hito ya,byookigachi no hito no tame no omamori wo katte
agemasu.*

Kenkoo denai hito ya,byookigachi no hito no tame no omamori= Object

Wo = Particle

Katte agemasu = Main Verb

The sentences above is positive form. In sentence 1, there are no subject and only demonstrative pronoun “*kore*”. “*Desu*” is as auxiliary verb that it indicates the statement is present tense. Meanwhile, in sentence 2, there is no subject but there are only object and verb. The verb “*katte agemasu*” in Verb *-te agemasu* is concerned to giving expression. Here, *katte* is from *kariru* in dictionary form or *karimasu* in polite form.

From the analysis above, there are many differences of two languages. First, tense in English is simple present tense in sentence 1 and 2. Then, there are subject, object and verb (auxiliary verb and main verb). Second, tense in Japanese is present tense in sentence 1 and present progressive tense in sentence 2. Then, there is no subject and there are only object and verb (auxiliary verb and main verb).

Datum 10 (L.28-32)

Kiki : Oh, is that so? As next year I will have a thesis, to be
success in it, I shall buy the charm and hang it on my
bag. (SL)

(Soo desu ka. Watashi wa rainen, ronbun shiken wo ukeru node, Gookaku dekiru yoo ni omamori wo kaban ni tsukeyoo to omoimasu.) (TL)

According to the English tense, the sentences are simple future tense in sentence 1 and 2. The formula of the sentences is:

Sentence 1

As next year I will have a thesis, to be success init,

As nex year = Adverb of time

I = Subject

To be success = To Infinitive

Will = Auxiliary Verb

In = Preposition

Have = Main Verb

It = Object After Preposition

A thesis = Object

Sentence 2

I shall buy the charm and hang it on my bag.

I = Subject

And = Conjunction

Shall = Modal Verb

Hang = Main Verb

Buy = Main Verb

It = Object

The charm = Object

On my bag = Adverb of place

Viewed from the sentences above, those two sentences are positive form. In sentence 1, adverb of time “As next year” in the first of the sentence determines the verb into future tense that changing into simple future tense form “will have” (will + Verb 1). Then, in the sentence 2,

there are auxiliary verb “shall” and two main verbs “buy and hang” that main verb is in verb 1.

Whereas in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Watashi wa rainen, ronbun shiken wo ukeru node, Gookaku dekiru yoo ni omamori wo kaban ni tsukeyoo to omoimasu.

Watashi= Subject

Node = Particle

Wa= Particle

Gookaku dekiru yoo ni = Clause

Rainen = Adverb of time

Omamori= Object

Ronbun shiken = Object

To =Particle

Wo = Particle

Omoimasu= Verb

Ukeru = Verb

The sentence above is positive form. The subject is in the first of the sentence. Then, there is adverb of time “*rainen*” and the verb “*ukeru* and *omoimasu*”. The verb *ukeru* is in dictionary verb that it uses with *node* form. As for *omoimasu* is in polite verb that it means “think” and the content of what one thinks is connected with “*to*” in Japanese.

From the analysis above, between English and Japanese are many differences. In English, the tense is simple future tense in sentence 1 and 2. Then, there are subject, object, and verb. Meanwhile, In Japanese, the tense is present tense that it is no kinds of present tense and there are only one sentence that the verb always in the end of the sentence.

Datum 11 (L.33-35)

Affan : Pardon? You said that you didn't believe in it, so why
will you buy it? (SL)

(*Ett, shinjite inai to itta noni dooshite desu ka?*) (TL)

According to the English tense, the sentences are simple past tense in sentence 1 and simple future tense in sentence 2. The formula of the sentences is:

Sentence 1

You said that you didn't believe in it,

You = Subject

That you didn't believe in it = Clause

Said = Verb

Sentence 2

so why will you buy it?

So = Conjunction

You = Subject

Why = WH-Question

Buy = Main Verb

Will = Modal Verb

It = Object

Viewed from the sentences above, the two sentences are positive form in sentence 1 and interrogative form in sentence 2. In sentence 1, there are only subject "you" and verb "said" in verb 2 that it is from verb 1 "say". Then, in sentence 2, because it is an interrogative form, the first word is "why" that it is WH-Question to ask an adverb. After that, there are modal verb "will" and subject put between modal verb and main verb "buy" that it is in verb 1.

Meanwhile, in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Ett, shinjite inai to itta noni dooshite desu ka?

Shinjite inai to itta noni= Object

Dooshite= Interrogative word.

Desu= Auxiliary Verb

Ka = Interrogative Word

The sentence above is interrogative form. It signs with the word “*ka*” in the end of the sentence. There is no subject, but there are only object and auxiliary verb “*desu*” that this words shows that the statement is the present tense.

From the analysis above, there are many differences. In English, the tense is simple past tense in sentence 1 and simple future tense in sentence 2. Then, there are subject, verb, and object. Meanwhile, In Japanese, the tense is present tense that it is no kinds of present tense and there are only object and auxiliary verb, but there is no subject.

Datum 12 (L.36-38)

Kiki : As it has an interesting shape, it would be nice as a souvenir... (SL)

(Katachi wa totemo omoshiroi node, nihon ni kita kinen ni iin janai kanaa tte...) (TL)

According to the English tense, the sentences are simple present tense in sentence 1 and simple past future in sentence 2. The formula of the sentences is:

Sentence 1

As it has an interesting shape,

As = Conjunction

Has = Main Verb

It = Subject

An interesting shape = Object

Sentence 2

It would be nice as a souvenir...

It = Subject

Nice = Adjective

Would = Modal Verb

As = Preposition

be = Main Verb

A souvenir = Noun Phrase

Viewed from the sentences above, the sentence is positive form in sentence 1 and 2. In sentence 1, there is conjunction “as” in the first of the sentence. Then, there are subject “it”, main verb “has”, and object “an interesting shape. Whereas in sentence 2, there is no object. But, there is subject and verb that there are modal verb “would” and main verb “be” in verb 1.

Meanwhile, in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Katachi wa totemo omoshiroi node, nihon ni kita kinen ni iinjanai kanaa tte...

Katachi= Subject

Wa = Particle

Totemo = Adverb

Nihon ni kita kinen ni iinjanai

Omoshiroi = Adjective

kanaa tte...= Object

Node = Particle

The sentence above is in positive form. There are subject “*katachi*” and object “*Nihon ni kita kinen ni iinjanai kanaa tte*”, but there is no verb. Then, the word “*node*” indicates that the preceding sentence 1 is the reason for the second sentence. Thus its function corresponds to “as” or “because” in English.

From the analysis above, there are many differences of those two languages. In English, the tense are simple present tense in sentence 1 and simple past future in sentence 2. Then, there are subject and verb (modal verb and main verb). Meanwhile, in Japanese, the tense is present tense and there are only subject and object, but there is no verb.

Datum 13 (L.39-42)

Affan : Yes, right. I am going to buy it too. But, I can not decide on which I should take. (SL)

(Soo desu ne. Boku mo kaitai desu. Demo, nani wo kaeba ii ka wakarimasen.) (TL)

According to English tense, the sentences are present progressive tense in sentence 1 and simple present tense in sentence 2. The formula of the sentences is:

Sentence 1

I am going to buy it too.

I = Subject

To buy = To Infinitive

Am = Auxiliary Verb

It = Object

Going = Main Verb

Too = Adverb

Sentence 2

But, I can not decide on which I should take.

But = Conjunction

On = Preposition

I = Subject

Which I should take = Noun

Can not = Modal

Clause

Decide = Main Verb

Viewed from the sentences above, the sentences are positive form in sentence 1 and negative form in sentence 2. In sentence 1, there are subject with verb that there are auxiliary verb “am” and “going” as main verb in verb –ing form. Then, in sentence 2, There is conjunction “but” in the first of the sentence and there are subject “I” with modal “can not” and verb “decide” in verb 1.

Meanwhile, in the Japanese tense, the sentences are present tense in sentence 1 and 2. The formula of the sentences are:

Sentence 1

Boku mo kaitai desu.

Boku = Subject

Kaitai = Verb –*tai* form

Mo = Particle

Desu = Auxiliary Verb

Sentence 2

Demo, nani wo kaeba ii kawakarimasen.

Demo = Conjunction

Wo = Particle

Nani = Interrogative Pronoun

Wakarimasen = Verb

The sentence above are positive form in sentence 1 and negative form in sentence 2. In sentence 1, the particle "mo" put between subject "boku" and verb *-tai* form. The word *kaitai* is made by replacing *-masu* of Verb *-masu* with *-tai*. The function of "tai" is to indicate desire and it means want to do something. Then "*desu*" is an auxiliary verb that it signs the present tense. Meanwhile, in sentence 2, the verb "*wakarimassen*" is from negative verb *-masen* from. The first verb is from polite form in verb *-masu* form (*wakarimasu*) changing into negative form *wakarimasen*,

From the analysis above, there are many differences between English and Japanese. English tense are present progressive tense in sentence 1 and simple present tense in sentence 2. Meanwhile, Japanese tense are present tense in sentence 1 and 2 that it is no kinds of present tense.

Datum 14 (L.43-46)

Suzuki : How about the traffic safety charm? You will commute to campus on a motorbike, won't you? (SL)

(*Kootsuu anzen wa doo deshoo ka? Affan san wa baiku de tsuugaku suru n deshoo?*) (TL)

From the analysis above, there are many differences of those two languages. English tense is simple future tense with sentence structure subject-verb-object. Meanwhile, Japanese tense is present tense that is no kinds of present tense with sentence structure subject-object-verb.

Datum 15 (L.47-48)

Affan : That's fine... What else? (SL)

(Sore mo ii desu nee... Hoka ni wa nani ka arimasu ka?)

(TL)

According to the English tense, the sentence is simple present tense.

The formula of the sentence is:

That's fine...

That = Demonstrative Pronoun

Is = Auxiliary Verb

Fine = Adjective

Viewed from the sentence above, it is positive form that there is no subject and object. After demonstrative pronoun "that", there is auxiliary verb "is" and adjective "fine".

Meanwhile, in the Japanese tense, the sentences are present tense.

The formula of the sentences are

Sentence 1

Sore mo ii desu nee...

Sore = Demonstrative Pronoun

Mo = Particle

Ii = Adjective

Ne = Particle

Desu = Auxiliary Verb

Sentence 2

Hoka ni wa nani ka arimasu ka?

Hoka ni = Subject

Arimasu = Main Verb

Wa = Particle

Ka = Interrogative Word

Nani ka = Interrogative Noun

The sentences above are positive form in sentence 1 and interrogative form in sentence 2. In sentence 1, there are no subject and object. There is only auxiliary verb “*desu*” that it shows that the statement is the present tense. As for in sentence 2, the word “*ka*” signs the sentence in interrogative form. There are only subject and verb that the verb in verb –*masu* form or polite form.

From the analysis above, there are many differences between English and Japanese. In English, the tense is simple present tense. Meanwhile, in Japanese, the tense is present tense in sentence 1 and 2 that it is no kinds of present tense.

Datum 16 (L.49-52)

Suzuki : For example, the Japanese will give a charm to someone who is taking an exam or to a pregnant women. (SL)
 (*Tatoeba, nihon de wa juken wo hikaeta kata ya ninpun no kata ni omamori wo watashitari shimasu yo.*) (TL)

According to the English tense, the sentence is simple future tense.

The formula of the sentence is:

For example, the Japanese will give a charm to someone who istaking an exam or to a pregnant women.

For = Preposition

To = Preposition

Example = Object after
preposition

Someone = Object after
preposition

The Japanese = Subject

Who istaking an exam or to a

Will = Modal

pregnant women = Noun

Give = Main Verb

Clause

A charm = Object

Viewed from the sentence, the sentence is positive form. There are “the Japanese” as subject, “will” as modal, “give” as verb in verb 1, and “a charm” as object. After modal verb “will” is always verb 1. That is “give”.

Meanwhile, in the Japanese tense, the sentence is present tense. The formula of the sentence is:

Tatoeba, nihon de wa juken wo hikaeta kata ya ninpun no kata niomamori wo watashitari shimasu yo.

Tatoeba = Conjunction

Juken wo hikaeta kata ya

Nihon = Subject

ninpun no kata niomamori=

De = Particle

Object

Wa = Particle

Wo = Particle

Watashitari shimasu= Verb

Yo = Particle

The sentence above is positive form. The word “*tatoeba*” is a conjunction. After conjunction, there is subject, object and verb. The verb “*watashitari shimasu*” is the *-tari shimasu* form. This form indicates alternate or representative action or states. Where the verb “*watashitari*” is from the verb “*watasu*” in dictionary form.

From the analysis above, there are many differences of those languages. In English, the tense is simple future tense and the sentence structure is subject-verb-object. Meanwhile, in Japanese, the tense is present tense that it is no kinds of present tense and the sentence structure is subject-object-verb.

Datum 17 (L.53-56)

Kiki : Oh, really? It has a deep meaning. Can we buy them
every where? (SL)
(*Soo desu ka. Totemo kyoomibukai desu ne. Kore wa
doko de demo keamasu ka?*) (TL)

According to the English tense, the sentences are simple present tense in sentence 1 and 2. The formula of the sentences are:

Sentence 1

It has a deep meaning.

It = Subject

A deep meaning = Object

Has = Main Verb

Sentence 2

Can we buy them everywhere?

Can = Modal

Them = Object

We = Subject

Everywhere = Adverb of

Buy = Main Verb

Place

Viewed from the sentences above, the sentences are positive form in sentence 1 and interrogative form in sentence 2. In sentence 1, there are subject “it” with verb “has” and object “a deep meaning”. As for the sentence 2, there is modal in the first of the sentence, then, subject “we” put between modal and main verb “buy”.

Meanwhile, in the Japanese tense, the sentences are present tense in sentence 1 and 2. The formula of the sentences are:

Sentence 1

Totemo kyoomibukai desu ne.

Totemo = Adverb

Desu = Auxiliary Verb

Kyoomibukai = Object

Ne = Particle

Sentence 2

Kore wa doko de demo keamasu ka?

Kore = Demonstrative

De = Particle

Pronoun

Demo = Conjunction

Wa = Particle

Keamasu = Verb

Doko = Interrogative Word

Ka = Interrogative Word

The sentences above are positive form in sentence 1 and interrogative form in sentence 2. The sentence 1 has only object “*kyoomibukai*” and auxiliary verb “*desu*” that *desu* shows that the statement is the present tense. Then, sentence 2 has only verb “*kaemasu*”. There are no subject and object. But there are demonstrative verb “*kore*” and “*doko*” as interrogative word that it indicates to ask the place.

From the analysis above, there are many differences between English and Japanese. In English, the tense is simple present tense and there are sentence structure subject-verb-object. Whereas in Japanese, the tense is present tense that it is no kinds of present tense and there is sentence structure that the verb is always in the end of the sentence.

Datum 18 (L.57-63)

Suzuki : No, they are only sold in Buddhist temples and Shinto shrines. Especially at New Year, many Japanese buy the charms after they did hatsumoode in the hope their wishes for the year will be granted. (SL)

(Iya, otera ya jinja de utte imasu. Toku ni oshoogatsu no toki, ichinen no negai ga kanaeru yooni ooku no nihonjin wa jinja de hatsumoode wo shite kara, omamori wo kaimasu.) (TL)

According to the English tense, the sentences are simple present tense in sentence 1 and simple present tense and simple past tense in sentence 2. The formula of the sentences are:

Sentence 1

No, they are only sold in Buddhist temples and Shinto shrines.

No = The answer of Yes/No

Only = Adjective

Question

Sold = Main Verb

They = Subject

In Buddhist temples and Shinto

Are = Auxiliary Verb

shrines = Adverb of Place

Sentence 2

Especially at New Year, many Japanese buy the charms after they did hatsumoode in the hope their wishes for the year will be granted.

Especially at New Year =

Did = Main Verb

Adverb of Time

Hatsumoode = Object

Many Japanese = Subject

In the hope their wishes =

Buy = Main Verb

Adverb of Manner

The charms = Object

For the year will be granted =

After = Preposition

Adverb of Time

They = Subject

Viewed from the sentences above, the sentence 1 is positive form that it is the answer of yes/no question and the sentence 2 is in positive form that there are two sentences. In sentence 1, there are subject “they“, verbs that there are auxiliary verb “are” and main verb “sold” and adverb

of place “in Buddhist temples and Shinto shrines”. The main verb here is in verb 3 form from the verb 1 “sell”. Then, in sentence 2, the adverb of time is in the first of the sentence. Then, there are subject “many Japanese”, main verb “buy” in verb 1 form, and object “the charms in the first sentence and the word “after” is as preposition that after preposition there are subject “they”, main verb “did”, object “hatsumoode”, adverb of manner “in the hope their wishes”, and adverb of time “for the year will be granted”.

Meanwhile, in the Japanese tense, the sentences are present progressive tense in sentence 1 and present tense in sentence 2. The formula of the sentence are:

Sentence 1

Iya, otera ya jinja de utte imasu.

Otere ya jinja = Object

De = Particle

Utte imasu = Main Verb

Sentence 2

Toku ni, oshoogatsu no toki, ichinen no negai ga kanaeru yooni ooku no nihonjin wa jinja de hatsumoode wo shitekara, omamori wo kaimasu.

Toku ni = Adverb

Ichinen no negai ga kanaeru

Oshoogatsu no toki = Adverb

yooni ooku no nihonjin =

of time

Subject

Wa = Particle

Jinja de = Adverb of Place

Kara = Particle

Hatsumoode = Object

Omamori = Object

Wo = Particle

Kaimasu = Verb

Shite = Verb

The sentences above are positive form in sentence 1 and 2. In sentence 1, there are only object “*otera ya jinja*” and main verb “*utte imasu*” that the word *utte* is from the word *urimasu* in polite form or *uru* in dictionary form. Then, in sentence 2, there are some adverbs of time and adverb of place. Here is complex sentence. The verbs are in *-te* form “*shite*” and in *-masu* form “*kaimasu*”. The verb *shite* is from *shimasu*.

From the analysis above, there are many differences between English and Japanese. In English, the tense are simple present tense in sentence 1 and simple present tense and simple past tense in sentence 2. Then, the verb is always after subject or between subject and object if there is object. Meanwhile, In Japanese, the tense are present progressive tense in sentence 1 and present tense in sentence 2. Then, the verb is always in the end of the sentence.

C. The Data Interpretation

According to the data analyses which have been analyzed in those 2 conversations, the interpretation of the data is formed in the following table shown below.

Combination Table of 4.B

Term		Language	
		English	Japanese
Tense	Kinds	Different	Different
	Total	6 active tenses	3 active tenses
	Adverb of Time	The same as with Japanese that it influences to determine the verb	The same as with English that it influences to determine the verb
Grammatical Structure	Subject	The same position with Japanese that the subject is in the first sentence	The same position with English that the subject is in the first sentence
	Predicate/Verb	Between subject and object or remarks of the sentence	Always in the end of the sentence
	Object	After predicate or verb	Initial position, when there is no subject Between subject and predicate or verb, when there is a subject
Remarks	Adverb of Time	Generally in the end of the sentence	Initially between subject and object
		Sometimes between subject and predicate	if there is no subject and object, in front of the verb
	Adverb of Place	Generally in the end of the sentence or after the object or after predicate if there is no object	Generally before object or before predicate or after subject if there is a complete sentence
		Sometimes before the verb, if the subject has adverb of place	
Adverb of Manner	Generally in the end of the sentence after object or after verb if there is no object	Between subject and object	

		Sometimes in the first sentence	Sometimes between subject and predicate / verb if there is no object
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D. The Discussion

After doing the research of contrastive analysis of tense between English and Japanese from conversation book, *3in1 Cepat Lancar Percakapan Pariwisata Sehari-hari Bahasa Jepang – Inggris – Indonesia* written by Ucu Fadhilah, it needs to discuss about the data is found by the writer. From the analyses of 34 data in those 2 conversations. There are many differences of tenses between English and Japanese. It contains from tenses, grammatical structure and remarks. The first is tense that both of two languages is different. In English, kinds of tense in English has more varieties than Japanese, Total tense in English has 6 active tenses and the adverb of time functions is same as with Japanese that it influences to determine the verb. Meanwhile, In Japanese, kinds of tense in Japanese is fewer than English, total tense in Japanese has 3 active tenses, and the adverb of time functions is same as with English that it influences to determine the verb.

Second, from grammatical structure, In English, the position of subject in English is in front of the sentence or before the verb, the position of predicate is between subject and object or remark of the sentence, and the position of object is after predicate or verb. Whereas in Japanese, the position of subject in Japanese is in front of the sentence or before the object, the position of predicate or verb is always in the end of the sentence, and the position of

object is between subject and predicate or before verb when, when there is no subject.

The last, from remarks such as a adverb of time, adverb of place and adverb of manner. In English, adverb of time is generally in the end of the sentence and sometimes between subject and predicate. Then, adverb of place is generally in the end of the sentence, after the object or after predicate, if there is no object and sometimes before the verb if the subject has adverb of place. The last is adverb of manner is generally in the end of the sentence after object or after verb, if there is no object and sometimes in the first of the sentence. Meanwhile, In Japanese, adverb of time is Initially between subject and object or if there is no subject and object, in front of the verb. The position of adverb of place is generally before object or before predicate or after subject if there is a complete sentence. Then, adverb of manner is between subject and object or sometimes between subject and predicate / verb if there is no object

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing all description based on the contents of previous chapter, the writer has an inference based on references used for composing this research. There are a lot of differences and few similarities analyzed in here, the position of subject and adverb of time that influences the verbs are similar, and kinds and total tense, the position of predicate and object, the position remarks such as adverb of time, adverb of place, adverb of manner are differences.

There are a lot of differences and few similarities of analysis contrastive element in the two conversations. Most of the differences and similarities which found are as mentioned in the paragraph above. From the analyses can be taken the implicit conclusion, they are:

1. The kinds of tense in English is more varieties than tense in Japanese.
2. The kinds of tense in Japanese is fewer than English.
3. Both English and Japanese, the position of the subject is in the first of the sentence.
4. The position of verb in English is always after subject or between subject and object, while Japanese is always in the end of the sentence.
5. Almost every subject in English is mentioned, while Japanese sometimes the subject is mentioned sometimes almost without subject.

6. The position of adverb of time in English is generally in the end of the sentence, while Japanese is before or after subject and sometimes if there is no subject and object, in front of the verb.

B. Suggestion

Based on the result of this research, there are some suggestion that may be useful in the future for concerning on:

1. The Readers

The readers should know more about the contrastive analysis that there are many differences if the readers need to contrast between English and Japanese. This research is so helpful to the readers to know that how to find the differences between English and Japanese and how the sentence can change with the alteration of the verb that the adverb of time can influence the verb.

2. The Students

The student who learn linguistics, especially in contrastive analysis between two languages (between English and Japanese) or more, it can be helpful to give inspiration the students how to analyze the language in different language and the student should know what the differences in English and Japanese. Then, the student should understand what the alteration in the sentence that the adverb of time can influence the verb in each language.

3. The Teachers

The teacher should know the teaching method and technique how to teach about contrastive analysis in two languages and to give clear explanation about the differences in two languages. Then, from this research, the teacher can help the student to know more about contrastive analysis.

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BIOGRAPHY



The writer was born in Jakarta on 2 February 1991, her mother is Ngatinem and her father is Wasiyo. She is the eldest daughter of two children and educated at Telajung 03 Elementary School in 1996 – 2002. She continued studying to 1 Setu Junior High School in 2002 – 2005. The writer took Accounting Department when she was in 2 Cikarang Barat Senior High School 2005 – 2008.

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In the end of 2015, the writer retired from her company and focus on her study until the graduation. During her study, she decided to do small business that sold comestic product of Roro Mendut and sold veil.

UCU FADHILAH

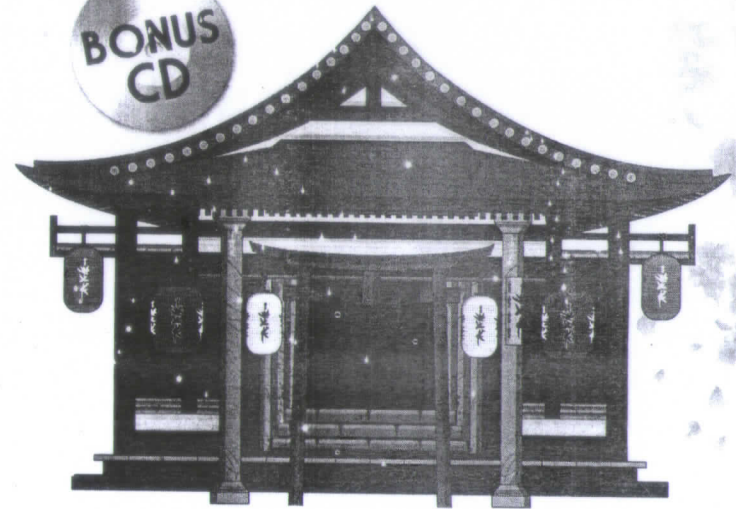


3 in 1

Cepat Lancar Percakapan
Pariwisata Sehari-hari

**Bahasa Jepang-
Inggris-Indonesia**

BONUS
CD



3 in 1 Cepat Lancar Percakapan Pariwisata Sehari-hari Bahasa Jepang-Inggris-Indonesia

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Kata Pengantar

Belajar bahasa tanpa mempelajari budayanya tidaklah cukup karena bahasa dan budaya memiliki keterkaitan yang sangat erat. Budaya suatu bangsa tercermin dari bahasanya, demikian juga dengan bahasa Jepang. Buku percakapan trilingual ini pun dikemas sedemikian rupa, memadukan aspek bahasa dan budaya, agar pembaca dapat mempelajari bahasa Jepang sekaligus dapat menangkap “kandungan budaya” yang tersirat dalam setiap percakapan.

Topik yang diambil cukup beragam, mulai dari pengenalan budaya tradisional seperti upacara minum teh, daerah wisata, *homestay* di rumah orang Jepang, hingga teknologi transportasi yang canggih, seperti kereta super cepat *shinkansen*. Keragaman topik yang diangkat disertai dengan situasi yang melatarbelakanginya, memungkinkan



Percakapan 6

旅行の予定を立てる

(Ryokoo no Yotei Wo Tateru)

Arranging the Itinerary

Mengatur Rencana Perjalanan

鈴木 : おはようございます。ゆうべよく眠れましたか。

Suzuki : Ohayoo gozaimasu. Yuube yoku nemuremashita ka?

Suzuki : Good morning! Did you sleep well last night?

Suzuki : Selamat pagi! Tadi malam Anda bisa tidur nyenyak?

キキ : はい、とてもよく眠れました。疲れもとれました。

Kiki : Hai, totemo yoku nemuremashita. Tsukare mo toremashita.

Kiki : Yes, I slept well. The tiredness has disappeared.

Kiki : Ya, nyenyak sekali. Capeknya juga hilang.

鈴木 : アファンさんはどこですか。

Suzuki : Affan san wa doko desu ka?

Suzuki : Where is Affan?

Suzuki : Affan di mana?

キキ : インドネシアで立てた旅行計画表を部屋までとりに行っています。

Kiki : Indonesia de tateta ryokoo keikakuhyoo wo heya made tori ni itte imasu.

Kiki : He is fetching an itinerary that we made in Indonesia.

Kiki : Dia sedang mengambil rencana tur yang sudah kami buat di Indonesia.

鈴木 : そうですか。

Suzuki : *Soo desu ka?*

Suzuki : Oh, okay.

Suzuki : Oh begitu?

アフアン : お待たせしました。ちょっとこれを見ていただけませんか？

Affan : *Omataseshimashita. Chotto kore wo mite itadakemasen ka?*

Affan : Sorry for making you wait. Look at this!

Affan : Maaf, ya, lama. Coba tolong lihat ini?

キキ : ここにいる間に日本の文化的・歴史的なものを見に行きたいです。

Kiki : *Koko ni iru aida ni nihon no bunkateki, rekishitekina mono wo mi ni ikitai desu.*

Kiki : During our trip here, we would like to visit historical places which have cultural values.

Kiki : Selama di sini kami mau pergi ke tempat yang bersejarah dan bernilai budaya.

旅行計画表を見ながら・・・

Ryokoo keikakuhyoo wo minagara...

While looking at the itinerary.....

Sambil melihat rencana perjalanan...

鈴木 : 茶室、温泉、東大寺、金閣寺、たくさんありますね。少し多過ぎるので、僕がもう一度立ててみます。

Suzuki : *Chashitsu, onsen, Toodaiji, Kinkakuji, takusan arimasu ne. Sukoshi oosugirunode, boku ga moo ichido tatete mimasu.*

Suzuki : Tea house, spa, and Todai-ji temple, Kinkakuji. I have many plans. Let's get go.

Suzuki : Rumah teh, spa, dan kuil Todai-ji, Kinkakuji. saya punya banyak rencana. Mari kita berangkat.

アフアン : 一週間ですべてまわれますか？

Affan : *Isshuukan de subete mawaremasu ka?*

Affan : Is it possible to visit those places in a week?

Affan : Apa bisa kami datangi semuanya selama seminggu?

- 鈴木 : もちろん。キキさんはどんなところに行きたいですか。
- Suzuki : *Mochiron. Kiki san wa donna tokoro ni ikitai desu ka?*
- Suzuki : Of course. What kind of places do you want to visit, Ki?
- Suzuki : Tentu saja. Tempat seperti apa yang ingin kamu kunjungi, Ki?
- キキ : 私はリサイクルのような安いものをたくさん売っている店に行きたいです。日本人の友達の話ではジャングルジャングルという店に安い物がいっぱいあるそうです。
- Kiki : *Watashi wa risaikuru no yoo na yasui mono wo takusan utte iru mise ni ikitai desu. Nihonjin no tomodachi no hanashi de wa Janguru-janguru to iu mise ni yasui mono ga ippai aru soo desu.*
- Kiki : I want to go to stores that have cheap prices such as a stores which sell recycled goods. I have heard from my Japanese friends, he said that the shops Jungle-Jungle there are a lot of cheap stuff like that.
- Kiki : Saya ingin pergi toko-toko yang murah seperti barang-barang daur ulang. Saya

dengar dari teman orang Jepang, katanya di toko Jungle-jungle ada banyak barang-barang murah seperti itu.

- 鈴木 : ああ、そういうところですね。はい、分かりました。案内します。
- Suzuki : *Aa, soo iu tokoro desu ne. Hai, wakarimashita. Annai shimasu.*
- Suzuki : Oh, those places! Ok, I know them. I will accompany you there.
- Suzuki : Ooh, tempat seperti itu ya. Ok, saya tahu. Saya akan antar.
- アフアン : 明日はどこに行きますか？
- Affan : *Ashita wa doko ni ikimasu ka?*
- Affan : Where shall we go tomorrow?
- Affan : Besok kita pergi ke mana?
- 鈴木 : そうですね・・・ 皆さん、先に茶室に行き、そのあと大仙公園に行くのはどうですか？ 僕は皆さんのために茶室利用を申し込んでおきましたよ。
- Suzuki : *Soo desu ne... Mina san, saki ni chashitsu ni iki, sono ato Daisen kooen ni iku no wa doo desu ka? Boku wa minasan no tame ni*

- chashitsu riyoo wo mooshikonde okimashita yo.*
- Suzuki : Thinking.... First, we'll visit a tea house, after that, shall we go to Daisen? I have already booked the tea house for you two.
- Suzuki : (Sambil berpikir)... Pertama kita ke *tea house*, dari situ kalau ke taman Daisen bagaimana? Saya sudah pesankan *tea house* untuk Anda berdua.
- キキ : 本当ですか！ はい、楽しみにしていますね。よろしくお願いします。
- Kiki : *Hontoo desu ka! Hai, tanoshimi ni shite imasu ne. Yoroshiku onegai shimasu.*
- Kiki : Seriously? It's great. Yes, please.
- Kiki : Serious? Senang sekali. Tolong ajak kami ke sana, ya.
- アフアン : ところで、その茶室というのはどちらにあるのですか？
- Affan : *Tokorode, sono chashitsu to iu no wa dochira ni aru no desu ka?*
- Affan : By the way, where is the tea house?
- Affan : Omong-omong, *tea housenya* ada di mana?

- 鈴木 : 堺市にあります。ここからそう遠くないので、明日九時にホテルを出ても大丈夫だと思います。では、また明日。
- Suzuki : *Sakaishi ni arimasu. Koko kara soo tookunai node, ashita kuji ni hoteru wo detemo daijoubu da to omoimasu. Dewa, mata ashita.*
- Suzuki : It's in Sakai. As it's nearby, we can leave the hotel at 9. That's fine. So, see you tomorrow!
- Suzuki : Ada di Kota Sakai. Karena dari sini tidak begitu jauh, kita berangkat dari hotel jam 9. Tidak masalah. Kalau begitu, sampai besok ya.

Percakapan 11

お守り
(Omamori)
The Charm
Jimat

- 鈴木 : インドネシア人は「お守り」を信じていますか。
- Suzuki : *Indoneshia jin wa "omamori" wo shinjite imasu ka?*
- Suzuki : Do Indonesian people believe in "omamori"?
- Suzuki : Apa orang Indonesia percaya "omamori"?
- キキ : お守りって何ですか。
- Kiki : *Omamori tte nan desu ka?*

- Kiki : What's the meaning of Omamori?
- Kiki : Omamori artinya apa?
- 鈴木 : お守りとは良いことがあるように、そして悪いことが起きないように願って持つものです。インドネシアにはありますか。
- Suzuki : *Omamori to wa yoi koto ga aru yooni, soshite warui koto ga okinai yooni negatte motsu mono desu. Indoneshia ni wa arimasu ka.*
- Suzuki : Omamori is a thing, an object, that we have to pray so we will get good things and to prevents bad things. Are they available in Indonesia?
- Suzuki : *Omamori* adalah benda yang kita miliki untuk memohon agar kita mendapat hal yang baik dan mencegah yang buruk. Apa di Indonesia ada?
- キキ : はい、あります。
- Kiki : *Hai, arimasu.*
- Kiki : Yes, they are.
- Kiki : Ya, ada.
- 鈴木 : インドネシア人は信じていますか。
- Suzuki : *Indoneshiajin wa shinjite imasu ka?*

- Suzuki : Do Indonesian people believe in them?
- Suzuki : Apa orang Indonesia percaya?
- キキ : 信じている人もいるし、信じていない人もいます。私はそんなに信じていないのですが・・・鈴木さんはどうですか。
- Kiki : *Shinjite iru hito mo iru shi, shinjite inai hito mo imasu. Watashi wa sonnani shinjite inai no desu ga... Suzuki san wa doo desu ka?*
- Kiki : Some people do believe, some of them do not. As for myself, I don't really believe in them. What about you?
- Kiki : Ada yang percaya, ada juga yang tidak. Kalau saya tidak begitu percaya... Anda bagaimana?
- 鈴木 : 僕は信じていますよ。
- Suzuki : *Boku wa shinjite imasu yo.*
- Suzuki : I believe.
- Suzuki : Saya percaya.
- アフアン : 色々な種類がありますね。これは何と読みますか。
- Affan : *Iro-irona shurui ga arimasu ne. Kore wa nan to yomimasu ka?*

- Affan : There are many types of charms, eh? What does this one say?
- Affan : Jenisnya macam-macam ya. Kalau yang ini bacanya apa?
- 鈴木 : これは「健康」という意味です。健康でない人や、病気がちの人のためにこのお守りを買ってあげます。
- Suzuki : *Kore wa "kenkoo" to iu imi desu. Kenkoo denai hito ya, byookigachi no hito no tame no omamori wo katte agemasu.*
- Suzuki : It means "health". People who buy this kind of charm are the ones who are unfit or for those who often got sick.
- Suzuki : Ini berarti "kesehatan". Orang-orang membeli jimat seperti ini untuk orang yang kondisi kesehatannya kurang baik atau orang yang sering sakit.
- キキ : そうですね・・・私は来年、論文試験を受けるので、合格できるようにお守りをカバンにつけようと思います。
- Kiki : *Soo desu ka. Watashi wa rainen, ronbun shiken wo ukeru node, Gookaku dekiru*

- yoo ni omamori wo kaban ni tsukeyoo to omoimasu.*
- Kiki : Oh, is that so? As next year I will have a thesis, to be success in it, I shall buy the charm and hang it on my bag.
- Kiki : Oh begitu? Karena tahun depan saya akan mengikuti ujian skripsi, supaya lulus, saya mau membeli dan menggantungnya di tas saya.
- アフアン : えっ、信じていないと言ったのにどうしてですか?
- Affan : *Ett, shinjite inai to itta noni dooshite desu ka?*
- Affan : Pardon? You said that you didn't believe in it, so why will you buy it?
- Affan : Apa? Katanya kamu tidak percaya, tapi kenapa mau beli?
- キキ : 形はとても面白いので、日本に来た記念にいいんじゃないかなあって・・・
- Kiki : *Katachi wa totemo omoshiroi node, nihon ni kita kinen ni iin janai kanaa tte...*
- Kiki : As it has an interesting shape, it would be nice as a souvenir...

- Kiki : Karena bentuknya sangat menarik, bagus kan kalau saya jadikan kenang-kenangan...
- アフアン : そうですね。僕も買いたいです。でも、何を買えばいいかわかりません。
- Affan : *Soo desu ne. Boku mo kaitai desu. Demo, nani wo kaeba ii ka wakarimasen.*
- Affan : Yes, right. I am going to buy it too. But, I cannot decide on which I should take.
- Affan : Betul juga ya. Saya mau beli juga. Tapi, saya bingung mau beli yang mana.
- 鈴木 : 交通安全はどうでしょうか?アフアンさんはバイクで通学するんでしょう?
- Suzuki : *Kootsuu anzen wa doo deshoo ka? Affan san wa baiku de tsuugaku Suru n deshoo?*
- Suzuki : How about the traffic safety charm? You will commute to campus on a motorbike, won't you?
- Suzuki : Kalau jimat keselamatan berlalu lintas bagaimana? Anda kan pulang pergi ke kampus naik motor?
- アフアン : それもいいですねえ・・・他には何かありますか?

- Affan : *Sore mo ii desu nee... Hoka ni wa nani ka arimasu ka?*
- Affan : That's fine....what else?
- Affan : Itu juga boleh... yang lain apa lagi?
- 鈴木 : 例えば、日本では受験を控えた方や妊婦の方にお守りを渡したりしますよ。
- Suzuki : *Tatoeba, nihon de wa juken wo hikaeta kata ya ninpu no kata ni omamori wo watashitari shimasu yo.*
- Suzuki : For example, the Japanese will give a charm to someone who is taking an exam or to a pregnant woman.
- Suzuki : Misalnya, di Jepang orang-orang akan memberi jimat kepada orang yang akan mengikuti ujian atau yang sedang hamil.
- キキ : そうですね。とても興味深いですね。これほどどこでも買えますか。
- Kiki : *Soo desu ka. Totemo kyoomibukai desu ne. Kore wa doko de demo kaemasu ka?*
- Kiki : Oh, really? It has a deep meaning. Can we buy them every where?
- Kiki : Begitu ya? Artinya dalam juga ya. Apa kita bisa membelinya di mana saja?

- 鈴木 : いや、お寺や神社で売っています。特に、お正月の時、一年の願いが叶えるように多くの日本人は神社で初詣をしてから、お守りを買います。
- Suzuki : *Iya, otera ya jinja de utte imasu. Toku ni, oshoogatsu no toki, ichinen no negai ga kanaeru yooni ooku no nihonjin wa jinja de hatsumoode* wo shite kara, omamori wo kaimasu.*
- Suzuki : No, they are only sold in Buddhist temples and Shinto shrines. Especially at New Year, many Japanese buy the charms after they did hatsumoode * in the hope their wishes for the year will be granted.
- Suzuki : Tidak, hanya dijual di kuil Budha dan kuil Shinto. Khususnya, pada waktu tahun baru, banyak orang Jepang membeli jimat sesudah mereka melakukan *hatsumoode** agar keinginan mereka selama setahun terkabul

***Hatsumode:** kunjungan pertama kali ke kuil budha atau shinto pada tahun baru untuk memohon kebaikan dan kedamaian selama setahun di tahun yang baru.