



Difficulty Factors in the Acquisition of Modifier Verbal Vocabulary of Japanese Literary Study Program Students of Semester IV

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Abstract

This study was conducted to identify and describe the difficulty in acquiring the vocabulary of Japanese verbs modifier, found in a matter of grammar training courses. This study used a quantitative approach and took 20 samples of students at the Japanese language Study Program at semester IV students, Universitas Hasanuddin Makassar. Forms of matter being tested consist of 40 questions categorized matching verb in the sentence. The 10 questions were each verb that functions as a modifier of the object, the subject, and the auxiliary verb and a verb that functions as a condition. Through this study showed that difficulties in acquiring student the vocabulary of verbs modifier due to a lack exercises that contain a variety of the vocabulary and verbs modifier, such verbs changes such as present, past, and forms like *Joutai Doushi*. It is also caused by the input of vocabulary and verbs use that tend to be static or does not develop only limited vocabulary and verbs that appear between chapters five through chapter 12 only. Students were more fixated on the familiar verbs vocabulary they use. Besides the use of Kanji without Furigana on the verb and the collocation of words also have contributed to the error occurred.

Keywords: difficulty in vocabulary, Japanese vocabulary, collocation, particles, verbs modifier

A. Introduction

Various challenges of teaching forty-eight students as learners of Japanese Intermediate among others the number of students, the largest number in the course of time that has 4 credits namely ninety minutes per meeting and made twice in one week has been very little. In addition, the correction of homework to be run by teachers is also a challenge in achieving the learning objectives, besides teaching techniques sentence patterns had a tough start in the Japanese language intermediate level, especially on how best presentation of the flow of activities of introduction, grammar, drills, and practice as well was felt not to be optimal.

The number of activities that must be carried out by teachers in the subject of grammar, vocabulary learning activity resulted only at the stage of the card shows a verb or a picture card only to students for 10-15 minutes at the beginning of each chapter. However, the input vocabulary *Doushi* can also be accessed by the learner through the course *Choukai* and *Dokkai*.

The verb in Japanese has a unique example in the kinds of verbs like shape *Joutai Doushi*, *Hojoudoushi* and verbs change according to its function in the sentence. In addition, the problems of writing Kanji also greatly affect learners in understanding the context of the sentence.

Based on some of these issues, it raises some questions about the effectiveness of teaching done so far, especially given input vocabulary is not balanced with the ability or the output produced by students in outline. This research focuses on vocabulary acquisition by the Japanese students of level IV as well as how the shape of vocabulary acquisition based on the students textbook *Minna no Nihongo II* (3A Network, 2008).

B. Literature review

Rivers (in Nunan, 1991: 117) says that the vocabulary is important to be able to master a second language or a second language. Without treasury extensive vocabulary, one can not use the structure and function of language in communicating comprehensively. While Tarigan (2011: 2) says that the quality and quantity of language a person depends on the quality of its vocabulary. The more vocabulary possessed the greater the likelihood that he skillfully speak. In Second Language Acquisition, mother tongue and foreign languages are equally requires a process of language acquisition is done by the natural or natural child and learning in the classroom (in this case students who are taught by the teacher as a substitute parent). During the study period, the various errors made by learners were visible among others, unfamiliarity on foreign language vocabulary, word incompatibility with the context of the sentence and so on. Edward & Rebecca (1977: 150) say that most students who study a foreign language, it would initially be affected by the mother tongue and then slowly will begin to be accurate and structured. Tarigan (2011: 10) further said that basically foreign language learners will be able to know and understand the vocabulary of concrete or tangible than the abstract vocabulary. Difficulties usually arise in the use of words in a sentence, for example as a verb tenses and formation or use of vocabulary in the context of the sentence.

Yachi, Michiko (2002) says that the acquisition of communication in terms of language, it is generally understood as *Goichikara*. The concept presupposes if someone who has had experience of using a language other than his mother, and whoever might have a similar experience in the language. In addition, studies relating bilingual lighter reveal more about language ability in this case is the mastery of vocabulary. “第二言語でのコミュニケーションの際、一般に「語彙力」と呼ばれるものが理解を大きく

左右

することは、自分の母語以外の言語を使わなければならない状況を体験したことがある者ならば、誰もが経験したことがあるだろう。また、「語彙力」から言語能力が分かるということもバイリンガルに関する研究から明らかとなっている。(小野、1994)。

In 1987, research on acquisition of vocabulary in the study of language acquisition is categorized into four (Read 2009 in Yachi, Michiko, 2002) namely: (1) キーワード法や学習者の第一言語の翻訳がついた単語リストなどを使った体系的な語彙学習。(2) 読解活動や聴解活動を通して学習者が出会うコンテクストの中で新しい語の地域を独特していく偶発付随的語彙学習 (incidental vocabulary learning). (3) 新しい語に学習者が出会ったとき、コンテクストからの手がかりをどのように使って新しい語の意味を推測しているか。(4) コミュニケーションを行っている場面で未知の語に出会ったとき、学習者が用いるコミュニケーションストラテジー。

Away from the four types of research on the Vocabulary acquisition, according to Yachi, Michiko (2002) to collect the kinds of research on acquisition vocabulary that developed in foreign countries, such as research input vocabulary learner through a psychological approach, in addition to the research on differences in input knowledge language learners mother (first language) and learners of foreign languages, which object in particular namely a difficult word obtained in acquisition, research on fault word acquisition of the learners' mother language, the research on the error rate of word acquisition grammatically on the Japanese competence, as well as research derivation process of vocabulary word born in the state of nature learner.

(1) 心理学的手法を用いて、学習者の語彙知識を探ろうとするもの

(谷口他1994 ; 小野2001 ; 一二三1996) , (2) 研究対象とする語を習得困難な語に限定し、学習者と母語話者の語彙知識の違いを探ろうとするもの。(杉村他1994 ; 松田2000 a、2000b、水口2002) (3) 文法的制約を受ける語の習得度の違いを日本語能力の違いから研究したもの。(佐藤・藤井1999 ; 寺田2001) (4) 学習者の自然な状況での産出

の元に、語彙習得課程を探るもの。(生田2001; 松本1997) (5) 語彙習得に影響を与える要素を実験、観察などを通して探るもの。(横山2001; 谷内2001)

Read (2002) in Yachi, Michiko (2002) gives three questions about acquisition of vocabulary systematically namely (1)どのような語の特徴が学習難易度を決めているか。On this question, Yachi gives examples of research Ellis & Beaton (1993) that the terms of the psychology of learners will be easy or difficult to acquire vocabulary because it is influenced by several factors such as writing, pronunciation, lexical as well as the length of a word, similarity of the sound of a word. (2) 機械的な暗記よりも高価的な方法は何か。このような疑問点が出されているが、実際に単語リスト等を使った体系的語彙学習は有効なのであろうか。ここから、次の問題を設定することができるだろう。This question was written by Yachi (2002) by citing Hulstijn' research (1997) that told learners memorize vocabulary alone, is not enough effective because it cannot last too long in the memory or rote. Therefore, they were overcome by the keywords in the form of a notebook that contains a vocabulary, pronunciation, use in a sentence, even to the point of writing Kanji (Schmitt & Schmitt, 1995) in Yachi, Michiko, (2002). (3) 単語リストを使った学習は本当に有効か。

Yamashita, Kiyoko (2012: 43) divides the intentional role in learning vocabulary learning is learning that aims to acquire vocabulary directly. While incidental learning is hands-on learning to acquire secondary through learning vocabulary besides learning vocabulary learning for example Dokkai and Choukai.

語彙学習は意図的語彙学習は語彙の学習を目的とする直接学習であり、付随的語彙学習は読解や聴解など語彙学習以外の学習を通して副次的に語彙の習得がなされる間接的学習である。

Nation (2005) in Yamashita, Kiyoko (2012) goes on to say that the incidental vocabulary learning is done through a contextual understanding of a series of educational activities that will promote a holistic way of learning from one another. In other words, do not conflict with the discourse or sentence meaning.

C. Methodology

This study uses a quantitative approach with descriptive quantitative analysis. The study took place in the Japanese Literary Study Program, Universitas Hasanuddin, with samples of Japanese students IV semester amounted to 20 respondents. This study uses the instrument matching test for one hour, in which the problems were tested to students based textbook *Minna no Nihongo II*, chapters 36-46. Researchers took a random verb based on verbs modifier vocabulary category. '修飾語' in sentence ~ のを知っていますか・ ~ のを知りません (でした)、修飾動詞、補助動詞、様態動詞. 10 students did not use because it has an average value quis under 10 out of 100, so they do not meet the criteria of the Advanced Japanese language learners. The questions used a number consisting of 40 numbers each of 10 categories as the object of verbs modifier, verbs modifier as a subject, verbs as auxiliary, as well as *Joutaidoushi* verbs or a verb followed by function of the conditions. Form of matter that is tested in the form of matching the basic working vocabulary with words that are adjacent based on function and context. The test results were then classified based on right and wrong verb entered by respondents (in percentage). Not only is it an indicator of lexical verb form is also a researcher assessment point.

D. Findings and Discussion

In this study, the author divides the categories of vocabulary verbs into 1) Type of verbs modifier '修飾 動詞' which serves as an object, 2) 修飾 動詞 that serves as a subject, 3) 補助動詞 or verb compound, 4) 様態 助動詞 or the auxiliary verb to a condition as follows:

Table 1. The type of Verbal Vocabulary 修飾 動詞 that serves as an object

修飾動詞 (普通形を知る)	正しい	違い
1. あさってキムラさんが <u>退院するの</u> を知っていますか。	25.0% 5	75.0% 15
2. きのうち山田さんのお父さんが <u>亡くなったの</u> を知っていますか。	45.0% 9	55.0% 11
3. このマンションはペットが <u>食えないの</u> を知りません	25.0% 5	75.0% 15

でした。				
4. 古川さんの息子さんが大学に <u>合格したの</u> を知りませんでした	15.0%	3	85.0%	17
5. 高橋さんがドウイツ製の車を買ったのを知っていますか。	35.0%	7	65.0%	13

In the first type namely 1) Type of verbs modifier word '修飾' in the phrase ~のを知っていますか displayed in the table above (Table 3.1). Verbs vocabulary that appears on five questions namely 退院します, 亡くなります, 食べます, 合格しました, and 買います. The five verbs serves as the object of the sentence, and is situated in the box next option selected by the learner and incorporate these verbs according to function and shape changes right as an object in a sentence. A total of 17 respondents (85%) made a mistake on the verb 合格します. Verb 合格します converted into 合格したの to be grateful to the questions above. In one after another verbs vocabulary 食べます and 退院します respectively 75% students make mistakes, and verbs 買います (買ったの) reached 65%.

In the verbs vocabulary of modifier that serves as an object, students experienced more difficulties. This is evident from the range of error in this type of manner to a whole between 55% -85%, or an average error rate of 71%. While the average level of truth to answer the verbs vocabulary in type I is 29%.

This difficulty arises because of the large vocabulary that is less popular verbs used in both subjects grammar, *Sakubun*, or *Kaiwa*. In addition, students also have to change the verb into the appropriate sentence patterns and change the verb form in the box corresponding to the correct tense or words. Of course, it is not just requires a working knowledge of vocabulary and verbs meaning, the ability to understand the shape changes according tense verbs and sentence patterns that are desirable in the context of the sentence. For learners, vocabulary verbs that are not too popular they used and Kanji writing on the verb, it will greatly affect their ability to answer correctly.

Table 2. Type of Verb Vocabulary 修飾 動詞 that serves as a subject

修飾語のは～	正しい	正しい	違い	違い
1. カリナさんが授業に <u>遅れるの</u> は難しいですね。	40.0%	8	60.0%	12
2. 近くに大きいスーパーが <u>あるの</u> は便利ですね。	60.0%	12	40.0%	8
3. 結婚式にこの服を <u>着ていくの</u> はおかしいですか。	85.0%	17	15.0%	3
4. 自分の気持ちを <u>伝えるの</u> はとても難しいと思います。	65.0%	13	35.0%	7

In the second type, namely verbs vocabulary 修飾 動詞 のは～ which serves as the subject. Type of verbs vocabulary that appears on this matter is 遅れます, あります, 伝えます, 来て行きます. Range errors of students between 15% -60% lower than the type Vocabulary 修飾 動詞 Verb that functions as an object as seen in Table 3.1. The average rate on a type 2 error is 37.5%, while the average rate of 62.5% truth. In verbs 遅れます, turned into 遅れるの. It was 60% students answered incorrectly. *Arimasu* in one after another verbs (*aru no*) by 40%, and *Tsutaemasu* (*tsutaeru no*) as much as 35%. Errors that occur in all four of these verbs, mostly caused by learners do not understand very well how to change verbs so precisely in the position of the subject in the sentence above. They can choose the verb but cannot turn it into verbs dictionary coupled with no particles.

Table 3. Type of Verb Vocabulary 補助動詞 'Auxiliary Verbs'

補助動詞	正しい		違い	
1. すみません。このくつをはいて <u>みて</u> もいいですか。	45.0%	9	55.0%	11
2. ラッシュでしたから電車がとても <u>込んで</u> います。	95.0%	19	5.0%	1
3. 約束の時間を聞いて <u>あります</u> 。	15.0%	3	85.0%	17
4. 会議の前に資料を見て <u>おいて</u> ください。	55.0%	11	35.0%	7
5. 電車に忘れ物をして <u>しまいました</u> 。	35.0%	7	65.0%	13

The third type is the type of verb vocabulary 補助動詞. Type of *Hojodoushi* issued in the matter is ~ *te miru*, ~ *te iru*, ~ *te aru*, ~ and ~ *te te Oku shimau*. In this type, students had difficulty in the placement of verb *Kiku* vocabulary. These verbs, it shall more popular verb compare *Haku*, but the students actually experience any difficulties. This can be caused because learners do not understand the form *Doushi* that is followed by *Hojodoushiaru* or form *Hojodoushi ~ te aru*. The level of some students' difficulty was 85%, in one after another *Suru* verb pattern ~ *te shimau* amount of 65%. The average error rate and the degree of truth in reply to the five questions that have a balance of 49%.

Students were able to answer 95% correct on verb vocabulary *hojodoushi ~ te iru*, in one after another verb vocabulary *hojodoushi ~ te oite kudasai* as much as 55%, then *hojodoushi ~ te miru* was 45%.

Table 4. Type of 様態動詞

様態動詞	正しい		違い	
1. この椅子は <u>こわれ</u> そうですから、座らないでください。	65.0%	13	35.0%	7
2. 靴の紐が <u>きれ</u> そうですから、新しいのを買わなければなりません。	35.0%	7	65.0%	13
3. 今年は海外旅行をする人が <u>減り</u> そうです。	55.0%	11	45.0%	9
4. 網棚の荷物が <u>おち</u> そうですね。あぶないですね。	35.0%	7	65.0%	13
5. 約束の時間 <u>におくれ</u> そうですから。すこし急ぎましょう。	70.0%	14	30.0%	6

In type *Joutai Doushi*, students seem able to answer questions with verb forms *okuresou okuremasu* converted into as many as 70% correct and error is only 30%. In one after another with verb *kowaremasu* (*kowaresou*) by 65% right and 35% students answered incorrectly. In verb *herimasu* (*herisou*), students who answered correctly by 55% and 45% answered incorrectly. This amount is almost equal. Students answered incorrectly verb *kiremasu* (*kiresou*) by 65%, and students who answered incorrectly by 35%. *Kutsu* collocation *no Himo* and verb *kiremasu*, and verb change a factor that often causes an error occurs. While verb *ochimasu* (*ochisou*) too many errors in the amount of 65% and were answered correctly by 35%. An amount that equals to verb *kiremasu* mentioned.

E. Conclusion

From the description it can be concluded that the factor of the difficulties faced by students of Japanese language of fourth semester is the lack of input and application of verb vocabulary modifier in the form of exercises in the subject of grammar. Students are able to master the familiar verb vocabulary modifiers alone or verb frequency of application often. Whereas verb vocabulary modifier that use a lot less likely to happen a lot of mistakes, or in other words, the input of verb vocabulary yet many students. In addition, factors of Kanji writing without

Furigana and verb change also became one of the many factors that lead to errors in problem solving.

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