PHONETICS STUDY OF JAPANESE LANGUAGE
(HISTORICAL STUDY OF JAPANESE OCCUPATION IN MINAHASA 1942-1945)

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Abstract

Abstract—In people's lives, singing has an important role. Singing can cause someone to feel happy, sad, angry, and also excited. The unity of good lyrics and combination of tones creates a very comfortable harmony to be heard. Song as a means of self-expression to convey a message in the form of life values is universal or cross-cultural. This can also be seen from the strong influence of songs from a colonial country, which once colonized a nation embedded firmly in the minds of the colonists, even passed down from generation to generation to be sung in certain events. t was realized, that singing is very influential on the human soul. That is why, it cannot be denied, that during the Japanese occupation, singing has become a very effective propaganda tool. Songs are taught through the power of listening to the lyrical sounds over and over again. The study will be directed at two aspects, namely, the aspects of song lyrics that still persist, and the pronunciation aspects remaining in the memory of the respondent until now. Listen to the sound of song lyrics related to phonological levels. Phonology studies, analyzes, and discusses collections of language sounds. A song lyrics if studied properly will prove the cultural defenses experienced by a group of people as part of its life journey. The lyrics of the song can also convey negative and positive impressions and messages from life experiences that do experience periods of colonialism that leave a meaningful history of life that can also be an education and teaching material to the next generation, especially language learning, which in this case the development of teaching Japanese at Manado State University especially in the Japanese phonetic field.

Keywords: Phonology, language, Japan, singing

INTRODUCTION

Communication through language allows each person to adjust himself to the physical environment and social environment. Thus, each person is allowed to learn their habits, customs, culture, and background (Keraf, 1997: 1)Furthermore, Sobur (2006: 204) states that communication by using language can be general and universal. In this connection, language can function as follows. 1. Practical purpose, as a means of communication between people in association; for artistic purposes, namely when humans process language to produce expressions that are as beautiful as they are, such as in stories, stories, rhyme, poetry, images, paintings, music and sculptures; for philosophical purposes, namely when studying ancient manuscripts, historical background, culture, human customs, and language development; and to be key in learning other knowledge.2. Language can be seen as a reality, social reality, and

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at the same time as a semiotic reality. As a reality, language is a phenomenon of physical, logical, psychological, or philosophical phenomena of its speakers in the context of certain situations and cultural contexts. As a social reality, language is a social phenomenon that is used by the speaking community to interact and communicate in the context of certain cultural situations and contexts. As a semiotic reality, language is a symbol that realizes social reality and reality in certain situations and cultural contexts as well, (Santoso, 2003: 6-7).

The two realities above work together simultaneously in expressing meaning, which includes philosophical, psychological, sociological, ideological, and cultural values. In people's lives, singing generally has an important role. Singing can cause someone to feel happy, sad, angry, and also excited. Even singing is often used in communication with nature and the Almighty. Singing is very popular and popular because it is in the form of harmonious sounds, which are captured by human hearing. That is why many people use it as a means of communication. Communication, which uses singing as a means, greatly supports the achievement of communication goals.Singing as a means of self-expression to deliver a message in the form of life values is universal and can be accepted by others in a cross-cultural context though, especially the singing gives a very pleasant impression

Singing has become a tradition for Minahasans. Singing is a tradition that is very well liked, even needed by the Minahasa people. Almost every activity of daily living, is included by singing. Sometimes singing becomes a complement to work, but in certain cases singing is something that is absolutely there, because without singing, a job becomes incomplete, such as an example in a traditional ritual. Even some of them, singing is an amplifier in an event or work, where the job requires singing so the results can be maximized. For example in the work of harvesting sap or in the Minahasa language it is called batifar. In the village of Rurukan there are special songs which are strongly believed to be able to increase the production of sap water, on the contrary it can also be used to dry the juice of the sap in the tree. Thus there is almost no daily living activity for Minahasans that does not involve singing activities. This is in line with what was stated by Graafland, (1991: 417).

On every occasion the Minahasa people always sing, and that is in accordance with their musical talents. In various ceremonies, in the garden, when carrying a load, or carrying a chair, pulling a wooden block, or when in construction, in short at every opportunity people sing. No wonder, if they also sing in rhythm with the hand movements that paddle, like on the lake.

Traditions that loves to sing, and the singing ability possessed by Minahasans is one of the major contributions in the context of the association between Minahasa people and outsiders who come to Minahasa. Thus the cultural association between Minahasa culture and culture that came from outside has contributed greatly to the realization of assimilation and acculturation of culture in the Minahasa. Singing has become a useful tool in cultural communication between Minahasans and Japanese during the Japanese occupation of the Minahasa. In other words singing has helped create a pleasant climate in cultural relations and communication between Japanese and Minahasa people.

On the other hand, singing has also been used by the ruling nation, in this case the Japanese nation became a tool for certain purposes, including propaganda ideas included in the verses of the Song to be used. Usually, for these needs, Songs are chosen which are very popular with the community. Unconsciously, by liking the song that is sung, the verses in the song are also learned. Even though it's slow or fast, the ideas contained in the song can be understood and liked. One example of the song, which is singing to arouse the enthusiasm of the Japanese soldiers towards the battlefield, namely the Mars song entitled "AikokuKoushin Koku." This song can ignite the patriotism of the soldiers, ignite the spirit of love for the country, arouse morale, foster discipline, and spread the fragrance of the nation.

Singing is an important part of the education and teaching of Japanese schools in the Minahasa during the Japanese occupation. Singing is taught through the power of listening to the lyrics of the lyrics repeatedly. Listen to the sound of song lyrics related to phonological levels. According to (Chaer. 1994: 4) phonology studies, analyzes, and talks about the sequence of sounds of language. When talking about phonology, there are two major parts that will be discussed, namely phonemic problems and phonetic problems, both of which cannot be separated from one another. Listen to the sound of song lyrics related to phonological levels. According to (Chaer. 1994: 4) phonology studies, analyzes, and talks about the sequence of sounds of language. When talking about phonology, there are two major parts that will be discussed, namely phonemic problems and phonetic problems, both of which cannot be separated from one another.

Krashen et al. (1974) cited by Huda (1985: 45) found that the relationship between the amount of time to attend foreign language lessons with the ability to speak in a foreign language from both different language environments (informal environment and formal environment) proved each to affect foreign language skills . The informal language environment provides input for acquisition, while the formal environment provides input for

monitors (Krashen, 1981: 47). That is, in a natural environment, native speakers of the language being studied can play a role in helping students by giving feedback to learners.

A song lyrics if studied properly will prove the cultural defenses experienced by a group of people as part of its life journey. The lyrics of the song can also deliver negative and positive impressions and messages from life experiences from periods of colonialism that leave a meaningful history of life that can also be an education and teaching material to the next generation, especially language learning, which in this case the development of teaching Japanese at Manado State University especially in the Japanese phonetic field. Purpose of this research to determain 1). what is the historical setting of the Japanese occupation in Minahasa from 1942-1945, 2). What is the phonetic analysis of the forms of pronunciation in Kuni No Hana Song Lyrics.

REVIEW OF LITERATURE

Japanese phonetics

The term phonetics in Japanese is called 'onseigaku' (音声学), which is the science that examines the sound of language (utterance) which is used as a tool for communication. Speaking of sounds, there are many variations, Kashima, 1997 in Sutedi, 2008 which classify them in several categories, namely:

Sounds that are not related to humans, such as: wind, vehicles, animals and others

Sounds related to humans, which consist of:

Unintentional sound that is:

Sounds that do not use spoken devices, such as stomach sounds.

Sounds that use spoken devices, such as coughing, sneezing and others

Deliberate sounds, namely:

1. Sounds that do not use utterances, such as clapping, knocking and so on.

Sounds that use utterances, such as speech sounds, whistles and others.

The object of phonetic study is the study of the sound of language (utterance) which is intentionally produced using a spoken instrument that is used to create a meaning. Language sounds arise because there are two things, namely the arctic airflow and the point of articulation.

Speech devices are organs in the human body that function in the pronunciation of the sounds of language. The organs involved include the lungs, larynx, pharynx, nasal cavity, oral cavity, lips, teeth, tongue, alveoli, palate, velum, and uvula. The process of forming language sounds in outline is divided into 4 types, namely: 1). The process of flowing air, 2). Phonation

process, which is the passing of sound in the throat. 3). Articulation process that is the process of forming sounds by an articulator. 4). Oronasal process, the process of sounding through the mouth or nose. Speeches are produced by various combinations of instruments found in the human body. There are three types of tools that need to produce speeches, namely: 1) Air: which is flowed out of the lungs, 2) Articulators: parts of utensils that can be moved or shifted to cause a sound and 3) Articulation point: is the part of the tool that is the touch destination of the articulator. Corder (1974) uses 3 (three) terms to limit language errors:

Lapses, is a language error because the speaker switches the way to declare something before all the utterances (sentences) are complete. For spoken language, this type of error is termed "slip of the tongue" while for written language, this type of error is termed "slip of the pen". This error occurs due to accident and is not realized by the speaker.

Error, is a language mistake due to speakers violating the "breaches of code" rules or rules. This error occurs because the speaker already has grammar rules that are different from other grammar, so that it has an impact on the lack of perfection or inability of the speaker. This has implications for the use of language, language errors occur due to speakers using the wrong language rules.

Mistake, is a language error because the speaker is not right in choosing words or phrases for a particular situation. This error refers to the error caused by the speaker not using the rules that are known to be correct, not because of the lack of mastery of the second language (B2). Errors occur in improper speech products.

The Tarigan (1997) calls it the term "language error". There are two terms that are synonymous with each other (have more or less the same meaning), errors and mistakes. Language errors are the use of language that deviates from the rules of language prevailing in that language. Meanwhile, the mistake is the use of language that deviates from the rules of language applicable in that language but is not seen as a language violation. Language errors tend to be ignored in the analysis of language errors because they are not random, individual, not systematic, and not permanent (temporary).

Language error is a natural thing and always experienced by children (students / students) in the process of acquiring and learning the second language. Affirmed by Dulay, Burt and Richard (1979), errors will always arise no matter how much prevention efforts are made, no one can learn languages without making language errors. According to the findings of the study in the field of cognitive psychology, every learner who is acquiring and learning the

second language (B2) always builds language through the process of creativity. So, language errors are the results or implications of creativity.

Hendrickson in Nurhadi (1990) concluded that language error is not something that must be avoided, but something that needs to be learned. By studying errors there are at least 3 (three) information that will be obtained by the teacher (teacher) language, namely: 1) mistake is useful for feedback (feedback), which is about how far the distance must be traveled by the learner to arrive at what goals and things (material) that still must be learned by children (students / students); 2) error is useful as data / empirical facts for researchers or research on how one acquires and learns the language; 3). Error is useful as input (input), that error is inevitable in the acquisition and learning of language, and is one of the strategies used by children for the acquisition of language (Corder; Richard, 1975).

RESEARCH METODOLOGY

This research used qualitative descriptive method with historical approach through content analysis technique that covered the stage of heuristic, critical, hermeneutic and histography. At the stage of heuristic, searching and collecting data were undertaken through interview, although the researcher found difficulties for many the subject or the witness had passed away already. Difficulties were also found over the living subject and witness, such as aging and unwell health condition that caused another difficulty in doing the interview. Other factors such as lacking of the witnesses' detail, namely, address because many of the informants had moved out and live in different house or address.

Data were collected through some laminar and repetitive process. The collected data in form of songs with local language and Japanese language in the year (1942-1945) were about 31 songs. There were three songs in Japanese lyric.

In collecting the data, the method and technique used in preparing the research data were observation, interview and introspection as stated by Mashun (2007:92-116). Observation method was executed by observing the language use. The language use, in this case, covered both spoken and written. In spoken way, it took the language sample while someone or group of people using the language. In written way, researcher was faced with the lyric.

RESULT AND DISCUSSION

1. The historical background of the Nippon occupation in Minahasa in 942-1945 which is related to the people's memory of the lyrics of Nippon's songs

In this section chronologically the events throughout the period of the Nippon occupation in the Minahasa from 1942 to 1945. Information is obtained from documents and interviews.

The entire description of the event is as follows:

a. Military Invasion: On Sunday 11 January 1942 there were simultaneous landings in Minahasa and Tarakan by the Sakagusti Brigade based in Davao Philippines (Palar, 2009: 187). This event was the beginning of the Nippon invasion of the Dutch East Indies. This landing occurred in Kema and Manado, while the air force was deployed at the Kalawiran airport which was preceded by the bombing of the Dutch air force base in Kalawiran and the port of Amphibi in Tasuka.

b. Government: On March 7, 1942 issued the Constitution No. 1 in 1942, the magnifying force of the Nippon army held military power and all powers which were previously in the hands of the governor-general's government system (during the Dutch rule). The Nippon military government system over the territory of Indonesia is held by two armed forces, namely the army (Rikugun) and the navy (Kaigun). Nippon divided Indonesia into 3 areas of power, namely Java and Madura with its center Batavia under the authority of Rikugun, while Kalimantan, Sulawesi, Nusa Tenggara, Maluku, Irian were under the control of the well-known tyrannical Kaigun with executioners of Kempei-tai and Tokei- tai. (Palar, 2009: 212).

In the early years of Nippon's arrival, 1942, Nippon formed a government called military government (Suryaningrat, 1981: 68). Nippon based policy making according to the development of the war that was taking place. Nippon's military policy includes three stages; (1) The first stage (1942-1943) is the stage of persuasion; at this stage Nippon gave disguised promises about political concessions so that the Indonesian people would cooperate with the Nippon Occupation Government, (2) the second stage (1943-1944) was the stage of participation and mobilization; at this stage Indonesians were involved in positions in government offices as assistants or advisors to officials for Nippon's occupying government interests, (3) The third stage (1944-1945) was the stage of increasing mobilization by giving political promises about independence for the Indonesian people (Regional Government of TK II Bandung Municipality, 1981: 57; Ekadjati, et al. 1981: 57). In terms of structuring the government, Nippon made several changes to the Manado residency government, which initially took the form of Manado residency, which was changed to Manado Sityo, which consisted of Minahasa-Bunaken, BolaangMongondow-Bunaken, Gorontalo-Bunaken and Sangir Talaud-Bunaken. In October 1943, the Residency of Manado changed to Manado Province under the name Manado "Syuu" and the Governor was called Manado "Syuuchiji" held by Japanese civilians (Watuseke in Palar, 2009: 206). Then on 11 February 1945 District division took place namely; the Manado district is divided into two, namely the Manado and

Tomohon Districts.

2.Memory analysis of the lyrics of Kuni No Hana's song

This song is still remembered by the whole informant, namely: 12 people who were the objects in this study. All informants can sing the song, this result proves that their memory is strong about the lyrics of the song Kuni no hana. From the results of the Kuni No Hana Song recapitulation it is known that 64.7% of informants can remember the lyrics of the song properly and correctly, as many as 16.26% partly forget the syllables, 19.04% the informants do not remember some of the lyrics or the song Kuni No Hana song. Analysis of informants' memories can be seen in the following graph:

GRAPH 1

Memory Analysis of Kuni No Hana's Song.
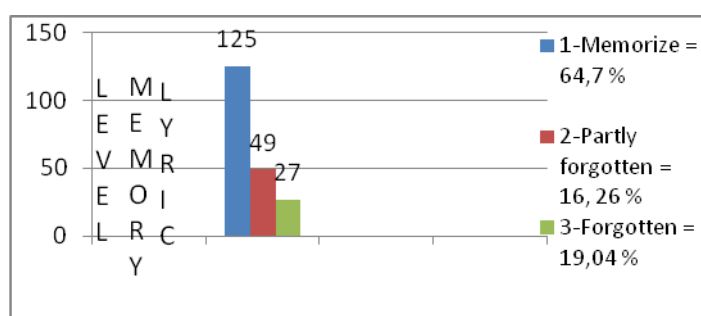
Graph 1: Kuni No Hana's Song Chords

Phonetic Analysis of the forms of pronunciation in Kuni No Hana's Song Song Lyrics

1. Mashiroki

The word "mashiroki" becomes "machiroki' by Informant 1 / sh / and / ch / Mashiroki $\Rightarrow$ [maʃiroki] $\Rightarrow$ [matʃiroki] Mashiroki, sung [matʃiroki]. Informant 1 says **[tʃi]** which should be pronounced **[ʃi]**. The syllable "chi" in the Japanese syllable is in a row of sounds: [ta, **tʃi, tsɷ**, te, to]. Meanwhile, the syllable "shi" is in the sound sequence [sa, shi, su, se, so]. From the analysis above it can be found that the sound **[ʃi]** has a disturbance on I-1, which is changed to the sound **[tʃi]**. these changes occur in the second syllable. In phonetic terms, consonant correspondence occurs. Consonant / s / correspondence with consonant / c /.

The sound of **[ʃi]** in the lyrics of 'mashiroki' begins with consonant / s / called the alveolar hiss (fictative) consonant is silent because it is sounded by attaching the tip of the tongue to the lower gum while releasing air through the side of the tongue causing hissing. / s / pronounced clearly hiss both at the beginning, in the middle, or at the end of the syllable.

The sound of **[ʃi]** is the voiceless hissing that is spoken by forming a narrow gap between the front of the tongue and the base of the upper incisors to the hard ceiling.

The sound **[tʃi]** begins with the consonant / c / which is called the voiceless palatal consonant because it is produced by touching the front of the tongue with a hard palate and blowing air from the lungs through the gap between the teeth. According to Katamsi in singing consonant / c / pronounced quite clearly, both when he was at the beginning and at the end of the word. (2011: 9-10)

And the sound of **[tʃi]** is the sound of a combination of hiss barriers formed by touching the tip of the tongue with the upper gum portion up to the hard ceiling and inhibiting the flow of air. When releasing it, the tongue shifts to the position of sound formation **[ʃ]**.

Judging from the phonetic point of view according to Zulaeha, the informant violated the prevailing language rules, because there was a correspondence of substitution of consonant sounds / s / to consonant / c / (2010: 42-43). Viewed from the articulation angle it is very different because, / s / is a hiss (fictive) consonant while / c / is a voiceless palatal consonant.

2. Tsuyoi

For the word "tsuyoi" to be "suyoi" the informant (1,4,5,6,10,11,12) experiences 2 types of incorrect pronunciation (/ ts / and / s /) Tsuyoi⇒[tsωyoi]⇒ [s ωyoi]. Tsuyoi, sung [sωyoi].Informants 1,4,5,6,10,11,12 say [sω] in the initial syllable, which should be pronounced [tsω]. The syllable "tsu" in the Japanese syllable is in the sound sequence [ta, tʃI, tsω, te, to]. Meanwhile, the syllable "su" is in the sequence of sounds [sa, ʃi, sω, se, so].

From the above analysis it was found that the sound of [tsω] experienced interference with the Informant 1,4,5,6,10,11,12, which is changed to the sound [sω]. From a phonetic perspective, the consonant date / t / in the initial syllable Zulaeha (2010: 42-43). The next mistake is the word "tsuyoi" becomes "suyai" according to the informant (I-2,7,8) / ts / and / s /. / o / and / a / Tsuyoi⇒ [tsωyoi] ⇒ [sωyai].

Tsuyoi, sung with [sωyai]. I-2,7,8 recites [yes] in the second syllable, which should be pronounced [yo]. The syllable [yo] in the Japanese syllable is in the sound sequence [yes, yu, yo], so is the sound [yes]. Thus, the sound of [yo] is disturbed by Informant 2,7,8, which is changed to the sound of [yes] in the second syllable. In phonetic terms vocal correspondence occurs. Vowel / o / corresponds to vowel / a /. A systematic error was found in the word tsuyoi. Seven informants cannot recite [tsω]. they recite [sω]. Corder in Nurhadi has three causes based on the comparative taxonomy of levels classified as interlingual errors or called interference errors (1990).

3. Ni

The word "ni" becomes "nu" (I-1). / I / and / u / Ni ⇒ [ni] ⇒ [nω] this becomes "nu".

Informant 1 stated [nω] which should be pronounced [ni]. The syllable "ni" is in the syllable series of sounds [na, ni, nω, ne, no] (The Japan Foundation, 1979). From the analysis above, it was also obtained that the sound [ni] had an interference with the Informant 1, which was changed to the sound [nω]. In phonetic terms vocal correspondence occurs. Vocal / i / correspondence with vowel / ω /.

4. Tatetoshite

The word "tatetoshite" is pronounced differently by each informant.I-3 [kagetoshite], I-6 [taketoshite], I-11 [taketoshite], [tagetoshite] (I-12). Replace consonants in the first syllable, / t / and / k / and on the second syllable / t / and / g /, / t / and / k /. Consonant / t / corresponds to / k /. And consonants / t / corresponds to / g / (Zulaeha 2010: 42-43). According to Nurhadi (1990) there is an omission and misordering.

The word "taketoshite" should be "tatetoshite", perhaps the informant had memorized the form of the take word "bamboo", which at that time this word must have been known. The informant assumed that the word was used in the word tatetoshite. Or the informant does not memorize the word correctly when memorizing it. Next said Tatetoshite: Kagetetoshite: It should be "kokoro no tsuyoitatetoshite". Compared to other informants, this informant 3 experienced errors in all the lyrics, especially the word "tsuyoi" sung "usawo" even though in Japanese this word does not exist. Other words have syllable parts such as "ikiro", supposed "kokoro", "kagetetoshite" should be "tatetoshite", syllables "ro" on ikiro and "tetoshite" on "kagetetoshite" which are similar to the word "kokoro "And tatetoshite.

Informant 3's error according to the language error category is at the level of semantics and words. And according to Burt, Dulay and Krashen (1982) are in the taxonomic region of the linguistic category.

5. Mikuni

The word "mikuni" is pronounced [mikonu] differently by each informant. I-1 mentions [mikuno], I-6 [mikoni], I-11 [mikohini]. Phoneme /, / o / / i / and / o /, phoneme / i / and / o / dsn phoneme / u / and / o / according to Zulaeha (2010: 42-43) vowel correspondence occured. /../ and / hi /. The word Mikuni tsukutsuwhich is sung by "mikoni" should be "mikuni" and "sokoso" should be "tsukutsu", micuni which is pronounced well usually "u" changes to "o" especially the influence of singing methods which slightly narrows the jaw and mouth can change sound. The addition of sound / this is possible, the informant was hurried to say it. The word "sokoso" is too far from the expected word "tsukusu", but due to the first error also to the sound / u / which is sounded / o / it is possible that this informant has

the habit of saying the sound "u" to the sound "o", tsu became so, "Kutsu" becomes "koso". Based on language errors this is in the comparative taxonomy of interlingual errors or also called interference errors.

6.Tsukusu

The word "tsukusu" becomes "sukusu" Informant (1,4,8) / ts / and / s / Tsukusu⇒ [tsωkωsω] ⇒ [sωkωsω]. Tsukusu became "sukusu". 1.4,8 informants said [sω], which should be pronounced [tsω]. Language errors like these are in the comparative taxonomy of interlingual errors or also called interference errors, also in the performance category (onmision).

The syllable "tsu" is in the syllable row of the sound [ta, t∫i, tsω, te, to].

Thus, the sound of [tsω] is interrupted at I-1,4,8, which changes to the sound of [sω]. In phonetic terms, a consonant / t / date occurs in the initial syllable. (Zulaeha 2010: 42-43).

The word "tsukusu" is pronounced [mikusu] (I-3) / tsu / and / mi / T [tsωkωsω] ⇒ [mikωsω].Tsukusu becomes "mikusu". Informant 3 said [mi], which should be pronounced [tsω]. Thus, the sound of [tsω] is interrupted on I-3, which changes to sound [mi]. In phonetic terms phoneme variations occur in the initial syllable. The words "tsukusu" are pronounced [sokoso] Informants (6,11,12) / u / and / o / Tsukusu⇒ [tsωkωsω] ⇒ [sokoso]. Tsukusu becomes "Sokoso". Informant (6,11,12) says [sososo] which should be pronounced [tsωkωsω]. Thus, the sound of [tsωkωsω] had an interference with the Informant (6,11,12), which is changed to [sokoso]. Phonetically, there is vocal correspondence in each tribe. Vowel / u / corresponds to vowel / o /. and a phoneme / t / date occurs in the initial syllable.

7. Kagayaku

The word "kagayaku" is pronounced [kangayaku] informant (2,6,11,12) whereas by informants 7,8 / ... / and / n /, / k / and / g / mentions "gagayaku". Sound errors / k / sung with sounds / k / and / g / are two phonemes in Japanese. Phoneme / k / corresponds to phoneme / g /.

It could be the cause of the articulation problems are not right so that those who want to say "ka" and those who say "no". Errors like this, informants are not right in choosing a word or poultry because of the lack of mastery of the target language to recruit Corder (1974) included in the category (mistake). The "no" particle that is between kagayaku and miyono, is the influence of the syllable "no" which is too quickly sounded. Corder classifies (lapses), and is termed (slip of the tongue).

8. Miyono

The word "miyono" is pronounced [niyono] informant (1,11). Consonant / m / to consonant / n /. Correspondence occured. Meanwhile, by informant 2, it was pronounced [Minuyo], this was a misrepresentation or misformation, and the informant 12 said [nihongno] that the mistake in choosing words or phrases due to the speaker did not master the target language and was categorized (mistake). Corder (1974). Phoneme / m / and / n /, / y / and / n /, / o / and / u /, / n / and / y / and / m / and / n /, / y / and / h /, / ... / and / ng / sung "kagayakuminuyo and sakura" should "kagayakumiyonoyamasakura". An error occurred in the word "Minuyo" which was supposed to be "Miyono".

9. Yama

The word "yama" is pronounced [sama] informant 3. Error pronunciation in consonant / y / which corresponds to consonant / s /, (Zulaeha 2010: 42-43). the word "same" is supposed to be "yama", "yes" which changes to "sa", possibly influenced by the following words: "sakura" which is unconsciously spoken by the informant who will be said after "yama", so "the sakura" happens "Yama Sakura". Language errors due to speakers switching ways to express something.Categorized (lapses) or slip of tongue.

10. chini

The word "chini" is pronounced [now] informant 1, while the informant 5 said [kimi] and informant 11 said [sini]. Based on the comparative taxonomy this is at the intralingual level also called interference errors (Nurhadi, 1990). Phoneme / ch / and / k /, / n / and / m /, / ch / and / s /. The word "ichiichofukeyuminayo", should be "chinisakinioukuni no hana" informant only remembering that the initial word of this word reads "chi" so that what is said is "ichi" which might be an estimate of the number 'one' which in Japanese means "Ichi" then another word the informant had forgotten so that the informant carelessly said other words in Japanese that were not related to the word.

The word "kimisakinioukuni no hana" should be "chinisakinioukuni no hana" error only in the no.5 word "chinisaki" sung "kimisaki". The informant knew that in Japanese, especially in the verses of war songs, many words "kimi" were used so that they remembered this word. In fact, what is meant is the word "chini" not "kimi". This assumes the informant masters this song. The word "ichiichofukeyuminayo", should be "chinisakinioukuni no hana" informant only remembers that the initial word says "chi" so that what is said is "ichi" which might be an estimate of the number 'one' which in Japanese means " ichi "then another word the informant had forgotten so the informant carelessly said the other lyrics in Japanese that were not related to the word, because the speaker did not master the target language well and was

categorized (mistake).

11. Niou

The word "niou" is pronounced [mioku] Informant 1 / n / and / m / /../ and / k /. Niou⇒ [nioω] ⇒ [miokω].Niou became a "mioku". This error was categorized as misformationNurhadi (1990). R1 imprints [noodles] which should be pronounced [ni]. Thus, the sound [ni] has an articulation disturbance in informant 1 changed to [mi]. In terms of phonetics there is a consonant correspondence to the initial syllable of the consonant / n / corresponds to a consonant / m /. Consonant / k / inserts occur in the second syllable. The words "niou" are pronounced [noku], Informants 2 Niou⇒ [nioω] ⇒ [nokω] / n / and / m /, / ... / and / k /, / i / and / o /, / o / and / k /. Sung "chinisakimiokukuni no hana".

Errors in the word "mioku" which should be "niou". Mioku and Niou said that there was absolutely no connection whatsoever the meaning was very different. It is possible for the informant to have acquired the word niou, but said "mioku" and was affected by the memory afterwards that "kuni" with the initial syllable "ku", and this syllable influenced "niou" into "myoku" even though it was still wrong. Phonetically there is a replacement correspondence / n / to / m / and additional correspondence / k /. Seen from the point of articulation / m / including the bilabial nasal consonant and is sounded by closing both lips then exhaled through the nasal groin / m / followed by other bilabial consonants, such as / p / and / b / the ringing is more buzzing than the consonant / m / followed by vowels. Whereas, / n / is a voiced alveolar nasal consonant which is sounded by attaching the tip of the tongue to the base of the upper teeth and blocking the air from the lungs. Air is then released through the nasal cavity. / n / is in the sound sequence [na, ni, nu, ne, no], and / m / in the sound sequence [ma, mi, mu, me, mo]. The word "nokuniou no kuni no hana" should be "nioukuni no hana". The informant's mistakes in this part of the lyrics are a little complicated because of the advantages of one syllable that doesn't match the song or tone. A glaring error in the word "noku" which is totally meaningless, it is possible that this word is the result of a combination of "niou and kuni" recorded in memory by adding new words without understanding other words, and this is what causes excess syllables though does not match the lyrics of the song or tone.

12. Kuni

The word "kuni" is pronounced [umi] (I-8). Phoneme / k / and / ... /, / n / and / m /. Errors spoken / sung by informant 8 in the Lyrics section 5, only in the word "kuni" which is pronounced "umi". This error is almost the same as informant 5, where "chinisaki" is sung

"kimisaki" because of the memory of the "kimi" vocabulary. Likewise with informant 8, the vocabulary "umi", often appears in water singing, which is supposed to be "sea", what is remembered is "umi" even though it should be "old" the speaker does not master the target language and is categorized (mistake).

F. CONCLUSION

Based on the discussion of the results of the study it can be concluded the following: From the lyrics of the three most remembered songs it turns out that the percentage of the lyrics stored in memory varies between 60% still remembered correctly, 20% remembered with pronunciation errors and 20% are no longer remembered. The ability to remember in a relatively long time is the result of learning through songs that impress positively.

Relatively few errors of pronunciation and asystematic and ideosyncratic pronunciation indicate a high degree of pronunciation accuracy. Language errors experienced by informants caused by speakers who switched ways to declare something before all utterances have been declared complete, termed the slip of tongue, occur due to violating the rules of grammar because interference from the first language is different from the target language or second language. Errors occur due to improper selection of words or phrases due to limited knowledge of the target language. Informant errors are at the level of phonology, the level of morphology, the level of semantics and words and at the level of discourse. There are also dating errors, additions, misunderstandings and misunderstandings. And vocal correspondence and consonant correspondence occur in the pronunciation of the lyrics of the song.

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