The Student Comprehension of Japanese Collocations in The Book Nihongo Kira Kira 2 on Japanese Language Cross-Major Course XI A Class of SMAN 1 Batu

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Abstract. This study aims to describe the student comprehension of word pairing of Japanese Language Cross-Major Course A students in class XI of SMA Negeri 1 Batu. This research uses a descriptive qualitative method with the instrument of the word pairing test from the book Nihongo Kira Kira 2. The gap with other studies is that there is no implementation of student comprehension word pairing in Japanese. Then, the instrument was tested on Japanese Language Cross-Major Course A students in class XI students at SMA Negeri 1 Batu. The results of this study indicate that the Japanese Language Cross-Major Course A class XI students at SMA Negeri 1 Batu can understand Japanese word pairs with a mean score obtained of 73, the score is classified as good.

Keywords: Word pairing, Student Comprehension, Nihongo Kira Kira 2

1   Introduction

When it comes to learning a new language, learners usually encounter a lot of difficulties. Japanese, for example, which is the main language of Japanese society, has a lot of enthusiasts. In Indonesia in 2018 there were 709,479 people, this data increased by 4.8% people compared to the previous survey conducted in 2015 by The Japan Foundation [1]. As the second largest country after China in learning Japanese, one of the reasons for the high interest is because in high schools (SMA) in Indonesia Japanese is a subject that is taught. The survey results show that the Japanese language in Indonesia is growing over time, especially at the high school level. This subject aims to ensure that learners achieve the A2 (beginner) JF communication standard by considering the Can-do JF as a learning target for a concrete Japanese learning picture [2].

The position of Japanese in the curriculum is included in the language group or specialization. As at SMAN 1 Batu, Japanese is categorized as a compulsory subject for BDB classes at level XI (eleven) and XII (twelve). Then, for classes majoring in science and social studies, Japanese is a cross-major subject. In the odd semester of the 2022/2023 academic year SMAN 1 Batu has 6 classes that study Japanese, namely BDB classes at the XI and XII levels and Japanese Language Cross-Major classes A and B at the XI and XII levels. According to the

Regulation of the Minister of Education and Culture, cross-major is a program to expand and develop the interests, talents and abilities of students that they have by choosing a group of subjects, outside of their specialization program group [3].

For students, Japanese is a subject that must be studied in the field of language and specialization. Especially for Japanese Language Cross-Major Course A in class XI students, Japanese is an elective subject for them that must be taken until the end of their study at SMAN 1 Batu. Cross-Major students are second foreign language learners at the beginner level, therefore, learners need longer time adjustments to understand both letters, vocabulary, pronunciation, and grammar of Japanese. Just like the students of Japanese Language Cross-Major Course A in class XI who have different scientific backgrounds. Mastery of Japanese, especially in understanding word pairing, is also absorbed differently for each student.

Collocation is a way of pairing several words in a language so as to produce speech and writing that sounds natural [4]. While the other concept of word pairing or collocation is also explained that word pairing or 連語 *rengo* in Japanese is an overall phrase that can be understood from each word composed in the phrase, but the word arrangement of the words cannot be changed with other words or with synonyms [5]. The explanation of Word pairing or collocation can be defined as a limitation of words that can be used together, for example, which prepositions and verbs are paired, or which nouns appear with certain verbs [6]. In Japanese for example, *airon wo kakeru* " アイロンをかける [ironing]" and *souji wo shimasu* "そうじをします [cleaning]" are examples of word pairing usage. Although accurate use of collocations is essential to make communication precise and sound like a native speaker, learning them is one of the most difficult things for students as beginner learners of Japanese. For example, the Japanese word pairing *airon wo kakeru* [lifting the iron] cannot be understood easily for native speakers of Indonesian, as its structure is different from that in Japanese.

Because of the difference in word structure, learning Japanese word pairing requires good comprehension. Comprehension is a level of thinking ability that is a level higher than memory and memorization. Understanding is a person's ability to understand or comprehend something after the thing is known and remembered [7]. A learner is said to understand something if he can provide an explanation or give a more detailed description of it using his own language. Meanwhile, another explanation that understanding is a person's ability to be able to understand, conclude and be able to express things that are conveyed or listened to or taught to him [8]. In other words, understanding is understanding something and being able to see it from various sides. So from a collection of several definitions of understanding, it can be concluded that a student is said to understand something if he can explain again or be able to describe the material that has been learned in more detail using his own language. It would be even better if the student is able to provide other examples of what the teacher has exemplified and the student is able to synergize what has been learned with the problems around him.

Based on these opinions, it can be concluded that collocation is a combination of words that can produce an acceptable meaning. Word pairings are found in many Japanese textbooks such as the Nihongo Kira kira book used by SMAN 1 Batu as the main Japanese textbook. Whereas comprehension is the ability that students have in understanding, repeating back using their own language based on what has been learned.

Research on student comprehension of Japanese collocation has not been done much before. The research is used by the author as a reference, understanding, and consideration. Latief examined how to identify collocations in persuasive texts and students' difficulties in identifying collocations in English. He found that, There are so many factors such as a negative transfer on their mother tongue and often they struggle with acquiring and using collocation in different context, and the lack of vocabulary [9]. While Saudin examined the level of collocation competence and the relationship with writing skills, from the study proved that the knowledge achievement of the students studied was not bad. Saudin strongly recommends that collocation be taught to learners especially in writing lessons. Research using a system like this can reveal students' collocation competence as a whole [10]. The difference between these two studies and this study is that they did not find out about student comprehension of Japanese collocation as beginner learners. While this study focuses on Japanese word pairing in the book Nihongo Kira Kira 2.

This study was motivated by the existence of errors from the answers to the daily test results of Japanese Language Cross-Major Course A in class XI students of SMAN 1 Batu. The error occurred because many students could not correctly answer the word pairing of a sentence properly. Basically, students who have problems with word pairing usually learn the meaning of a single word without other word combinations, so many different word pairing possibilities can occur . The material tested to students came from the book Nihongo Kira Kira 2. The book is a textbook used by Japanese Language Cross-Major Course A in class XI students at SMAN 1 Batu. The book published by Erlangga was compiled by The Japan Foundation for Japanese language education at the high school level in Indonesia. The material in this book is prepared by adjusting the syllabus set out in the 2013 revised curriculum 2016. The preparation of this book also uses Japanese language education standards, namely JF Standards. The learning flow applied through a scientific approach and in accordance with 21st century learning makes this book able to implement learning objectives in accordance with Indonesian education standards.

In chapters 13, 14, and 15 of the Nihongo Kira Kira 2 book, researchers can find word pairs that must be memorized and understood by students. The forms of word pairs used in the test can be described as follows:

Table 1. Word pairings used in the test.

Chapter 13	Chapter 14	Chapter 15
Makassar ni sunde imasu	Iron wo kakemasu	Denwa wo shimasu
Teeburu ga arimasu	Amari souji wo shimasen	Terebi wo mimasu
Bali ni arimasu	Yoku kaimono shimasu	Shukudai wo shimasu
Doko ni imasuka	Sara wo araimasu	Nonbiri shimasu
Nani ga arimasuka	Sewa wo shimasu	Kazoku to hanashimasu
Neko ga imasu	Hana ni mizu wo yarimasu	Shawaa wo abimasu
	Sentaku wo shimasu	Gohan wo tabemasu

Based on the explanation and the existing problems, this study was conducted with the aim of describing students' understanding of Japanese word pairing.

2　Research Method

The research method used in this study is a descriptive method with a qualitative approach. The qualitative approach is used by using instruments in the form of tests. The test instrument is in the form of a series of questions, worksheets and the like, this instrument can be used to measure abilities, knowledge, skills, and talents, from research sources [11]. The type of test used is an achievement test. The research was conducted through a test that was prepared and developed based on the material that had been taught to Japanese Language Cross-Major Course A in class XI students at SMAN 1 Batu as the source of data in the research. The material comes from the book Nihongo Kira Kira 2 in chapters 13, 14, and 15 tested using the cloze test, the cloze test is a technique needed to fill in the overlap in a sentence that has an incomplete structure, so that filling in the overlap in the sentence results in a complete, correct, and appropriate sentence [12]. Cloze test is a fill-in-the-blank method that can match multiple-choice-based tests as the most popular criteria in measuring comprehension. The instrument test is to score the cloze test by using simple scoring, true and false on each item that has a 5-point score.

Based on the aspects of mastery of word pairing by reviewing the receptive aspect of word pairing, it is stated that the use of any word used together with a particular word can train students' cognitive understanding of form, meaning and use. While the productive review of word pairing is any word that can be used together with a particular word. The function of this productive review refers to the application of children's cognitive understanding in a word [13]. With this focus of attention, the test that was tested on Japanese Language Cross-Major Course A in class XI students was a cloze test using the receptive review of the test.

The teaching and learning activities of the material in the test were implemented for 6 weeks with a total of 9 meetings or 18 JP (Lesson Hours) when the researchers participated in the Introduction and Learning Management Program or *Program Pengenalan dan Pengelolaan Pembelajaran* (P4) activities at SMAN 1 Batu. This test instrument has gone through the validation stage, an instrument that can be used to measure what will be measured is an instrument that is said to be valid. It is said that content validity has an important role in achievement test instruments [14]. The content validity of the test instrument is experts, in this study the experts who carried out the content validity were the Supervisor of the researcher's P4 activities, Mrs. Ulfah Sutiyarti, S. Pd., M. Pd as a validator of the test instrument. After receiving guidance and feedback, the test instrument was corrected and then declared valid by the validator and could be distributed to Japanese Language Cross-Major Course A in class XI students who were the main data source in the study. The purpose of using this type of test is used to determine the achievement of cross-interest students' understanding of Japanese Language Cross-Major Course A in class XI students in Japanese word pairing after they learn from the book Nihongo Kira Kira 2.

3 Finding and Discussion

3.1 Students' Comprehension of Japanese Word Pairing

The results obtained based on the tests that have been tested show that the understanding of Japanese Language Cross Interest A class XI students has an average score of 73 which is based on the score classification table , the average understanding of students is declared good.

Table 2. Japanese word pairing comprehension test results of LM A class XI students.

Classification	Scores	Frequency	Percentage
Excellent	81 - 100	10	31%
Good	61 - 80	15	46%
Mediocre	41 - 60	5	16%
Poor	21 - 40	2	7%
Very poor	0 - 20	0	0%
Total		32	100%

Based on the table of test results above, it shows that the highest classification score obtained by students is 81-100 which is categorized as excellent. There are 10 students who scored very well which means 31% of the total sample. The 61-80 classification score in the table above shows that 15 students from the total sample scored good. There are 5 students who scored 41-60 which is categorized as mediocre. There are about 2 students who scored 21-40 which can be categorized as a poor score. And there are no students who are categorized as very poor with a range score of 0-20. So, the data shows the highest percentage of 46% which is about 15 out of 32 students, and they get a score of 61 - 80 which is categorized as a good score.

3.2 Difficulties faced by students

The test contained 20 items with a score of 5 points correct and 0 incorrect. The number of students answering incorrectly on item number 5 was 50% of students and on item number 18 was 44% of students.

Table 3. The most difficulties..

No	Word Pairing
1	Shimasen and Shimasu
2	Yarimasu and Shimasu

Most students' difficulties are found in the words "*shimasen and shimasu*" and "*yarimasu and shimasu*". In the word "*shimasen and shimasu*", students have difficulty in pairing with the previous word. From the student's test results in number 5 "*amari souji wo shimasu*" instead of "*amari souji wo shimasen*", the word selection is wrong because students ignore the pronoun of "*amari*" where the word pairing must use a negative form or ~*masen* form. The next word selection difficulty in the words "*yarimasu and shimasu*" students often make mistakes in the

word "*yarimasu*" in the test "*hana ni mizu wo yarimasu*" is replaced by using "*shimasu*" so that it becomes "*hana ni mizu wo shimasu*" students have difficulty because they interpret words singly.

4   Conclusion

After giving the test to the students of Japanese Language Cross-Major A class XI students at SMAN 1 Batu, it was concluded that the comprehension ability of the students of Japanese Language Cross-Major A class XI SMAN 1 Batu towards the Japanese word pairing contained in the book Nihongo Kira Kira 2 was stated to be good. The mean score obtained is 73, this score is classified as good. Students can answer the test by combining the word pairs in the selection box that has been presented. The difficulty of understanding Japanese word pairing of students is found in the words "*shimasen and shimasu*" and "*yarimasu and shimasu*". The wrong word choice in word pairing "*amari souji wo shimasen*". Then choosing the word "*yarimasu*" into "*shimasu*" in "*hana ni mizu wo shimasu*" which should be "*hana ni mizu wo yarimasu*". It can be concluded that students' understanding of the selection of word usage to determine word pairing is due to interpreting words singly without combining with other words, so students choose the wrong answers on the test.

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