# The relation of vocabulary mastery towards the japanese language listening skills of riau university students

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**Abstract-** The purpose of this study was to determine the relationship between vocabulary and Japanese listening skills. This research was conducted on Japanese language students at the University of Riau. The research method used in this research is a quantitative approach, a survey method with measurement and test techniques, while the analysis technique uses a path analysis approach. The population using the target population was all fourth semester Japanese students at the University of Riau totaling 52 students. Sampling was carried out using a total sampling technique (total sampling). The relationship between and listening skills in Japanese is 0.281 The results of the study concluded: There is a positive relation between Vocabuary Mastery and Japanese listening skills in Japanese language students at Riau University.

Keywords: Vocabulary mastery, Japanese listening skills

## I. INTRODUCTION

Learning Japanese is intended so that learners have good, correct Japanese language skills and can access information. Not a few learners say that Japanese is a difficult language to learn, among others, because of the differences between the mother tongue and the language of the learners, namely in speech, sentence structure, and the use of Japanese characters (hiragana, katakana, and kanji).

Listening skills (choukai) is one of the difficult skills because listening is not only listening, but a process of interpreting and understanding the meaning contained verbally. Listening skills (choukai) require special attention with good and calm situations when listening activities are in progress. Learners have to listen 1 - 3 times in understanding and understanding choukai material. The importance of listening in communicative interactions is very real. To be involved in a communication, one must be able to understand and react to what must be said. Consequently, apart from engaging in interactional activities, learners need to practice listening skills. (Henry Guntur Tarigan, 2011)With listening skills usually requiring a considerably long period of time to acquire, normally involving the student experiencing a variety of emotions ranging from depression and frustration through to exhilaration and pride, teaching listening skills is one of the most difficult tasks that a teacher faces. (Natasha Walker, 2014).

Listening is the most basic thing in the relationship between several abilities that must be mastered. From birth in their activities, humans start their activities by listening to the words they hear in their ears. Likewise with foreign language learning, learners will first hear immediately and listen to what is being said with their interlocutors. Then he listens to understand the meaning of what has been conveyed and then tries to imitate what he has obtained.

The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. Suggestions are made for addressing problems regarding how teachers can help their students overcome listening comprehension problems. (Arafat Hamouda, 2013).

Through field observations on semester 5 students at the Japanese Language Education Study Program, Riau University, it was shown that students had a tendency to master learning vocabulary to be less. This

can be seen when answering questions from lecturers. As one example, after the lecturer explains a material, they are less responsive and cannot even answer questions asked by the lecturer. Students also do not really understand the conversation or discourse on the recording, even though they have heard it several times. Mastery of vocabulary has an impact on Japanese listening skills. Therefore, practicing vocabulary mastery continuously will be better and have a direct impact on Japanese listening skills so that Japanese language students are increasingly active in mastering vocabulary so that they can understand speech or vocabulary that is heard via audio in the learning process.

Listening skills in understanding Japanese texts require mastery of one's vocabulary in order to achieve goals and information for the success of Japanese learners.

Noriko (2008) suggests that listening skills are the activity of listening or paying attention well to what is said and read by someone with a communication domain of 50% of one's activities, including listening. Listening activities can find out the situation of the conversation such as news and messages to be conveyed from these sources.

According to Akihiki (2006). Vocabulary mastery is knowledge related to word structure and word formation is a component that forms vocabulary mastery. Vocabulary includes types of word classes such as nouns, adjectives and verbs as well as other functional words such as conjunctions, words replace, particle and auxiliary verb. This problem can also be seen from how to understand the meaning of words both in listening to conversations and writing.

## II.    RESEARCH METHODOLOGY

The subjects of this study were all students of the fifth semester Japanese study program, namely 52 people. This research is a path analysis study. The data collection carried out in this study is a Japanese listening skill test, a vocabulary mastery test instrument and a test measuring Japanese listening skills. Test sheets were carried out to measure the extent to which Japanese listening skills were acquired by students.

A finding from a journal published Shimaa M. Hwaider. (2017) The results showed that the teaching of the listening skill in the context of the study suffers a set of problems; linguistic and non- linguistic. These non-linguistic problems are represented in the unavailability of the facilities, the learners, the classroom environment, lack of training and practice, the teachers, as well as the time devoted to English language teaching.

In addition, there were also the linguistic problems which included pronunciation represented in stress, intonation and the sound system, vocabulary as well as syntactic structure. Frijuniarsi and Marlianingsih (2016) entitled The Effects Of Reading Habit And Vocabulary Mastery Towards Students' Listening Skill At State Senior High Schools In East Jakarta. The effect of reading habits and vocabulary mastery on listening skills has a positive effect, so that students' listening skills get better.

## III.    RESULTS

The data description from the research results aims to provide an overview of the distribution of data distribution, both in the form of a measurement of the location of the frequency distribution. The data presented after being processed from raw data using descriptive statistical methods, namely the maximum value, minimum value, range, average, standard deviation and variance.

**The Summary of the Results of Statistical Calculations is as Follows**

*Table 1. Summary of research results*

| Statistics | Variable | |
|---|---|---|
| | $X_1$ | Y |
| Number of Samples (n) | 52 | 52 |
| Maximum Value | 150 | 100 |
| Minimum Value | 85 | 30 |
| Range | 65 | 70 |
| Average (X) | 120.58 | 79.23 |
| Standard Deviation (s) | 15.689 | 17.360 |
| Variance (s2) | 246.131 | 301.357 |

: Information
X : Mastery of Vocabulary
Y : Japanese Listening Skills (Y)

## Japanese Listening Skills (Y)

Based on the research data regarding Japanese listening skills (Y), the lowest score is 30, the highest score is 100, so that the range is 70. From statistical calculations, the average value is 79.23, the standard deviation (s) is 17,360 and the variance is 301,357.

Of the 52 samples of the study, if the results of each respondent were compared to the average, it turned out that those who got Japanese listening skills (Y) were above the average group of 21 people (82.69%), below the average group as many as 4 people (7.69%), and 5 people (9.62%) were in the average group.

## Vocabulary Mastery (X)

The research data on vocabulary mastery (X) obtained the lowest score of 85, the highest score of 150, so that the range was 65. From statistical calculations, the average value was 120.58, the standard deviation (s) was 15.689 and the variance was 246.131.

Of the 52 people who were used as research samples, each respondent was compared with the acquisition of the average score, it turns out that those who get vocabulary mastery (X) are above the average group of 37 people (71.16%), are below the average group. On average, 8 people (15.38%) and 7 people (13.46%) were in the average group.

## Testing Requirements Analysis

To see whether the data obtained from each research variable was normal or not, a normality test was performed using the Liliefors test. If the result of the highest Lhitung (L0) price from the group of variables studied is smaller than L table(Lt) in the list, then the data is said to be normally distributed.

Meanwhile, what is meant by L count (L0) is the difference between the largest absolute price between the opportunity for raw data and the proportion of raw data. For more details, the results of the normality calculation of the studied variables using the Liliefors test will be presented at a significance level of a = 0.05.

## Normality Test X

Based on the calculation of the liliefors normality test, the L0 value is 0.0754 Where the critical value of L0 in the liliefors table for sample size (n) = 52 with a = 0.05 is obtained a value of 0.12. When compared to the calculated L0 value is smaller than L0 table, so it can be concluded that the X3 normality test is normally distributed.

## Normality Test Y

Based on the results of the calculation of the liliefors normality test, the L0 value is 0.1171. Where the critical value of L0 in the Liliefors table for sample size (n) = 52 with a = 0.05, the value is 0.122. When compared to the calculated L0 value, it turns out to be smaller than the L0 table, so it can be concluded that the Y normality test is normally distributed.

## Regression Linearity Test and Regression Significance Test

For linearity requirements if Fcount <Ftable. Meanwhile, to fulfill the meaning of regression if Fcount> Ftable. The correlation coefficient value is a calculated number that states the level of strength of the relationship. The strength of correlation has a significance level that is accepted if t count> t table.

## Test (X) against (Y)

Based on the results of the calculation of the regression linearity test, the F value (regression linearity test) was obtained at -0.525. Where the Ftable value obtained is a value of 2.8024. When compared to the value of Fcount it turns out to be smaller than Ftable, so it can be concluded that the regression linearity test of X against Y is normally distributed. The regression significance test obtained an F price of 4.2867. Where the F table value is obtained a value of 4.03. When compared to the value of Fcount it turns out to be greater than F table, so it can be concluded that the regression significance test of X on Y is normally distributed.

## Hypothesis Test

Formulate hypotheses and structural equations Model-1
Hypothesis Model-1: vocabulary control simultaneously contribute to Japanese listening skills.

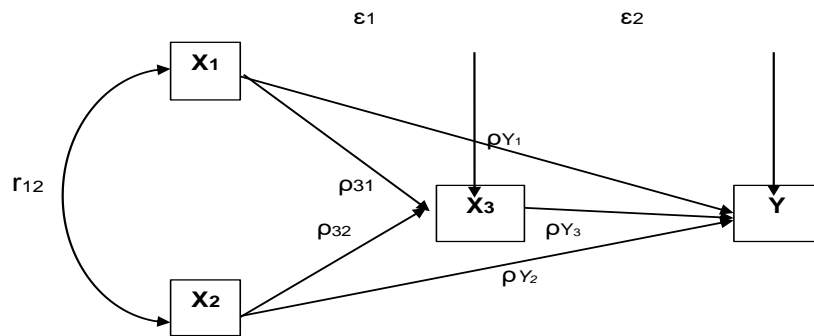Model-1 structure: Y = pyx1 X1 + pyz2 X2 + pyx3 X3 + py ε1



FIGURE 1. Relationship of the structure X1, X2 and X3 ¬ to Y Model-1

Source: Riduwan, Kuncoro, and Achmad (2012)

Table 2. Coefficients X ke Y

| Coefficients[a] | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 (Constant) | 41.739 | 18.258 | | 2.286 | .027 |
| X | .311 | .150 | .281 | 2.070 | .044 |

a. Dependent Variable: Y
(Japanese listening skills)

The research hypothesis to be tested is formulated in the form of a statistical hypothesis as follows:
Ha: pyx3> 0
Ho: pyx3 = 0
The sentence form hypothesis
Ha: Mastery of vocabulary contributes to Japanese listening skills
Ho: Mastery of vocabulary does not contribute to Japanese listening skills.
From table Coefficients, obtained the sig value. 0.044. It turns out that the sig value. 0.044 is smaller than the probability value 0.05 or the value 0.05> 0.044, then Ha is accepted and Ho is rejected, meaning that the path analysis coefficient is significant. So vocabulary mastery contributes to Japanese listening skills. Empirical causal relationship framework between and X3 against Y can be made through the structural equation Model-1 as follows:
Model-1 structure: Y = pyx1 X1 + pyz2 X2 + pyx3 X3 + py ε1
= 0.025 X1 + 0.026 X2 + 0.044 X3 + 0.595 ε1


## IV. DISCUSSION

Based on the test results of all the hypotheses that have been carried out in the hypothesis testing section, it can be stated that: the hypothesis is that there is a significant effect of vocabulary mastery on Japanese listening skills correlates to Japanese listening skills by (-0.311 x 0.309 x 0.405) x 100% = -3.89%. 15.
These findings indicate that to improve Japanese listening skills students must have mastery of good vocabulary  must have a contribution of 40.50% to be able in order to improve listening skills. This finding was confirmed by Yo Hamada (2011) that there was an increase in understanding in listening through shading techniques in difficult listening questions. The shadow technique in listening activities is listening while reading and what is heard and read is the same as its content.


## V. CONCLUSION

Based on the research findings on the variable word mastery (X) on listening skills (Y) there is a direct influence on Japanese language education students at the University of Riau and the ability to master vocabulary will make it easier for students to improve their listening skills in Japanese besides that students should have learning strategies such as making dictionaries, making vocabulary cards listening to songs, or watching Japanese films, not only knowing Japanese words, but must be able to use them, both in lectures and outside of lectures, so that it will make it easier for students to improve vocabulary mastery of Japanese listening skills.

## ACKNOWLEDGEMENTS

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