

## **Difficulties in Comprehending Japanese *Fukugoudoushi* of the Japanese Language Learners from Indonesia**

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### **Abstract**

*Compound verbs, or Fukugoudoushi in Japanese, are unique verbs formed by combining two or more verbs or free morphemes. The Japanese language has around 2,700 compound verbs used daily. According to Morita (1991)'s survey in "Reikai Kokugo Jiten," 11.4% of the documented words are verbs, with compound verbs accounting for 39.29%. Compound verb proficiency presents three hurdles, according to Matsuda (2004). These problems include comprehending the variables that control compound verb combination, distinguishing the nuanced meaning differences between single and compound verbs, and designing effective learning strategies to help achieve compound verb acquisition. In this study, researchers used written assessments, questionnaires, and interviews to determine the factors that affect Fukugoudoushi comprehension and how to remedy them. According to test results, students' difficulty understanding compound verb semantics can be categorized into the following categories: 1) Compound verbs encompassing acquired and unacquired information. 2) Verb compounds with different frequency in spoken and written language. 3. Compound verbs for physical or intangible notions. The methods for understanding compound verbs are: Three compound verb interpretation strategies exist. First, understand each verb individually, starting with 1 and then 2. The noun nearest to a compound verb might also indicate its meaning. The second way to interpret compound verbs is to look at the sentence as a whole. Finally, the third method infers compound verb meanings from known verbs.*

**Keywords: Japanese Compound verb "Fukugoudoushi"; Comprehension Difficulties; Learning strategies**

## **INTRODUCTION**

This study is a preliminary investigation on the difficulties of understanding compound verbs (hence referred to as Fukugoudoushi) in Japanese for Indonesian Japanese students (hereinafter referred to as students). In addition, to learn about the ways pupils use to interpret Japanese Fukugoudoushi. First, it will look at what causes pupils to struggle with grasping the meaning of Japanese Fukugoudoushi. Several characteristics, such as "Fukugoudoushi that has never been studied," "Fukugoudoushi that is rarely found/used," and "Fukugoudoushi that has an abstract meaning," make estimating the actual meaning of Fukugoudoushi challenging for students. Students frequently interpret a Fukugoudoushi just by interpreting one of the recognized Fukugoudoushi-forming verbs. Furthermore, one of the students' tactics for understanding compound verbs is to use a part of a word or an entire sentence as a reference to predict the meaning of Fukugoudoushi.

### **Background of the Problem**

Compound verbs are widely regarded as one of the most challenging aspects for individuals learning the Japanese language to acquire proficiency in. Compound verbs are a novel category of verbs that arise from the amalgamation of two or more individual verbs. It is widely recognized that compound verbs constitute a significant portion of the lexical category in the Japanese language. Based on the information provided by the National Institute for Japanese Language and Linguistics, it has been observed that the Japanese language encompasses a substantial repertoire of compound verbs, over 2,700 in number, which are commonly employed in daily communication (National Institute for Japanese Language and Linguistics, n.d.). This assertion is substantiated by the findings of Morita (1991) in the survey conducted on "Reikai Kokugo Jiten" by Yamada et al (2011) (Dictionary Collection of Examples of Understanding Japanese Vocabulary)" as cited in Mutia (2014). The survey reveals that over 11.4% of the recorded words are classified as

verbs, with compound verbs (Fukugoudoushi) accounting for 39.29% of the total.

Among the various Fukugoudoushi in the Japanese language, there exist Fukugoudoushi that preserve the original semantic function of the base verbs, as well as Fukugoudoushi that exhibit a notable level of complexity, specifically in terms of a semantic shift from the meaning associated with the base verb 1 (hereinafter denoted as V1) to the meaning associated with the base verb 2 (hereinafter denoted as V2), resulting in the emergence of a novel meaning that cannot be anticipated solely based on V1 or V2. Japanese language learners sometimes find it challenging to classify and comprehend the complex verbs they meet during their studies. According to Matsuda (2004), students have three challenges when studying Fukugoudoushi, which include the "necessity of combining compound verbs," "distinctions between the usage of single and compound verbs," and "strategies for effective learning." Upon completion of a preliminary investigation, it was ascertained that Indonesian individuals who are learning the Japanese language also encounter similar challenges. The rationale behind this is that the Japanese language encompasses a wide array of compound verbs, whereas the Indonesian language lacks a substantial number of precise equivalents that align with the semantic nuances conveyed by Japanese verbs. Furthermore, the comprehensive treatment of compound verbs in Japanese textbooks is infrequent, and the challenge faced by educators in instructing a vast array of compound verbs to students is also recognized as a contributing factor to students' struggles in comprehending them. Considering the challenges faced by students in comprehending the Japanese linguistic construct known as Fukugoudoushi, it becomes imperative to ascertain the tactics employed by these students in order to infer the intended significance of encountered Fukugoudoushi.

Numerous prior scholarly investigations have examined the topic of Fukugoudoushi. In contrast to the present study, prior research has predominantly focused on the analysis of Fukugoudoushi in relation to semantics, pertaining to meaning, or morphology, concerning word construction. One of the studies conducted by Ivansha (2018) is named "Analysis of the Meaning Relationships of Heiretsu Kankei in Fukugoudoushi Formed from Ireru Verbs". This study centers on the analysis of Fukugoudoushi V2 ~Ireru, a verb construction that falls within the Heiretsu Kankei classification, which examines the parallel relationship between V1 and V2. However, it is important to note that the author's research extends beyond the confines of Heiretsu Kankei and also encompasses the Fukugoudoushi classification in relation to 手段 (shudan), 様態 (youtai), and 原因 (gen'in).

The forthcoming study is titled "Compound Verbs ~Nukeru in Japanese" authored by Rini and Sinaga (2022). Based on the findings of this study, it is evident that Fukugoudoushi with V2 ~nukeru exhibits a proclivity towards the attributes of V1. Additionally, it is well-documented that there exist a total of eight distinct meanings resulting from the combination of V2 ~nukeru. In the author's study, the writer examines the challenges faced by pupils in comprehending Fukugoudoushi, categorizing them into two groups based on the degree of proximity between V1 and V2.

Another study titled "The Semantics of the Fukugoudoushi Verb ~Yoru (寄る) in Literary Works and Online Platforms" was conducted by Saharani et al. (2022). The primary sources of research data consist of two contemporary literary works, namely "Hidamari no Kanojo" and "Naver Matome," as well as other internet platforms. Additionally, the author's research incorporates an examination of Fukugoudoushi, which pertains to the textbooks utilized by the

participants, as well as the requirements set by the Japanese Language Proficiency Test (JLPT). Furthermore, the research conducted by Sholiha et al. (2017) titled "Analysis of Fukugoudoushi ~Koeru and ~Sugiru (Syntax and Semantic Studies)" examines the semantic distinctions between Fukugoudoushi with V2 ~Koeru and ~Sugiru, both of which convey the concept of "excess". A relevant study examining the semantic interpretation of Fukugoudoushi, a compound verb in Japanese, is "The Perfective Aspect of Compound Verbs in Japanese" authored by Nurul Jannah and Purnanto in 2019. The present study aims to examine the semantic nuances of Fukugoudoushi with V2, specifically focusing on the verbs ~Yamu, ~Oeru, and ~Owaru, which share the common meaning of "finished." It is widely recognized that the verbs ~yamu cannot serve as substitutes for the verbs ~owaru and ~eru in the context of Fukugoudoushi, as the former verbs lack the inherent static nature exhibited by the latter verbs when combined with V1. The distinction between the author's research from the previous studies is in the author's approach of not juxtaposing 2-3 analogous interpretations of Fukugoudoushi, but rather examining the variables that impact the degree of comprehension of Fukugoudoushi among learners of the Japanese language.

## **LITERATURE REVIEW**

The basis for dividing Fukugoudoushi is divided into several categories (Iori, et al, 2001) and (Blin & Semantics, n.d.). However, what is used as a reference in this study is [5] Kageyama (2001: 190).

### **Partition of Japanese Fukugoudoushi**

There are various theories in the division of Fukugoudoushi, one of which is the theory of the relationship of the meanings of Fukugoudoushi in "Doushi-Keiyoushi-Fukushi no Jiten (2008)". Fukugoudoushi is divided into 5 relationships namely, 1) 実質的意味から形式的意味へ (jisshitsuteki imi kara keishikiteki imi he) 2) 後接動詞が造語成分へ (gosetsu doushi ga zougo

seibun he); 3) 並列関係 (heiretsu kankei); 4) 主述、補足の関係 (shujutsu, hosoku no kankei); 5). 後接動詞が抽象的意味へ (gosetsu doushi ga chuushouteki imi he).

In this study, Fukugoudoushi is classified into 2 parts based on the formation of compound verbs in Kageyama's theory (2001: 190).

a. Goiteki Fukugoudoushi (lexical compound verbs) This is the formation of compound verbs from a lexical (vocabulary) point of view. The meaning of compound verbs with formation from this lexical point of view is to see the meaning of language concretely. In addition, there are restrictions on merging based on existing vocabulary when viewed from a concrete meaning. Examples of Goiteki Fukugoudoushi compound verbs are: 飲み歩く (nomiaruku)、飛び上がる (tobiagaru)、泣き叫ぶ (nakisakebu)、逃げ込む (nigekomu)、歩き回る (arukimawaru)、置き忘れる (okiwasureru)、語り明かす (katariakasu)、持ち去る (mochisaru) and others -other.

b. Tougoteki Fukugoudoushi (syntactically compound verbs)

It is the formation of compound verbs from a syntactic point of view. The formation of compound verbs from this syntactic point of view, the relationship between V1 and V2 can be analyzed as a complementary sentence connection or it is called 補文関係 (hobun kankei). An example of a compound verb Tougoteki fukugoudoushi is 飲み始める (nomihajimeru)、食べ終わる (tabeoeru)、しゃべり続ける (shaberitsudzukeru)、食べすぎる (tabesugiru)、歩き出す (arukidasu)、助け合う (tasukeau) and others.

### **Classification on Goiteki Fukugoudoushi**

From its formation, as in (Aoyagi, 2014), seen from the relationship between V1 and V2, Goiteki Fukugoudoushi can be divided into 4 as follows as stated in Matsumoto (1998):

a) 手段 (Shudan) : V1 することによって(~ suru koto ni yotte)、V2

Compound verbs where between V1 and V2 have a relationship namely "by doing V1, V2 happens". Some examples of compound verbs in this relation are: 切り倒す (kiritaosu)、踏みつぶす (fumitsubusu)、押しあける (oshiakeru)、折り曲げる (orimageru)、切り分ける (kiriwakeru)、むしり取る (mushiritoru).

b) 様態 (Youtai) : V1 しながら(~ shinagara) V2

Compound verbs where between V1 and V2 have a relationship, namely "V2 is done while doing V1". Examples of compound verbs in this relationship are as follows: 探し回る (sagashimawaru)、語り明かす (katariakasu)、遊び暮らす (asobikurasu)、忍び寄る (shinobiyoru)、転げ落ちる (korogochiru).

c) 原因 (Gen'in) : V1 の結果(~ no kekka)、V2

Compound verbs where V1 and V2 have a relationship, namely "V2 is the result of V1 activity". Some examples of compound verbs in this relationship are: 歩き疲れる (arukitsukareru)、抜け落ちる (nukeochiru)、溺れ死ぬ (oboreshinu).

d) 並列 (Heiretsu) : V1 かつ(~ katsu) V2

Compound verbs where V1 and V2 have a relationship, namely "V1 and V2 have similar meanings".

泣きわめく (nakiwameku)、鳴り響く (narihibiku)、glori 輝く (terikagayaku)、忌み嫌う (imikirau).

In this study, the classification of compound verb categories used as data analysis is seen in terms of their formation, namely Goiteki Fukugoudoushi and Tougouteki Fukugoudoushi.

Hypotheses, research objectives, classification of compound verbs, methods used, respondents, and time of implementation in this study are as follows.

#### Research Hypothesis

In this study, the authors have the following hypothesis:

- 1) The contact frequency factor affects the respondent's understanding of Fukugoudoushi.
- 2) Unstudied/unstudied factors affect the respondent's understanding of Fukugoudoushi.
- 3) Factors Without/With Expansion of Meaning affect the understanding of respondents in understanding Fukugoudoushi.

#### Research purposes

From the description above, the objectives of this study are as follows:

- 1) Knowing the difficulties in understanding Fukugoudoushi in middle-level Indonesian learners of Japanese.
- 2) Knowing the strategies used by Japanese language learners when experiencing difficulties in understanding Fukugoudoushi.

#### Definition of Compound Verb Category Classification

This study classifies the definition of compound verbs into 3 categories, each of which is determined as follows:

- 1) High/ Low Contact Frequency Compound Verbs (接触頻度高／低)  
(Sesshoku hindo kou/ tei)

Compound verbs with categories that are rarely or often encountered/used refer to the frequency with which students encounter/use compound verbs. In this category, compound verbs are divided into 2 classifications, namely compound verbs that are frequently encountered/often used are classified as “compound verbs with a high degree of contact” (接触頻度が高い sesshoku



hindo ga takai). Whereas compound verbs with a very rare frequency are found/used, classified as “compound verbs with a low level of contact” (接触頻度が低い sesshoku hindo ga hikui).

### 2) Compound Verbs Not Yet Learned (未習／既習) (Mishuu/ Kishuu)

Compound verbs in the unlearned or unlearned category refer to compound verbs which, while learning using textbooks in class, have never been studied or have been studied. Compound verbs that have never appeared in textbooks and have never been studied are classified into "unlearned compound verbs (未習 mishuu), while compound verbs that have been published in textbooks and have been studied fall into the category of "compound verbs that have been studied” (既習 kishuu).

### 3) Compound Verbs Without/With Expansion of Meaning

Compound verbs without or with expanded meaning refer to the meaning after becoming a compound verb, whether it still retains the respective meanings of V1 and V2 and does not experience semantic derivation/transliteration, or vice versa, namely compound verbs without retaining the original meaning of each V1 and V2. For compound verbs whose meaning still retains the meaning of the original verb, both V1 and V2, they are called "compound verbs with original meaning" (原義の複合動詞 Gen'gi no Fukugoudoushi), while for compound verbs that experience an expansion of meaning or derivation, they are called "compound verbs." with the expansion of meaning” (転義の複合動詞 Ten'gi no Fukugoudoushi). To define the original meaning of V1 and V2, the writer refers to 『新明解国語辞典 Shin Meikai Kokugo Jiten』 where the meaning of the verb written in the first place is the original meaning. The meaning written in the sequence after is categorized into the meaning of expansion/transliteration.

## **METHOD**

To find out how the students understand Fukugoudoushi, the researcher conducted a written test in the form of short Japanese sentences containing compound verbs, which must be translated into Indonesian. The written test consists of 16 questions with details of 8 questions using compound verbs that have been learned, and the other 8 questions using compound verbs that have not been studied, which are selected from V1 and V2 at the JLPT N3 level. Then, judging from whether there is an expansion of meaning, there are 9 questions with compound verbs without experiencing an expansion of meaning, and the rest are compound verbs that experience an expansion of meaning.

The method used in this study is descriptive qualitative, namely, to describe, describe a phenomenon that is happening at this time using scientific procedures to answer actual problems Sutedi (2009:48)8 and (Kartika, 2018). In this case, the author describes the difficulties experienced by students in understanding compound verbs and the strategies used.

### **Research Respondents**

Respondents who were used as data sources were 35 Japanese language students, from the same university and using the same textbooks, already had an N3 Japanese language ability certificate, had studied Japanese for 3-4 years, aged around 20-25 years, and never lived in Japan.

### **Implementation**

This survey research was conducted from September 4 to September 16, 2017. The average time for each respondent to complete the Japanese short sentence test was 1 hour, while for the written questionnaire test it was 30 minutes.

## **RESULTS AND DISCUSSION**

From the test results that have been carried out by the respondents, the following is the discussion.

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### Survey Data Calculation Results

The level of accuracy in the results of this survey is categorized into three groups, namely: 1) Compound Verbs with a High Accuracy, 2) Compound Verbs with a Medium Accuracy, and 3) Compound Verbs with a Low Accuracy. One-way ANOVA (one-way analysis of variance) was performed to see if there were significant differences between the three stages (Table 1). The results of the analysis of variance confirmed a significant difference ([ $F(2,13)=64.498$ ,  $p<.001$ ]).

Table 1. Results of Variant Analysis -Accuracy Level-

	Variant Analysis				
	Accuracy Level				
	Total Mean	Degrees of Freedom	Mean Square	F Value	Significance Probability
Inter Group	5643.314	2	2821.657	64.498	.000
Inner Group	568.727	13	43.748		
Total	6212.041	15			

Then Tukey's multiple comparison test was carried out to see significant differences between groups (Table 2). The result obtained is that the average difference between 1 "High Accuracy Level" and 2 "Medium Accuracy Level" is 15.17500, with a significant difference of 0.003 ( $p<0.05$ ). Similarly, the difference between the mean value of 1 "High Accuracy" and 3 "Low Accuracy" is 51.83667, and the probability of significance is 0.000 ( $P < 0.001$ ), confirming a significant difference. In addition, the difference between the mean value of 2 "Medium Accuracy" and 3 "Low Accuracy" is 36.66167, and the probability of significance is 0.000 ( $p<0.001$ ), indicating a significant difference. In other words, it was found that there was a significant difference between the three stages of the accuracy level.

**Table 2. Multiple Comparisons Results- Accuracy Level-**

(I) Verb	(J) Verb	Multiple Comparisons		Accuracy Level of Tukey HSD			
		(I-J) Average Differences	Fixed Differences	Errors	Significance of Probability	95% Confidence Interval Lower Bound    Upper Bound	
1	2	15.17500*	3.67983		.003	5.4587	24.8913
High Level of Accuracy	3	51.83667*	4.56426		.000	39.7850	63.8883
2	1	-15.17500*	3.67983		.003	-24.8913	-5.4587
Medium Level of Accuracy	3	36.66167*	4.67698		.000	24.3124	49.0109
3	1	-51.83667*	4.56426		.000	-63.8883	-39.7850
Low Level of Accuracy	2	-36.66167*	4.67698		.000	-49.0109	-24.3124

\*Significant average differences in 0,05. 1>2(p<.01), 2>3(p<.001), can be concluded 1>2>3

Table 3 shows the percentage of correct answers and their groupings on the Japanese Fukugoudoushi comprehension test questions.

**Table 3. Groupings of Respondents' Response**

No.	Compound Verb	Total of Right Answers (persons)	Percentage of Right Answers (High, Medium, Low)	No.	Compound Verb	Total of Right Answers (persons)	Percentage of Right Answers (High, Medium, Low)
1	折りたたむ <i>oritatamu</i>	32	91.43% High	9	飛び降りる <i>tobioriru</i>	23	65.71% Medium
2	思い出す <i>omoidasu</i>	29	82.86% High	10	呼びかける <i>yobikakeru</i>	23	65.71% Medium
3	取り換える <i>torikaeru</i>	29	82.86% High	11	立ち寄る <i>tachiyoru</i>	23	65.71% Medium
4	受け取る <i>uketoru</i>	28	80.00% High	12	光り輝く <i>hikarikagayaku</i>	23	65.71% Medium
5	焼け死ぬ <i>yakeshinu</i>	28	80.00% High	13	思いつく <i>omoitsuku</i>	23	62.86% Medium
6	流れ着く <i>nagaretsuku</i>	26	74.29% High	14	組み立てる <i>kumitateru</i>	13	37.14% Low
7	見守る <i>mimamoru</i>	25	71.43% High	15	読み切る <i>yomikuru</i>	12	34.29% Low
8	乗り換える <i>norikaeru</i>	23	65.71% Medium	16	見立てる <i>mitateru</i>	5	14.29% Low

### Basic Assessment of Correct and False

In assessing the correct/false results of the respondents' translations, the writer does not only look at the translation of compound verbs, but also at the

results of Indonesian translations in whole sentences. From the whole sentence, it is determined whether the meaning of the compound verb is appropriate or not. After determining the respondent's answer is right or wrong, classify the category of error answers that appear.

From the several errors found, the type or pattern of errors are analyzed and it is determined whether the errors are specific errors that occur in compound verbs or not.

The following is an example of a compound verb understanding question along with the answers from the respondents. In the following questions, the writer considers that the following respondents cannot understand compound verbs well.

#### (1) Examples of Typical Faults in Fukugoudoushi

Question:

8. 山田さんはいつも会社から帰る時は、この喫茶店に立ち寄ります。

(Yamada san wa itsumo kaisha kara kaeru toki wa, kono kissaten ni tachiyori masu.)

Respondents answer:

Every time Yamada comes home from work, Yamada stands in this cafe.

(毎回/山田/帰る/から/会社、山田/立つ/で/喫茶店/この)

From the answers above, it can be seen that the respondent only understands one of the two compound verbs forming Fukugoudoushi, namely V1(立つ tatsu) , so V2 (寄る yoru) is not translated. Examples of errors like this the author classifies them into "Typical Errors in Fukugoudoushi".

#### (2) Examples of Other Errors that Appear

Question:

1. 私はこの写真を見ると、必ず彼のことを思い出す。

(Watashi wa kono shashin wo miru toki, kanarazu kare no koto wo omoidasu.)

Respondents answer:

Every time I see this photo, I always think about him.

(毎回/見る/写真/この/私/いつも/思い出す/ついて/彼)

The questions above were issued to measure respondents' understanding of the word "omoidasu". The respondent above answered "remember" in Indonesian, which is a transitive verb. If you look only at compound verbs, the answer above is not problematic. However, when viewed from the whole sentence, "omoidasu" in the sentence above means "remembered" which is included in the intransitive verb. The error in the answer above is not only due to the form of the verb, but the meaning of the whole sentence has changed. "Remembering" (prefix me-) denotes an activity that was carried out on purpose (意図的に itoteki ni), whereas in the context of the question sentence, "omoidasu" occurs due to the perpetrator's unintentional action, so the word "remembered" is more appropriate and appropriate.

Here is another example outside of the problem that can help distinguish "omoidasu" done intentionally (transitive) or unintentionally (intransitive).

1. みなさん、昨日の夕飯がなんだったか、思い出してみてください。

(Minasan, kinou no yuuhan ga nandatta ka, omoidashite mite kudasai.)

(Children, please recall what you had for dinner yesterday.)

2. 肉じゃがを食べると、母の顔を思い出すんだよ。(Nikujaga wo taberu to, haha no kao wo omoidasun da yo.)

(When I eat nikujaga, I remember mother's face).

Like the error example above, the basis for right or wrong judgment is seen from the understanding of semantics/meaning not only in compound verbs, but also in the meaning of the whole sentence. The error in the second example is something other than a typical Fukugoudoushi error.

### Correlation Between Contact Frequency and Accuracy Level

From the results of the questionnaire survey, it can be confirmed regarding the frequency of compound verb contact of the respondents with the compound verbs in the questions. In this study, points were given for each category, namely, 3 points for the answer "Often see/meet", 2 points for "Sometimes see/meet", and 1 point "Never seen/meet". It can be said that the bigger the points, the higher the frequency of contact with Fukugoudoushi.

In addition, based on the total points of the results of this study, the contact frequency was divided into three groups, namely Group 1 "High Contact Frequency" between 88 and 105 points, and Group 2 "Medium Contact Frequency" between 70 and 78 points., and 55 up to 66 points were classified into Group 3 "Low Contact Frequency" (Table 4).

Table 4. Grouping Based on the Contact Frequency

No	Compound Verbs	Often	Sometimes	Never	Total of Contact Frequency	No.	Compound Verbs	Often	Sometimes	Never	Total of Contact Frequency	Group	
1	思い出す <i>omoidasu</i>	105	0	0	105	High	9	思いつく <i>omoitsuku</i>	36	34	6	76	Medium
2	受け取る <i>uketoru</i>	72	18	2	92	High	10	飛び降りる <i>tobioriru</i>	30	34	8	72	Medium
3	見守る <i>mimamoru</i>	66	20	3	89	High	11	読み切る <i>yomikiru</i>	33	26	11	70	Medium
4	乗り換える <i>norikaeru</i>	57	30	1	88	High	12	焼け死ぬ <i>yakeshinu</i>	30	22	14	66	Low
5	光り輝く <i>hikarikagayaku</i>	69	14	5	88	High	13	流れ着く <i>nagaretsuku</i>	15	28	16	59	Low
6	組み立てる <i>kumitateru</i>	36	38	4	78	Medium	14	折りたたむ <i>oritatamu</i>	9	30	17	56	Low
7	取り換える <i>torikaeru</i>	42	28	7	77	Medium	15	見立てる <i>mitateru</i>	12	26	18	56	Low
8	呼びかける <i>yobikakeru</i>	33	40	4	77	Medium	16	立ち寄る <i>tachiyoru</i>	18	16	21	55	Low

Then, one-way analysis of variance (one-way analysis of variance) was performed to confirm the presence or absence of a significant difference between groups, and a significant difference was confirmed ([F(2,13)=54,874, p<. 0.001]) (Table 5).

Table 5. Variants Analysis Results – Contact Frequency –

	Variants Analysis		Contact Frequency		
	Total Mean	Degree of Freedom	Average Mean	F Value	Significance Probability
Inter group	2890.600	2	1445.300	54.874	.000
Inner group	342.400	13	26.338		
Total	3233000	15			

In addition, Tukey's multiple comparison test was used to identify where there were significant differences (Table 6). As a result, the difference between the mean value of group 1 "High Contact Frequency" and group 2 "Medium Contact Frequency" is 17.40000, and the probability of significance is 0.000 ( $p < 0.001$ ). Similarly, the mean difference between Group 1 "High Contact Frequency" and Group 3 "Low Contact Frequency" was 34.00000, with a significance probability of 0.000 ( $p < 0.001$ ), a significant difference. The difference between the mean value of Group 2 "Medium Contact Frequency" and Group 3 "Low Contact Frequency" is 16.60000, and the probability of significance is 0.000 ( $p < 0.001$ ), indicating a significant difference. In other words, it is confirmed that there is a difference significant difference between the three contact frequency groups.

Table 6. Multiple Comparisons Results-Contact Frequency-

(I) Group	(J) Grou	Multiple Comparisons		Contact Frequency Tukey HSD		
		(I-J) Mean differences	Effects of fixed errors	Significance Probability	95% Confidence Interval	
		p			Upper Bound	Lower Bound
1	2	17.40000*	3.10764	.000	9.1945	25.6055
High Contact Frequency	3	34.00000*	3.24583	.000	25.4296	42.5704
2	1	-17.40000*	3.10764	.000	-25.6055	-9.1945
Medium Contact Frequency	3	16.60000*	3.10764	.000	8.3945	24.8055
3	1	-34.00000*	3.24583	.000	-42.5704	-25.4296
Low Contact Frequency	2	-16.60000*	3.10764	.000	-24.8055	-8.3945

\*Differences in the mean is at 0,05.

Table 7 shows the grouping of "Accuracy Level and "Contact Frequency" from the respondents.



Table 7. Grouping based on the accuracy level and contact frequency

Number of Fukugoudoushi	High Level Accuracy Fukugoudoushi	Contact Frequency
1	思い出す <i>omoidasu</i>	High
4	取り変える <i>torikaeru</i>	Medium
6	折りたたく <i>oritatamu</i>	Low
9	見守る <i>mimamoru</i>	High
12	受け取る <i>uketoru</i>	High
13	焼け死ぬ <i>yakeshinu</i>	Low
16	流れ着く <i>nagaretsuku</i>	Low
Number of Fukugoudoushi	Medium Level Accuracy Fukugoudoushi	Contact Frequency
2	乗り換える <i>norikaeru</i>	High
5	飛び降りる <i>tobioriru</i>	Medium
7	呼びかける <i>yobikakeru</i>	Medium
8	立ち寄る <i>tachiyoru</i>	Low
10	光り輝く <i>hikarikagayaku</i>	High
11	思いつく <i>omoitsuku</i>	Medium
Number of Fukugoudoushi	Low Level Accuracy Fukugoudoushi	Contact Frequency
3	組み立てる <i>kumitateru</i>	Medium
14	読み切る <i>yomikiru</i>	Medium
15	見立てる <i>mitateru</i>	Low

According to table 4 which has been described previously, the compound verb "omoidasu" has the highest contact frequency points, and "tachiyoru" has the lowest contact frequency. However, as can be seen from Table 7, a compound verb with a high level of accuracy is not necessarily a compound verb with a high contact frequency, and vice versa. However, at least it can be said that compound verbs with a low level of accuracy are not compound verbs that have a "High Frequency of Contact". In other words, the results of this study tend to approach the hypothesis. [8] in his research on the relationship between "Frequency of Contact" and "Level of Understanding of Vocabulary", found that the lower the frequency of vocabulary (in this study "Frequency of Contact"), the lower the average survey score. However, on the other hand, the fact that compound verbs (6, 8, 13, 16) with "High Degree of Accuracy" and "Medium Contact Frequency" is seen even though they are included in the category of "Low Contact Frequency". Here it can be said that there are other factors that may also have an impact.

### Correlation Between Verbs That Haven't/Has Been Learned with the Level of Accuracy

From the survey results, table 8 shows the relationship between the level of accuracy of answers with compound verbs that have not been or have been studied.

From table 8, the level of accuracy of answers is not necessarily high even though compound verbs have been studied. As far as the results of this survey are concerned, it cannot be said that whether a vocabulary has been learned or not influences the level of accuracy. It can be seen from the answer for the compound verb "kumitateru" which is a compound verb that has been studied but shows a low level of accuracy.

Table 8. Grouping based on the Accuracy Level and Have/Haven't Been Learned Verb

Number of Fukugoudoushi	High Accuracy Level Fukugoudoushi	Have/Haven't Been Learned
1	思い出す <i>omoidasu</i>	Have been learned
4	取り変える <i>torikaeru</i>	
6	折りたたむ <i>oritatamu</i>	Have been learned
9	見守る <i>mimamoru</i>	Haven't been learned
12	受け取る <i>uketoru</i>	Haven't been learned
13	焼け死ぬ <i>yakeshinu</i>	Haven't been learned
16	流れ着く <i>nagaretsuku</i>	Haven't been learned
Number of Fukugoudoushi	Medium Accuracy Level Fukugoudoushi	Have/Haven't Been Learned
2	乗り換える <i>norikaeru</i>	Have been learned
5	飛び降りる <i>tobioriru</i>	Have been learned
7	呼びかける <i>yobikakeru</i>	Have been learned
8	立ち寄る <i>tachiyoru</i>	Have been learned
10	光り輝く <i>hikarikagayaku</i>	Haven't been learned
11	思いつく <i>omoitsuku</i>	Haven't been learned
Number of Fukugoudoushi	Low Accuracy Level Fukugoudoushi	Have/Haven't Been Learned
3	組み立てる <i>kumitateru</i>	Have been learned
14	読み切る <i>yomikiru</i>	Haven't been learned
15	見立てる <i>mitateru</i>	Haven't been learned

In a study by White (1991) on the influence of teaching English grammar as a second language to native French speakers, it was argued that after teaching the structure of adverbs and interrogative sentences, a test was held a few months later, consistently teaching and guiding the content. The test

results were better than the test results where guidance was only given at the beginning and no guidance continued after the delivery of the material. In another study, Lightbown & Spada (2006: 169) argues that after students learn an item, if there is no opportunity to touch or use the item afterwards, the teaching effect will be lost.

Based on this, the reason why the accuracy rate for “kumitaru” is low is because after it is taught once in class, there are fewer opportunities to touch/use this word on other occasions, and the effect of the learning wears off.

### Correlation Between Verbs Without/With the Expansion of Meaning with the Level of Accuracy

Table 9 shows the relationship between the level of accuracy of meaning answers with compound verbs without or with the expansion of meaning.

Table 9. Grouping based on the accuracy level and the verbs with/without meaning expansion

Number of Fukugoudoushi	High Accuracy Level Fukugoudoushi	With/Without Meaning Expansion
1	思い出す <i>omoidasu</i>	With Meaning Expansion
4	取り変える <i>torikaeru</i>	Without Meaning Expansion
6	折りたたむ <i>oritatamu</i>	Without Meaning Expansion
9	見守る <i>mimamoru</i>	With Meaning Expansion
12	受け取る <i>uketoru</i>	Without Meaning Expansion
13	焼け死ぬ <i>yakeshinu</i>	Without Meaning Expansion
16	流れ着く <i>nagaretsuku</i>	Without Meaning Expansion
Number of Fukugoudoushi	Medium Accuracy Level Fukugoudoushi	With/Without Meaning Expansion
2	乗り換える <i>norikaeru</i>	Without Meaning Expansion
5	飛び降りる <i>tobioriru</i>	Without Meaning Expansion
7	呼びかける <i>yobikakeru</i>	With Meaning Expansion
8	立ち寄る <i>tachiyoru</i>	Without Meaning Expansion
10	光り輝く <i>hikarikagayaku</i>	With Meaning Expansion
11	思いつく <i>omoitsuku</i>	With Meaning Expansion
Number of Fukugoudoushi	Low Accuracy Level Fukugoudoushi	With/Without Meaning Expansion
3	組み立てる <i>kumitateru</i>	Without Meaning Expansion
14	読み切る <i>yomikiru</i>	With Meaning Expansion
15	見立てる <i>mitateru</i>	With Meaning Expansion

From table 9, many Fukugoudoushi with a high degree of accuracy are compound verbs that retain the original meanings of V1 and V2 or without expanding the meaning. This is almost close to the hypothesis. Compound verbs with moderate accuracy have the same number of verbs as compound verbs that retain their original meaning and those that experience an expansion of meaning from V1 and V2. However, the results for items with a low level of accuracy show that compound verbs with V1 and V2 experience an expansion of the meaning of the original meaning of each verb forming Fukugoudoushi. In other words, compound verbs that experience transliteration are more difficult for students to understand than compound verbs that retain the original meanings of V1 and V2.

Table 10 shows the relationship between the three factors above and the level of accuracy of the respondents' answers Explanation of the use of terms:

“未習 mishuu” for unlearned items;

“既習 kishuu” for learned items;

“高 kou” for items with high contact frequency;

“中 chuu” for items with moderate contact frequency;

“低 tei” for items with infrequent contact;

“原義 gen'gi” for items without extended meaning (original meaning);

“転義 ten'gi” for items that experience an expansion of meaning.

Table 10. Grouping based on the accuracy level and 3 testing factors

Number of Fukugoudoushi	High Accuracy Level Fukugoudoushi	3 testing factors: 既/未( <i>kishuu/ mishuu</i> ), 接触 ( <i>sesshoku hindo</i> ), 原義/ 転義 ( <i>gen'gi/ ten'gi</i> )						
		既習 Have been learned	未習 Haven't been learned	高 High contact	中 Medium contact	低 Low contact	原義 Real meaning	転義 Meaning expansion
1	思い出す <i>omoidasu</i>	✓		✓				✓
4	取り変える <i>torikaeru</i>	✓			✓		✓	
6	折りたたむ <i>oritatamu</i>	✓				✓	✓	
9	見守る <i>mimamoru</i>		✓	✓				✓
12	受け取る <i>uketoru</i>		✓	✓			✓	
13	焼け死ぬ <i>yakeshinu</i>		✓			✓	✓	
16	流れ着く <i>nagaretsuku</i>		✓			✓	✓	
Number of Fukugoudoushi	Medium Accuracy Level Fukugoudoushi	既習 Have been learned	未習 Haven't been learned	高 High contact	中 Medium contact	低 Low contact	原義 Real meaning	転義 Meaning expansion
2	乗り換える <i>norikaeru</i>	✓		✓			✓	
5	飛び降りる <i>tobioriru</i>	✓			✓		✓	
7	呼びかける <i>yobikakeru</i>	✓			✓			✓
8	立ち寄る <i>tachiyoru</i>	✓				✓	✓	
10	光り輝く <i>hikarikagayaku</i>		✓	✓				✓
11	思いつく <i>omoitsuku</i>		✓		✓			✓
Number of Fukugoudoushi	Low Accuracy Level Fukugoudoushi	既習 Have been learned	未習 Haven't been learned	高 High contact	中 Medium contact	低 Low contact	原義 Real meaning	転義 Meaning expansion
3	組み立てる <i>kumitateru</i>	✓			✓		✓	
14	読み切る <i>yomikiru</i>	✓			✓			✓
15	見立てる <i>mitateru</i>		✓			✓		✓

From table 10, it can be seen that, compared to the 「既習 *kishuu*・未習 *mishuu*」 factor (has not been or has been learned), the 「接触頻度 *sesshoku hindo*」 factor (contact frequency) and the 「原義 *gen'gi*・転義 *ten'gi*」 (without or with the expansion of meaning) has more influence on the respondent's understanding process in understanding Fukugoudoushi.

In other words, Fukugoudoushi with a combination of categories that are not "High Frequency of Contact" and the category "With Extended Meaning" are Fukugoudoushi that are not classified as "High Level of Accuracy" and are difficult to understand (numbers 14, 15). On the other hand, Fukugoudoushi with "Low Contact Frequency", even if it belongs to the

category "Without Expansion of Meaning (retaining the original meaning), is a Fukugoudoushi that is not in the "Low Accuracy Level" category (numbers 6,13,16). High Contact Frequency" can be said to be Fukugoudoushi which is not classified as "Low Accuracy Level" (number 1.9).

### **Types of Errors and Strategies in Comprehending Fukugoudoushi**

Table 11 summarizes the types of errors that arose and the strategies used by the respondents. The following are 3 types of errors in understanding Fukugoudoushi based on the analysis of the results of questionnaires and interviews.

- a) "Type A mistake (hereinafter referred to as "A")", namely a mistake in understanding the meaning of Fukugoudoushi because they do not understand the meaning of both V1 and V2, so that when understanding the meaning of Fukugoudoushi becomes completely different and fails the strategy.
- b) "Type B error (hereinafter referred to as "B ① / B ②")", which is a misunderstanding of the meaning of Fukugoudoushi because they do not understand the nature of the verb such as: ① volitional/nonvolitional verbs (意志 ishi/無意志動詞 muishidoushi), ② Subject or object of the sentence (whether people or things etc.), so that either the meaning of the compound verb itself or the meaning of the whole sentence changes and is not conveyed.
- c) "Type of Error C (hereinafter referred to as "C")", is a typical error that occurs in Fukugoudoushi's understanding, is the tendency of respondents to translate only in V1 or V2 only.

Table 11. Types of errors in comprehending *Fukugoudoushi* and its strategy

Compound Verbs	Total right answers (persons)	Effective strategy for the right answers	Types and total errors (persons)
折りたたむ <i>oritatamu</i>	32	-Guessing the meaning 「折り <i>ori</i> 」 from 「折り紙 <i>origami</i> 」 -Guessing the meaning from the noun (ベッド <i>beddo</i> ) appears near <i>Fukugoudoushi</i> -As V1 and V2 are synonym, so it is translated correctly into Bahasa Indonesia	A (3)
思い出す <i>omoidasu</i>	29	-Known as 1 singular verb	B① (5) Zero (8)
取り換える <i>torikaeru</i>	29	-Guessing the meaning from the noun (タイヤ <i>taiya</i> ) appears near <i>Fukugoudoushi</i>	A (1) C (5)
受け取る <i>uketoru</i>	28	-Guessing the meaning from the whole sentence -Known as singular verb	A (3) B① (3) C (1)
焼け死ぬ <i>yakeshinu</i>	28	-V1 and V2 are possibly directly translated into Bahasa Indonesia	C (7)
流れ着く <i>nagaretsuku</i>	26	- V1 and V2 are possibly directly translated into Bahasa Indonesia	A (2) C (7)
見守る <i>mimamoru</i>	25	-Known as singular verb	C (10)
乗り換える <i>norikaeru</i>	23	-Guessing from the verb shifted into noun from 「乗り換え <i>norikae</i> 」	A (7) B① (1) C (4)
飛び降りる <i>tobioriru</i>	23	-Guessing the meaning from the adverb (5階 <i>go kai</i> ) appears near <i>Fukugoudoushi</i>	A (1) B① (8) C (3)
立ち寄る <i>tachiyoru</i>	23	-Guessing the meaning from the entire sentence	A (7) C (5)
光り輝く <i>hikarikagayaku</i>	23	-As V1 and V2 are synonym, so it is translated correctly into Bahasa Indonesia	A (6) C (6)
思いつく <i>omoitsuku</i>	23	-Known as 1 singular verb	A (10) C (2)
呼びかける <i>yobikakeru</i>	22	-Guessing the meaning from noun (注意 <i>chuu</i> ) appears near <i>Fukugoudoushi</i>	A (7) C (6)
組み立てる <i>kumitateru</i>	13	-Guessing the meaning from the entire sentence -Guessing the meaning from the entire sentence	A (12) B② (2) C (8)
読み切る <i>yomikiru</i>	12	-Guessing the meaning 「切る <i>kiru</i> 」 from the word 「締め切る <i>shimekiru</i> 」 -Guessing the meaning from the word (十日間 <i>tookakan</i> ) appears near <i>Fukugoudoushi</i>	A (2) C (21)
見立てる <i>mitateru</i>	5	-Guessing the meaning from the entire sentence -Guessing the meaning by linking it entirely with the personal experience	A (13) B② (1) C (15) *Zero (1)

## CONCLUSION

From the calculation results with Multiple Comparisons, the 16 Fukugouodushi tested can be grouped into 3 levels, namely "High Accuracy Level", "Medium Accuracy Level", "Low Accuracy Level".

The conclusion that can be drawn from this study is that at least it can be said that compound verbs with "low accuracy" are not Fukugoudoushi in the "high contact frequency" category (this cannot fully conclude that hypothesis 1 applies). Regarding the "Not yet/Has been studied" factor, no definite results were obtained which affected the level of accuracy of Fukugoudoushi. Finally, regarding compound verbs in the category "Without Meaning Extension or retaining the original meaning" and compound verbs in the category "With Expanded Meaning or transliteration", it was found that compound verbs that "retained the original meaning" were relatively easier to understand.

From the elaboration, the "Frequency of Contact" and "Without/With Expansion of Meaning" factors have a greater impact on understanding the meaning of Fukugoudoushi than the "Not yet/Has been studied" factor.

From the results of Fukugoudoushi's analysis of the types of misunderstandings, 3 types were obtained, namely, "Type A Error", namely an error due to not understanding the meaning of both V1 and V2, then "Type B Error", namely an error in understanding the meaning due to not understanding the nature of the verb such as: ① Verba volitional / nonvolitional (意志 ishi/無意志動詞 muishidoushi), ②The subject or object of the sentence is a person or thing etc.), and the last is "Type C Error", which is a typical error that occurs in understanding Fukugoudoushi, namely the tendency of respondents to translate only at V1 or V2 only.

The results of the analysis of the errors that appear, it is known that "Error Type A" is relatively small in compound verbs with the "High Degree of Accuracy" category. In addition, compound verbs with "High Accuracy" and



“Medium Accuracy” are not found in “Error Type B② (whether the subject or action is a person or thing)”. Finally, compound verbs with “Low Degree of Accuracy” were seen in all error types from “Error Type A” to “Error Type C”. As a result of the strategy analysis, in terms of understanding, the strategy that works effectively at the three levels of accuracy (high, medium, and low) is the compensation (help) strategy, namely “guessing from the clues of the words (nouns or auxiliary words) that appear together” and “guess the meaning from the context of the whole sentence”. Then, the strategy of “translating V1 and V2 (because the expressions are similar) into Indonesian” is seen in the compound verbs “High Accuracy Level” and “Medium Accuracy Level” with the relationship between V1 and V2 which is parallel, for example in the compound verb 「折りたたむ oritatamu」 and 「光り輝く hikarikagayaku」. In addition, the strategy “Remember as a singular verb” can be said to be effective for understanding compound verbs such as 「思い出す omoidasu」, 「受け取る uketoru」, 「見守る mimamoru」 and 「思いつく omoitsuku」 because most of these compound verbs experience “meaning expansion/transliteration on V2. This strategy is possible to apply in compound verbs where one of the meanings of V1 or V2 cannot be understood with certainty. On the other hand, the strategy of “guessing the meaning of compound verbs by connecting the meaning of the context of the sentence with personal experience” was effective only for compound verbs 「見立てる mitateru」 which had a “low level of accuracy”.

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