

AN ANALYSIS OF THE USE OF AUXILIARY VERB *TA-BAKARI* (たばかり) AND *TA-TOKORO* (たところ)

Mariam Toliwongi¹, Susanti Aror², Yenny J. Wahani³
Universitas Negeri Manado

Abstract

One sentence pattern in Japanese which means the same or synonym in Indonesian are ~ *ta tokoro da* and ~ *ta bakari da* which means "just now" but in usage there are differences according to the time span of the incident. The purpose of this study was to clearly determine the meaning, function of use and differences in sentence patterns of ~ *ta tokoro da* and ~ *ta bakari da*, besides that it also aims to determine the extent to which the students of semester 5th are able to use the two sentence patterns. This research is a descriptive method with data collection techniques using a written test to determine the ability of students to understand the use of *ta-tokoro* (たところ) and *ta-bakari* (たばかり) in Japanese sentences, so that data must be processed and analyzed so that the data has meaning and meaning that can be understood as a result of the research that has been carried out then a conclusion is given.

Based on the results of the study, it was found that the answers who had been the subjects in this study amounted to 15 people with an average value of 53.3% or in the range of $\geq 50\%$. Based on the test results, it can be seen that the ability of students of the Japanese Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Manado, 5th semester, 2019/2020, in understanding sentences using *ta-tokoro* (たところ) and *ta-bakari* (たばかり) have pretty good.

Keywords: Verb, Analysis, *ta-bakari*, *ta-tokoro*

A. INTRODUCTION

Language cannot be separated from everyday life because language is very important for communication. According to Rogers and Kincaid in (Cangara, 1981: 20), communication is a process in which two or more people form or exchange information with one another, which in turn leads to a deep mutual understanding.

By language we can convey something, which can then be understood by the other person. According to Sutedi (2003: 2) when conveying ideas, thoughts, desires, and desires to someone either verbally or in writing, then that person captures what we mean, none other than because he understands the meaning that is poured through the language. Thus, the function of language is as a medium to convey meaning to someone both orally and in writing.

Learning a foreign language is not easy, because we have to understand well every sentence in the language we want to learn. By understanding a sentence, we will know the intentions and desires of the interlocutor. Dardjowidojo (1988: 254) states that a sentence is the smallest part of an utterance or text (discourse) that expresses a grammatically intact mind.

In a sentence it contains elements such as S (subject), P (predicate), O (object), and K (adverb), or abbreviated as S-P-O-K.

The word is a collection of several letters that have a specific meaning. Kridalaksana (1984: 89) says that the word is the smallest unit that can be pronounced as a free form. Meanwhile, Alwi (2001: 513) states that words are elements of spoken or written language which embody the unity of feelings and thoughts that can be used in language.

The smallest unit that makes up a sentence or called bun in Japanese is often known as *tango* or *word* (単語). “*Tango* is called *go* (語). In general, each *tango* can stand alone and have a definite meaning, this *tango* is called *jiritsugo* (which includes *doushi* (動詞), *i-keiyoushi* (イ 一 形容詞), *na-keiyoushi* (ナ 一 形容詞), *meishi* (名詞), *rentaishi* (連体詞), *fukushi* (副詞), *setsuzokushi* (接 続 詞), and *kandoushi* (感動詞), while those that have no specific meaning are called *fuzokugo* (including *joshi* (助詞) and *jodoushi* (助動詞)). From the ten *tango* or words according to Iwabuchi (1989: 105-106), there are several types of words that can be classified into smaller groups, such as *meishi* (noun) and *joshi* (particles).

One of the uniqueness of Japanese is a variety of particles. In Japanese, particles are called *joshi* (助詞), which have various functions. The difficulty experienced in making sentence patterns because several words have the same meaning or is synonymous. One of the words that have the same meaning is *Ta-tokoro* (た ー と ころ) and *Ta-bakari* (た ー ば かり) which means “*just now*” however, there are differences in usage according to the time span of events. As seen in the example below.

1. 今、ついたところです。 *Ima, tsuita tokoro desu* (Just arrived). (Kindaiichi, 1998 :154)
2. 今、ついたばかりです。 *Ima, tsuita bakari desu.* (Just arrived). (Kindaiichi, 1998 :154)

In the example sentences 1 and 2, it can be seen that there is an equation in meaning (今、ついたところです) and (今、ついたばかり) which refers to the estimated time which means “*just now*”. However, if examined again, example number 1 shows that the time span for the completion of the incident is very close, because in the use of *ta-tokoro* (た ー と ころ), it pays close attention to the timing of the incident. Thus, it can be concluded that sentence number 1 describes a person who has just arrived, it is true that that person has just arrived at that moment. At the same time, in example number 2 the time span for the completion of the incident is longer because in the use of *ta-bakari* (た ー ば かり) does not pay attention to the timing of the incident. The example sentence number 2 explains that the person actually arrived a few minutes ago, not at that moment. Based on the examples

described, we can understand the usage of the noun *ta-tokoro* (た — ところ) and the particle noun *ta-bakari* (た — ばかり).

The verb form *ta* (た), in actual function, is used to express the past time of a verb, by changing the form *masu* (ます) to *mashita* (ました). For example, *nomimasu* (のみます: drinking) becomes *nomimashita* (のみました: drinking). When the verb in the form of *ta* (た) is added with *tokoro* (ところ), it will form a sentence pattern whose function is used to show someone has just ended an activity or an activity that has just been completed. The adverb *tattaima* (たったいま: just now) can also be used in this sentence pattern. Likewise, the verb form *ta* (た) is added with *bakari* (ばかり), it is used without paying attention to the actual length or duration of an activity, but depending on the speaker's feelings. Even though it states that an activity has just finished, in its use the meaning of this sentence pattern is different from the sentence pattern *ta + tokoro desu* (た + ところで す).

Based on this, the authors are interested in examining the extent to which the fifth semester students understand the use of *ta-tokoro* (た — ところ) and *ta-bakari* (た — ばかり) that have been studied in the previous semester. For this reason, the author will analyze the data through a test in the form of questions that will be given to students of the fifth semester of the Japanese language education study program to find out whether the fifth semester students already understand the use of these sentences.

The problem formulations in this study are: What is the student's ability to use *ta-tokoro* nouns (た — ところ) and *ta-bakari* particles (た — ばかり) in Japanese sentences? The purpose of writing this article is to determine the students' ability to use the noun *ta-tokoro* (た — ところ) and *ta-bakari* (た — ばかり) particles in Japanese sentences.

Theoretical basis

1. The Use of the Noun *Ta-tokoro*

The word *tokoro* (ところ) is a type of noun, namely *keishiki meishi* (形式名詞). *Keishi meishi* (形式名詞) is a noun that is used as a formality and changes from the original meaning. These words have no clear meaning if they are not accompanied by other words, according to Danasasmita (1983: 16). *Tokoro* (ところ) according to Kiso Nihongo Katsuyou Jiten and Kihon Yorei Jiten are: 1. Used to express a part, point or value. 2. Used to express exactly the time. 3. Used to express the scope or limits. 4. Used to state a situation or state.

5. Indicating that something will be that way must be that way, but the reality is not happening.
6. Used to express something that is said almost certainly.
7. Used to show things happening later day based on the previous state that has been discussed.
8. Used to indicate a relatively short time.
9. Used to express something pointless.
10. Declare activities that cannot be implemented.
11. To state a noun.
12. To express an expression similar to an idiom.
13. Declare ongoing activities.
14. State the activities that have recently occurred.

From the various definitions of *tokoro* (ところ) that have been explained, in this study the author will only provide examples of sentences about the use of *ta-tokoro* (たところ) which state activities that have just occurred.

Examples of sentences *ta-tokoro* (たところ) :

1. 今帰ったところです。 *Ima kaetta tokoro desu.* (I just got home) (Sunagawa, 1998:331)
2. 海外勤務をおわれ、帰国したところです。 *Kaigai kinmu o oware, kikokushita tokoro desu.* (He just came home after finishing working overseas) (Sunagawa, 1998:331)
3. 電話したら、あいにくちょっとまえに出かけたところだった。 *Denwa shitara, ai niku chotto mae ni dekaketa tokoro data.* (I just left the house when the phone rings) (Sunagawa, 1998:331) .

2. The Use of Ta-Bakari Particles

The word *bakari* (ばかり) belongs to one type of particle (*joshi* / 助詞), namely *fukujoshi* (副助詞). *Fukujoshi* (副助詞) itself has a role like *fukushi* (副詞), which connects the words that existed beforehand with the words that are in the next section (Bunkacho in Sudjianto, 2000: 9). According to the Modern Japanese Grammar book series B, it is explained that:

- a. *Bakari* particles (ばかり) can be used after words that indicate a certain amount, limit, or degree.
- b. *Bakari* particles (ばかり) can be used after a noun or verb form ~ te (~ て) to denote a limitation of activity or a previously frequent state.

- c. *Bakari* particles (ばかり) can be added with ~ de (~ で) particles which function almost the same as *dake* (だけ).
- d. *Bakari* particles (ばかり) can be added with the word *denaku* (でなく) which means not only.
- e. The *bakari* particle (ばかり) is used after a dictionary form verb to describe something that has not been done but will or can be done.
- f. *Ni* (に) can be added to *bakari* particles (ばかり), its function is to explain cause and effect.
- g. *Bakari* particles (ばかり) are used in the sentence pattern ~ *bakari ka* (~ ばかりか), ~ *mo* (~ も), to combine two words or two equivalent expressions or add to the previous one.
- h. The *bakari* particle (ばかり) follows the past tense verb ~ *ta* (~ た) to denote a certain amount of time that has elapsed the start, end or end of an activity.

From the various meanings of *bakari* (ばかり) that have been described above, in this study the author will only provide examples of sentences about the use of *ta-bakari* (た ~ ばかり) which are based on the understanding, namely, to express some time that has passed since the beginning completion or end of an activity.

B. RESEARCH METHOD

The method which used in this research was descriptive method. According to (Surakhmad, 2007: 140), the descriptive method is a method that focuses on problems that exist in the present, on actual problems. The data collected is first arranged, described and then analyzed.

Data collection techniques was using tests. The test is a set of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups (Arikunto; 2013: 193). This test is needed to obtain data on the results of the ability to use *ta-tokoro* nouns and *ta-bakari* particles in Japanese sentences.

Population is the whole research object (Arikunto, 2013: 123). The population in this study were students of Japanese language education at Manado State University in semester V. The data processing technique used was the percentage formula as follows:

Information :

% : Percentage

n : Total respondents correct value

N : Number of respondents

100 : Fixed number

To determine student success, the following criteria are used:

90% - 100% : Very capable

80% - 89% : Capable

70% - 79% : Capable enough

0% - 69% : Less capable

(Ali Muhamad, 2010:184)

C. RESULT AND DISCUSSION

1. RESULT

After being given a test in the form of a written test to determine the student's ability to understand the use of *ta-tokoro* (た - と ころ) and *ta-bakari* (た - ば かり) in Japanese sentences, so data is obtained that must be processed and analyzed so that the data has meaning and meaning that can be understood as a result of the research that has been carried out then a conclusion is given.

The sample in this study were students of the Japanese Language Education Study Program, Faculty of Language and Arts, Manado State University, batch 2016/2017, especially in the fifth semester students, which amounted to 15 people and the number of instruments given to respondents was 10 questions.

The following table describes the test results of each respondent. Each question that is answered correctly has its own score and is multiplied by 10 so that, if the questions given to students are answered correctly, all of the scores will be obtained are 100.

In table 4.1 written with symbol B is the correct answer, while what is written with symbol F is the wrong answer. The data obtained from the test results are as follows. Based on table 4.1 shows the results that have been done by all research subjects by answering questions as many as 10 numbers, with the following skill levels:

Subject no. 1 can answer 5 questions correctly or 50%

Subject no. 2 can answer 2 questions correctly or 20%

Subject no. 3 can answer 4 questions correctly or 40%

Subject no. 4 can answer 7 questions correctly or 70%

Subject no. 5 can answer 6 questions correctly or 60%

Subject no. 6 can answer 3 questions correctly or 30%

Subject no. 7 can answer 7 questions correctly or 70%

Subject no. 8 can answer 8 questions correctly or 80%
Subject no. 9 can answer 8 questions correctly or 80%
Subject no. 10 can answer 8 questions correctly or 80%
Subject no. 11 can answer 7 questions correctly or 70%
Subject no. 12 can answer 7 questions correctly or 70%
Subject no. 13 can answer 2 questions correctly or 20%
Subject no. 14 can answer 7 questions correctly or 70%
Subject no. 15 can answer 5 questions correctly or 50%

The percentage of results obtained by each respondent can be seen in the following table.

Tabel 4.2
Percentage of Each Respondent

Respondent	Answer		Percentage	
	True	False	True	False
1	5	5	50%	50%
2	2	8	20%	80%
3	4	6	40%	60%
4	7	3	70%	30%
5	6	4	60%	40%
6	3	7	30%	70%
7	7	3	70%	30%
8	8	2	80%	20%
9	8	2	80%	20%
10	8	2	80%	20%
11	7	3	70%	30%
12	7	3	70%	30%
13	2	8	20%	80%
14	7	3	70%	30%
15	5	5	50%	50%

Based on table 4.2, it can be seen that the respondents who got the highest scores were respondents 8, 9, and 10 with the number of questions answered correctly was 8 questions with a percentage of 80%. Meanwhile, respondents who received the lowest

scores were respondents 2 and 13 with the number of questions with correct answers were 2 questions with a percentage of only 20%.

2. DISCUSSION

The criteria or value standard used to assess the percentage obtained by respondents in this study is if the student's test results are $\geq 50\%$, it means that they are able to use the noun *ta-tokoro* (た - と こ ろ) and *ta-bakari* (particle - ば か り) in Japanese sentences well. However, if the student's test result is $\leq 50\%$, then it indicates that the student is not able to use the noun *ta-tokoro* (た - と こ ろ) and *ta-bakari* (た - ば か り) in Japanese sentences properly.

Based on the results of data analysis that has been obtained, using a percentage formula which is then searched for the average value, it is known that the level of ability of the fifth semester students of the Japanese Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Manado in using the noun *ta-tokoro* (た - と こ ろ) and *ta-bakari* (た - ば か り) particles in Japanese sentences are 53.3%.

Thus these results indicate that the fifth semester students of the Japanese Language Education Study Program, Faculty of Language and Arts in class of 2016/2017 are quite capable of using the noun *ta-tokoro* (た - と こ ろ) and *ta-bakari* (た - ば か り) Japanese sentences well.

E. CONCLUSION

From the results of the research that has been obtained, it is known that (1) *bakari* which states that an activity is carried out repeatedly, (2) *bakari* stated preparations, (3) *bakari* which has the meaning only, (4) *bakari* which states approx. Students of the Japanese Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Manado, class of 2019/2020 who have been the subjects in this study total 15 people with an average score of 53.3% or in the range $\geq 50\%$. Based on the test results, it can be seen that the ability of students in understanding sentences using *ta-tokoro* (た - と こ ろ) and *ta-bakari* (た - ば か り) are already pretty good.

DAFTAR PUSTAKA

Ali, M. (1996). *Educational research and strategy*. Bandung: Angkasa.

Alwi. (2001). *Indonesia Dictionary*. National Education Department. Balai Pustaka.

- Alwi, Hasan, dkk. (2000). *Indonesian Standard Grammar (Third Edition)*. Jakarta: Balai Pustaka.
- _____. (1998). *Indonesian Language Standard Grammar*. Jakarta: Balai Pustaka.
- Arikunto, Suharsimi. (2013). *Research Procedure A Practice Approach*. Bandung: Rineka Cipta.
- Cangara. (1998). *Pengantar Ilmu Komunikasi*. Jakarta: Raja Grafindo Persada.
- Chaer, Abdul. (1994). *Linguistik Umum*. Jakarta: Rineka Cipta
- Chikafumi Hayashi, Hiroshi Kaneko, Akio Tsuruoka. (1986). *Kokugo Kihon Yourei Jiten*.
- Chino, Naoko. (2004). *Essential Japanese Particles*. Jakarta: Kesaint Blanc
- Danasasmita, Sudjianto. (1983). *Introduction to Japanese Grammar*. BSC: Bandung.
- Dardjowidjojo. (1988). *Indonesian Language Standard Grammar*. Jakarta: Balai Pustaka.
- Departemen Pendidikan Nasional. (2013). *Indonesian Dictionary*. Jakarta: Balai Pustaka.
- Depdikbud. (2003 *Indonesian Dictionary*. Jakarta : Balai Pustaka.
- _____. (1996). *Indonesian Dictionary*. Jakarta : Balai Pustaka.
- Djajasudarma, Fatimah. (1999). *Semantics 2, Understanding the Science of Meaning*. Bandung: PT Refika Aditama.
- Fuji Minami, et all. (1988). *Reikai Shin Kokugo Jiten*, Sanseido.
- Gama, Fitri Ifi. (2015).). *Ta Form Verbs in Japanese Sentences*. *KOMPETENSI Jurnal Ilmiah Bahasa dan Seni* 13 (1), 1, 13.
- Hardjono, Sartinah. 1988. *Psychology of Foreign Language Teaching and Learning*. Jakarta: Depdikbud Dikti Educational Institution Development Project.
- Hirai, Masao. (1962). *Nandemo Wakaru Shinkokugo Handobukku*. Tokyo : Sanseido
- Iori, Isao dkk. (2000). *Ninongo no Bunpou Handbook*. Tokyo: Japan.
- Isaka Jun'ichi. (1997). *Koko Kara Hajimaru Nihongogaku*. Tokyo: Hitsuji Shobo
- Ishida Saichiro, (1971). *Gaikokujin no Tameno Kihongo Yourei Jiten*, Bunkacho.
- Iwabuchi, Tadasu. (1989). *Nihon Bunpoo Yoogo Jiten*. Sanseido. Tokyo
- Keraf, Gorys. (1984). *Diksi dan Gaya Bahasa*. Jakarta: PT. Gramedia Pustaka. Utama.
- Kindaiichi haruhiko, et all, (1998). *Nihongo Dai Jiten*, Kodansha.
- _____. (1995). *Nihongo Dai Jiten*, Kodansha.

- _____ . (1989). *Nihongo Dai Jiten*, Kodansha.
- Kokuritsu Kokugo Kenkyuusha, (1998). *Kiso Nihongo Katsuyou Jiten*, The Japan Foundation.
- _____ . (1988). *Kiso Nihongo Katsuyou Jiten*, The Japan Foundation.
- Wisdom. (2001). *Linguistic Dictionary*. Jakarta: Gramedia Pustaka Utama.
- _____ . (1984). *Linguistic Dictionary*. Jakarta: Gramedia Pustaka Utama.
- Lensun, Sherly. (2015). *Learning the Four Language Skills*. Tondano: Manado State University.
- Muhlisian, Achmad. (2013). *Descriptive analysis of the use of Ta-bakari, Ta-tokoro, and Ta-totan which states that some time has passed after an activity has occurred* (Thesis at the Foreign Language College, YAPARI-ABA). Bandung.
- Nurgiyantoro. (2001). *Assessment in Teaching Language and Literature*. Yogyakarta: BPFE.
- Poerwadarminta. (2005). *Indonesia Dictionary*. Jakarta: Balai pustaka.
- Ramlan, M. (1985). *Indonesian Grammar Word Classification*. Yogyakarta: Andi Offset.
- Reiko Arai et al. (1993). *Chuukyuu Kara Manabu Nihongo*. Japan: Kenkyusha.
- Robbin. (2007). *Learning and Teaching*. Bandung.
- Shiang, Tjhin. (2014). *Easy & Practical Success Tips to Reach N3*. Jakarta: Gakushudo
- Shaitani Yukio. (1997). *Nihongo no Bunseki*. Taishukan Shoten.
- Sudjianto. (2010). *Japanese Language Skills Learning Methodology*. Bekasi: Kesaint Blanc.
- _____ (2004). *Introduction to Language Linguistics*. Jakarta.
- _____ (2000). *Modern Japanese Grammar*. Oriental.
- Sudjianto, Ahmad Dahidi. (2009). *Introduction to Japanese Linguistics*. Jakarta: Kesaint Blanc.
- _____ (2004). *Introduction to Japanese Linguistics*. Jakarta: Kesaint Blanc.
- Suenaga, Hikaru. (1958). *Gendai Nihongo - Indonesia Go Jiten (Modern Japanese-Indonesian Dictionary)*. Tokyo: Daigaku Shorin.
- Sugiyono. (2012). *Educational Research Methods, Qualitative, Quantitative Approaches and R & D*. Bandung: Alfabeta.
- Sunagawa, Yuriko, et al. (1998). *Nihongo Bunkei Jiten. Mold II*. Tokyo: Kurosio Publishers.

- _____ (1988). *Nihongo Bunkei Jiten. Mold II*. Tokyo: Kurosio Publishers.
- Sutedi, Dedi. (2011). *Basics of Japanese linguistics*. Bandung: Humanities.
- _____ (2008). *Basics of Japanese linguistics*. Bandung: Humanities.
- _____ (2003). *Basics of Japanese Linguistics*. Bandung: Humanities.
- Tanaka, Yone. (2001). *Minna no Nihongo II (Shokyu II Honyaku Bunpou Kaisetsu Indonesiago Ban)*. Japan: 3A Corporation. Series A Network.
- Tarigan, Henry Guntur. (2008). *Writing as a Language Skill*. Bandung: Angkasa.
- _____ (1994). *Listening as a Language Skill*. Bandung: Space.
- _____ (1993). *Semantic Teaching*. Bandung: Space.
- _____ (1987). *Speaking As A Language Skill*. Bandung: Space.
- Tokugawa Munemasa, Miyazima Tatu, (1972). *Ruigigo Jiten*.
- Tomita, Takayuki. (1991). *Bunpou no Kiso Chisiki To Sono Oshiekata*. Tokyo: Japan.
- Verhaar, J.W.M. (1999). *General Linguistic Principles*. Yogyakarta: Gadjah Mada University Press.
- (1983). *General Linguistic Principles*. Yogyakarta: Gadjah Mada University Press.
- Waworuntu, Mathelda. (2004). *Semantic Study of Tokoro and Bakari Words*. Tondano: Manado State University.
- Winarno, Surakhmad. (2007). *Introduction to Scientific Research, Basics, Methods, and Techniques*. Bandung: Tarsito