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THESIS Presented to University of Brawijaya in partial fulfillment of the requirements for the degree of Sarjana Sastra

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Universitas B Lexical storage deals with how words are stored in mind. There have been some studies about this topic which investigate the lexical storage of natives tas ersi speakers and second language learners in the areas of lexical development and sites gender influences. However, the study about lexical development dealing with language proficiency in Japanese Study Program students has not been discussed yet. This study is aimed to find out: (1) the Word Association Types (WAT), (2) the extent to which the language proficiency influences the responses, and sitas Brawijaya Universit(3) the reasons of choosing the responses by Japanese Study Program students versitas Brawijaya

The research design employed in this study is case study. The participants of the participants of the participant of the partic this study are 24 students of Japanese Study Program, who are nine students in elementary level, nine students in intermediate level, and six students in basic working proficiency level determined by using TOEIC score as the parameter of ersi the level. The data of this study were collected through simple Word Association B Test based on McCharty's work construction (1990).

This study reveals that all Word Association Types which are clang, syntagmatic, paradigmatic, encyclopedic, and other type have been found in the responses. The participants in those three levels have a similarity in the Brawijaya Universitoccurrence of encyclopedic response, as the most frequent type with thesitas Brawijaya Universi percentages of elementary: 50%, intermediate: 38,8%, and basic workingsitas Br proficiency: 47,9%. However, they have differences in organizing the words in their minds. Thus, it is known that lower level students have more responses Universi which are the sequence of the stimulus words, while higher level students produce Sitas Brawijaya Universit more complex responses. It can be said that students in higher level have largersitas Brawijaya mental lexicon. Meanwhile, the reason of choosing the responses is mostly caused by knowledge about Japan and experience.

It can be concluded that language proficiency plays significant role in lexical storage. This study is expected to give contribution in psycholinguistics field, especially on how Japanese Study Program students who have different las Brawljaya Universi levels of proficiency store and manage English words in their mind. The writers it as Brawlaw suggests that future researchers could conduct Word Association Test in different groups and discuss lexical storage more deeply.

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respon oleh mahasiswa Program Studi Sastra Jepang.

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Jenis penelitian yang digunakan adalah studi kasus. Jumlah subyeksitas Br penelitian ini sebanyak 24 orang dengan rincian sembilan orang dari tingkat dasar, sembilan orang dari tingkat menengah, dan enam orang dari tingkat kemahiran kerja dasar yang dipilih berdasarkan skor TOEIC sebagai parameter tingkat kemahiran. Adapun data penelitian ini diambil melalui tes asosiasi kata berdasarkan pola konstruksi McCharty (1990).

Hasil penelitian menunjukkan bahwa semua tipe asosiasi kata yaitu clang, sintagmatik, paradigmatik, ensiklopedis, dan jenis lain dapat ditemukan pada respon yang diberikan. Respon yang diberikan para mahasiswa pada tiga tingkat kemahiran tersebut menunjukkan kesamaan yaitu munculnya respon ensiklopedi sitas sebagai tipe yang paling banyak muncul dengan persentase dari tingkat dasar:sitas Bi 50%, tingkat menengah: 38,8%, dan kemahiran kerja dasar: 47,9%. Namun, sitas mereka mempunyai cara yang berbeda dalam mengatur penyimpanan kata di otak mereka. Mahasiswa pada tingkat rendah cenderung memberikan respon yang merupakan rangkaian dari kata perangsangnya, sedangkan mahasiswa pada tingkat yang lebih tinggi memberikan respon dengan cara yang lebih kompleks.sitas Br Sehingga, mahasiswa dengan kemahiran lebih tinggi mempunyai penyimpanan setas kata yang lebih luas. Sementara alasan pemilihan respon adalah berdasarkan pengetahuan tentang Jepang dan pengalaman.

Dapat disimpulkan bahwa tingkat kemahiran berbahasa berperan dalam penyimpanan kata. Penelitian ini diharapkan bisa memberi sumbangsih dalam sitas Brawijaya si kajian psikolinguistik, khususnya pada bagaimana mahasiswa Sastra Jepang ta B dengan perbedaan tingkat kemahiran menyimpan dan mengatur kata Bahasa Inggris di dalam otak mereka. Peneliti menyarankan peneliti selanjutnya untuk membuat penelitian serupa pada kelompok yang berbeda dan membahas tentang penyimpanan kata secara lebih mendalam ya Universitas Brawijaya

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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya item. Field (2003, p.10) explains that lexical item is word or some units of ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi meaning that consists of more than one word. In addition, Atkins and Rundells it as (2008, p. 163) provide the definition of lexical item as "any word, abbreviation, Universi partial word, or phrase which can figure in a dictionary..." We can also say that sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya lexical item is vocabulary sitas Development Universitas Brawijaya Universitas Brawijaya Universitas B The discussion about lexical item belongs to some studies and one of them sitas Brawijaya Universitiss psycholinguistics. Psycholinguistics itself is "the study of the mental stars mechanism that makes it possible for people to use language" (Graham, 1985, p.1). Furthermore, Field (2003) states that the discussion of lexical item in Universi psycholinguistics is divided into three areas: lexical entries, lexical storage and lexical access. Lexical entries are the information about lexical items which are Universi stored in human's mind. Lexical access or lexical retrieval is about reaching asitas word when we need it. While lexical storage is about the way how words are Universitorganized and stored in human's mind. In human's mind, the place where human stores words is called mental lexicon. Dardjowidjojo (2005) explains that mental lexicon can be said as storage Universitwhere we can save our stuffs. Nevertheless, it is a special storage since the thingsitas Brawijaya we save is unique and how we arrange it is complicated. Moreover, it is possible to investigate lexical storage in mental lexicon by psycholinguistics experiment. rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi There are many kinds of psycholinguistics experiments. Some of them are lexical sitas decision task, experiment of slip of tongue, and Word Association Test (WAT). This study uses WAT since it is an interesting test that investigates how words are Universi stored in the mental lexicon. Moreover, this test is also feasible to do because Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit there will be no complicated tool needed. In this test, the subjects are given some ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit words and they are asked to say the first word which comes to their mind. Universitas Brawijava To the best of writer's knowledge, there are few studies that have been Universi conducted about this test in Indonesia. One of them was conducted by a student of sitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Faculty of Culture Studies, Wardani (2010) entitled Lexical Storage through Universit Word Association Test in Male and Female Students of English Study Program of s Brawijava Universitas Br UniversitUniversity of Brawijaya. This study investigated how words are stored orsitas organized in mind of male and female students of English Study Program. It is an interesting research and it makes the writer curious to conduct a similar research Universi to different subject. The subject employed for this study is students of Japanese Study Program Universitacademic year 2007. The writer is eager to conduct a research to non- EnglishSitaS Study Program students since the writer would like to develop the previous Universit research. Nevertheless, the subject are students who are major in language since it sitas Brawijaya Universitis assumed that students from language major have more drilled storage insitas B receiving new vocabularies from different languages. Moreover, the students Universit recently took TOEIC and the result of this test is the up- to-date result that showssitas Braw their English proficiency. Test of English for International Communication (TOEIC) itself is a proficiency test for non- English native speakers (ETS, 2006). Universi TOEIC is chosen as the parameter rather than TOEFL since TOEIC is the recentsitas Br test and it also has clear level of TOEIC score while TOEFL does not have clear Universit classification.⁴ Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Then, to the best of the writer's knowledge, WAT has never been conducted sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi in this Study Program. Furthermore, the writer had a preliminary test. In the test, sitas there were five people involved. They were given some words and they were rawijaya Universitasked to say the first word that comes to their mind. The result of the preliminary sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas revealed that the students gave various responses but there are some stars Brawijaya Universit Indonesian words in it. For instance, the stimulus word given is "war". Their stars Braw s Brawijava Universitas Universities Brawijaya dunia". This phenomenon makes the writer curious to investigate more. In this study, the writer is eager to examine the different level of TOEIC Universi score. According to ETS (2006), TOEIC score can be categorized into six levels. Meanwhile, in the Japanese Study Program academic year 2007, there are four Universitlevels of TOEIC score can be found. They are novice, elementary, intermediate, Sitas and basic working proficiency level. Therefore, the writer would like to analyze Universithe types of response which appear in the students with different levels of TOEICSITAS Brawijaya Universi score and also the reasons in choosing the responses. This study is expected to give theoretical contribution in psycholinguistics Universifield, especially in the study of lexical storage for students who have differentsitas Brawijaya level of English proficiency. For practical contribution, this study is expected to give description on how Japanese Study Program students store and manage Universit English words in their mind. By knowing how to make a strong connection amongsitas Brawijava the words, it can be an alternative on how to make the students remember and understand English vocabulary easier. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit_{1.2.} Problems of the Studytas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Based on the background of the study, the problems of the study can be trans Brawijaya rawijaya Universites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas 1. What types of word association are produced by Japanese Study Programsitas Brawijava rawijaya Universitas Brawijaya Universitas Prawijaya? Universitas Brawijaya Universitas Brawijaya? rawijaya rsitas Brawijaya – Universitas Brawijaya Universitas Brawijava Universitas 2. To what extent does level of TOEIC score influence the responsessitas Brawijaya **Universitas Brawija** produced by Japanese Study Program students University of Brawijaya? Universitas Br. 3. What are the reasons given by Japanese Study Program students in rawijaya rawijaya Universit choosing the responses? rawijaya Universi 1.3. Objectives of the Study rawijaya rawijaya In line with the research problems, the objectives of this study are: srawijaya 🛛 1. To find out types of word association produced by Japanese Study rawijaya Universita Program students University of Brawijaya. rawijaya To find out to what extent the level of TOEIC score influences the Universitas ² Universitas Breresponses produced by Japanese Study Program students University of Sitas Brawijaya **Universitas Brawijaya** Universitas BraBrawijaya. To find out the reasons given by Japanese Study Program students in Universitas Bra Universitas Brachoosing the responses Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Bravijava Universitas Bravijaya Universitas Bravijaya 1.4. Definition of Key Terms rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas E. Psycholinguistics is "the study of the mental mechanism that make itsitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava possible for people to use language" (Graham, 1985, p. 1) rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universities 2. Lexical storage is "how words are stored in our mind in relation to other Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawords" (Field, 2003, p. 15) rawijaya Universitas Brawijaya Universitas Brawijava 3. Word Association Test (WAT) is "one of the earliest experiments in Universitas Brawijava Universitas Branguage psychology where subjects read or heard a word then said thesitas Brawijaya Universitas 4. TOEIC (Test of English for International Communication) is a language Universitas Br proficiency test for non- English native speakers to measure Englishsitas Brawijava proficiency for people who work in international surrounding or for sitas Brawijaya communication (ETS, 2006) Universit 5. Japanese Study Program is a Study Program in Faculty of Culture Brawijaya which studies Japanese, Japan literature Studies and

(http://fib.ub.ac.id/index.php?pg=jepang) **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya**

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Universities Bin this chapter, the writer explains review of related literature which will be the Brawijaya Universities Brawijaya used to investigate the problem. They are theoretical frameworks and the previous

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Universitas Bray Universitas Theoretical Framework

Universitas Theoretical framework includes theories that are related to this study such as Sitas Brawijaya Universita Universitas psycholinguistics, mental lexicon, lexical storage, factors influencing lexical tas Brawijaya

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Universi storage, the relationship between L1 and L2, language proficiency, Word Word Universitas Brawijaya

Universit Association Test, and Word Association Types.

Universite

Universit2.1.1 Psycholinguistics

Universitas

Universities Field (2004, p. ix) states, "Psycholinguistics provides insights into how we stars assemble our own speech and writing and how we understand that of others; into

Universitian and use vocabulary; into how we manage to acquire a language insitian Brawijaya

Universities Brawline and into how language can fail us". According to Dardjowidjojo

(2003), psycholinguistics is a study about mental processes experienced by human beings when they communicate. Furthermore, Slobin (cited in Chaer 2003, p.5) asserts that psycholinguistics tries to explain psychological process happened

University when people utter sentences or when they communicate and how that abilities are been by University and University a

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit psycholinguistics, or the psychology of language, is concerned with discovering ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi the psychological processes by which human acquire and use language. In linesitas Br with that definition, Graham (1985) says that psycholinguistics is the study of the Universimental mechanism that make it possible for people to use language. From those sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya definitions, it can be said that psycholinguistics concerns with the relationship Universit between human mind and language including the perception, storage, and retrieval s Brawiiava goa. BRAMINA Universi of the knowledge of language. Then, the goal of this study is to know the waysitas Universitian Braw language is understood and produced. Universi 2.1.2 Mental Lexicon One of the important aspects of words study is their organization in the Universimind. According to Aitchison (1994, p.5), "words are organized into an intricate, sitas rawijava rawijaya interlocking system whose underlying principles can be discovered." In the same rawijava Universit respect, the mental lexicon according to Richards and Schmidt (cited in Peppard, Sitas Brawijaya 2007, p.1) is "a person's mental store of words, their meaning and associations". So, words are systematically stored in the mind then it makes people able to Universit retrieve any words in short time. Moreover, McCarthy (1990, p.34) gives the following examples, "The mental lexicon is like a dictionary, a thesaurus, an encyclopaedia, a library, a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi computer and a net." It offers a more modern metaphor since it compares thesitas Br mental lexicon to the Internet and World Wide Web. Words' sound structure plays a role in the mental lexicon organization along with meaning. The content of the mental lexicon is not fixed. We always add, remove or change the words, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit meanings and pronunciations, and we often coin new words. The mental lexicon Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi does not contain meaning, but more information related to that thing. Based onsitas Brawijava University Bravianding, we know that the mental lexicon is not fixed as a dictionary, Universitou it is mödifiable. Iniversitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitation which a person requires in order to truly know a word: Brawijaya Universitation Brawijaya Universitas I, the form of the word which includes the spoken, the written, and the word sitas Brawijaya BR parts **Universitas Brawijaya** Universitas 2. the meaning of the word which includes the meaning itself, the concept_sitas Brawijaya referents, and the association 3. the use of the word which includes grammatical function, collocation, and constraints of use (register, frequency) This notion of the mental lexicon is highly complex. In order to cover the Universit complexity, McCarthy (1990, p. 34) suggests a simple idea "the mind must sitas Brawijaya Universi organise words in some way". By organizing the words well, people can retrieve tas Brawijaya them fast when they need it. Universi 2.1.3 Lexical Storage Universitas Brawijaya If we want to discuss lexical storage, it means that we discuss about how Universitas Brawijaya Universit words are stored and organized in mental lexicon so that it can ease us to retrievesitas Brawijava those words. As it is stated by Field (2003, p. 15), "lexical storage is about how Universitwords are stored in our mind in relation to each other." Words are not stored in the Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi mind independently; words are indeed stored in human mind in relation to othersitas Brawijava rawijaya Universitas Brawijaya srawijaya

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Irawijaya	University words. So, there must be connections between a word and others. Moreover, it as Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit Aitchison (1994) assumes, "words are linked in the form of cobweb where everysitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universities Brawiewe word is attached to mark other words. It is then called as network theories." Universities Brawijay
rawijaya	Universitas Bresince lexical storage can be considered as a network, there are several sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitations of how words are stored. Post (2007) suggests that words seem to be
rawijaya	University stored in relation to their syntagmatic and paradigmatic associations, and that the sitas Brawilay
rawijaya	Universitas Brawijaya U
rawijaya	Universi pattern can be categorized by the semantic principles the mind employ to organizesitas Brawijay
rawijaya	Universitas Brawi Universitas for storage and retrieval within the mental lexicon. va Universitas Brawijay Universitas Brawijay
rawijaya	
rawijaya	Universitas Field (2004) states that the notion of words, as linked by a network of sitas Brawijay
rawijaya	Universite Universite forms and meanings, is an important thing when we consider languagesitas Brawijay
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rawijaya	Universi acquisition. It means that when we learn a new lexical item is not only mastering Universitas Brawijay
rawijaya Irawijaya	University intersity inter
Irawijaya	Universitie form of the item but we also have to connect it to the whole network of thesitas Brawijay
Irawijaya	words. Furthermore, Field (2003, p. 64) in his book entitled <i>Psycholinguistics: a</i>
Irawijaya	Universit resource book for students, states that words are connected to other words when ersitas Brawijay
rawijaya	Universitas
rawijaya	Universital. One word is derivation of the other (HAPPY and UNHAPPY) Universitas Brawijay
rawijaya	2. They frequently occur together (FISH and CHIPS) 3. They are similar in meaning (AFRAID and SCARED)
rawijaya	Universit 4. They are similar in the form (LEGIBLE and ELIGIBLE)
rawijaya	Universitas Braw
rawijaya	Universitas Brawijay In line with Field's notion, Dardjowidjojo (2003) in his book entitled
rawijaya	Universitas Brawijay
Irawijaya	Universit Psikolinguistik: Pengantar Pemahaman Bahasa Manusia proposes almost the sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universi same idea. He states that words are stored closely when: as Brawijaya Universitas Brawijay
rawijaya	Universitas Bravijay a. They are concrete words. Concrete words such as "house" are stored closer Universitas Bravijay
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rawijaya	Universitas Br to the other words, rather than to abstract words such as "freedom". Universitas Brawijay
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Universitas Brawijaya **Universitas Brawijava** Universities b. They come from the same semantic field. For example orange, apple, sites Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitian Brigrape, strawberry comes from the semantic field "fruit". wijava **Universitas Brawijaya** Universitas Brawijaya c. They come from the same syntactic structure. When the stimulus words Universitas Brawijaya rawijaya Universitas Br are verb, the response tends to be verb or if it is noun, the response tends to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawilava ^{et}oniversitas **Description** Universitas Brawijaya Universitas Brawijaya Universitas d. They have similar form. For example the word "monkey" and "money" or Universitas Br Indonesian word "getek" and "getuk". The phenomenon slip of tonguesitas may have relationship with this idea. They tend to state something which **Universitas Bra** is similar with the word they intend to say. It shows that in our mental Sitas Brawijaya lexicon, words with similar form are stored closely. Furthermore, Aitchison (1994) also suggests some notions which are more Universi detail about how words are stored in human's mental lexicon. They are sitas Brawijaya summarized as follows: Universita. Words from the same word class are closely connected in the storage, while sitas Brawijaya those from different word classes are more loosely attached. It can be seensitas from words with the same semantic fields are clustered together. For example Universitas Swhite" emerges as the co-ordination of "black" which all are from the samesitas Brawijaya word class which is noun. Universitas b. Word classes involve content words are mostly "open". It means that they Universitas Brawijaya **Universitas Br** Universitas allow someone to make up any number of new nouns, verbs, and adjectivesitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava without any problem. In contrast, function words seem mostly to be "closed". **Universitas** Universitas For example the word "book" is "open" stronger than the word "upside". Iversitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya **Universitas Brawijava** Universitas Words are stored primarily as wholes but speakers are able to split the words Universitas Brawijaya Universitas Brawijaya Universitas up if necessary. For example there is a word "Dartmouth" which means townsitas at the mouth of the Dart and "Exmouth" which means town at the mouth of Universitas "Exe". If later there is a word "Plymouth", people can split the word into twositas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya parts which is "Ply" and "mouth". Then they can conclude that it is a town at Universitas the mouth of the Ply. Universit d. Words can be connected to other words with "bathtub, effect". Peoplesit remember the beginnings and ends of words better than the middles, as if the words were a person lying in a bathtub, with their head out of the water one end and their feet out the other. For example "translation" and "transformation". Words which have similar beginnings, similar endings, and similar rhythm Universite. are likely to be bonded. For example antidote- anecdote, musician- magician, thermometer- barometer, etc. Words seem to be organized in semantic fields. For example, in the word Universitas association test where responses of the word "car" are "bicycle" and "bus", so Universitas that they are from the same semantic field which is a kind of vehicle. The phonological components are organized together with the needs of Universit & recognition. The example is when someone wants to say "masticate" for their Brawiiava Universitian food but he says "masturbate". Those two words are far in the semantic field, sit as yet they are close in sound. In recognizing those words, we know that there is Similar sound. Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya h. Words are stored correctly. It can be seen from the fact that speakers often Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas correct themselves when they mispronounce the words. For example when we sitas Universitian Brawing barsh" we usually realize that is incorrect then we correct it into Universitas Boggymarshöniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit Dardjowidjojo tend to describe lexical storage in general way while Aitchison stars Brawlay Universitas Brawijaya as Brawiiava Universitas Br Universit gives more detail explanation. In this study, the writer will use Aitchison's notionsitas as the main theory. Nevertheless, Field's and Dardjowidjojo's notions will also be LIJAH. Universitused to support the analysis. 2.1.4 Factors Influencing Lexical Storage There is some information about the variables that may influence lexical sitas Brawijaya storage. Gairns and Redman (1990) propose that there are some factors that Universitinfluence lexical storage. First of all is the word frequency. Words which occursitas Brawijaya rawijava Universi most frequently are easily recognized and retrieved. The next factor is the recent use. The words recently used are easier to be retrieved than those which are used Universitlong time ago. The last factor proposed here is the items that were first learnt. Forsitas Brawijaya example, there is a compilation of words organized chronologically; the words learnt in the first time will be remembered well than the words come after that. Universitas Br Moreover, according to Aitchison (cited in Sripada, 2008, p.182), on thesitas Brawijaya relationship between language and memory reveal that memory is affected by a number of factors. They are the frequency of the word and the image arousing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi capacity of the word." Dealing with the frequency, it is known that the high stars Brawlava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit frequency words are easily retrieved compared to low frequency words. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi Furthermore, imagery is also considered as something that influences the memory.sitas It has been observed that high- imagery words are easier to be remembered than Universithe abstract word. Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Bradition, Dardjowidjojo (2003) states that basically a word will be sitas Br Universite asily retrieved when the words are high frequency words. For example the word as Brawijava Universit Universit"predict" is more frequently used than the word "portend". Although those two sites words have similar meaning, the word "predict" will be easily retrieved when we Universit need it since we rarely use "portend". Moreover, there are other factors that may influence the response in the WAT. It deals with individual differences. Merten (cited in Evers, 2008, p.12) Universi conducted word-association tests and looked at various variables that couldsitas influence the results. Merten mentioned age, personality variables, intelligence, self-reflected thoughts and speech disorders as the variables. His research mainly Sitas Brawijaya Universi dealt with schizophrenics. Then, the subjects chosen were varied in terms of agesitas and intelligence He also conducted a control test on normal subjects. The result Universitshows that when healthy people are involved, age and intelligent lead to differentsitas Brawijaya results in word association tests. Universitas Branchard, there are some factors that can affect the lexical storage. But it Universit can be seen clearly that the frequency takes big part in the lexical storage. Dealingsitas Brawijava with the word frequency factors, there are some tools that can be used to determine the word frequency, such as The Bank of English (BOE), Collins Universi Birmingham University International Language Database (COBUILD), Corpus of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Contemporary American English (COCA), and British National ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Moreover, there are individual differences that might influence the lexical storagesitas Brawijava sitas Brawijaya Universitas Brawijaya Universitas Brawijaya of the person such as the age and intelligence. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.1.5 The Relationship between L1 and L2 niversitas Brawijaya Universitas Brawijaya Universitas Brenglish is not the first language in Indonesia. English is the foreign sitas Brawijaya Universitlanguage for most of Indonesian. Because of that, there is a possibility that it as Indonesian influences English. For example, when we speak in English, we intend to say "then", it is often found that there is slip of tongue that makes us saysitas Brawijaya Universi "kemudian" instead of "then". It is one example of how L1 influence L2.sitas B Moreover, we tend to translate something into our L1 first in order to form the L2. UniversitSome people say that it is useful and quite helpful for them. Language fluency issitas also believed to have impact on the storage in bilingualism. People with dual store Universit will try to find similarity in L1 and L2 words while people with single store will sitas Brawijaya Universi directly connect it. Universitas B According to Cook (cited in Singleton, 2007, p.3-4), the relationship Universitbetween L1 and L2 is about the frequency of the words, they morphemicsitas Brawijaya viiava Universitas Br similarities, and the meaning similarities of those two languages. Furthermore, the model of the relationship between the L1 and the L2 mental lexicon UniversitWeinreich's (1953) account in terms of 'subordinative', 'compound' and 'co-sitas Brawijaya ordinate' categories. In subordinative bilingualism, L2 word forms are represented as connected to L1 meanings via primary connections to L1 forms. In compound Universi bilingualism the L1 and L2 forms are seen as connected at the meaning level. In Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit co-ordinate bilingualism separate systems of form-meaning links are assumed to sites Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitexist for each language. He states further that those categories may occur together.sitas Brawijava So, there are some differences in the relationship between L1 and L2. Everyone Universithas her/his own strategy to make them easier to access the L2. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universite 2.1.6 Language Proficiency s Brawijaya Universitas Brawijaya Universitas Br In Indonesia, English is the foreign language so it is a must for people tositas master English. Then it can be said that Indonesian are second language learners. Universit Dealing with Word Association Test, Greidanus (cited in Evers, 2008) asserts that Sit Universi second language learners produce associations that are much more diverse and sitas B unstable. Their responses are based on purely phonological, rather than semantic, Universi links with the stimulus words. He states further that the associations made in thesitas Brawi second language are not similar to those made in the first language in regard to the Universit proficiency level. Non-native speakers tend to produce more syntagmatic sitas Brawijaya Universi responses, whereas native-speaking adults tend toward paradigmatic responses. However, people keep on learning in their whole lives so their knowledge may Universitchange. With increasing proficiency in the language, the responses seem tositas Brawijaya become more like those of native speakers. Greidanus (cited in Evers, 2008) further states that a beginner language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw Universi learner will not see many connections between words and knowledge to makes it as Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas more concrete associations. Different from the beginner, advanced learners will give more abstract and paradigmatic responses since they have more word Universi knowledge and be able to make various connections. Advanced learners will also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitend to give an answer that is in the same part of speech as the stimulus word ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit while beginners would come up with words from another category. It is the same itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas as native speakers do. itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitian B Fitzpatrick (2009) states the same idea as Greidanus. He states that the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas more proficient a learner became, the more her/his associations would resemble sitas those of a native speaker. The L2 mental lexicon will become more nativeas Brawijava Universitas B Universit speaker-like with the increasing of proficiency since he/ she pervades much of the sites L2 word association literature. Furthermore, there is some indication that clang responses occur more frequently in less proficient non-native speakers and that paradigmatic responses occur more frequently in more proficient non-native speakers (Meara, cited in Evers, 2008). Söderman (cited in Aguirre, 2009) found that the mean number of paradigmatic responses was positively related to proficiency. In addition, the Universit mean number of clang responses tended to decrease with proficiency. Then, when sitas Brawijaya Universita non-native speaker of high proficiency has more paradigmatic responses, it can be concluded that this is due to the simple fact of a larger mental lexicon. Another Universitidea proposed by Wolter (2001) informs that both native speakers of English (when presented with low-frequency prompt words) and learners of various levels proficiency produce clang responses, mediated responses, and responses that sitas Brawijava Universitas Brawijava Universitas Brawijava Universitiseem completely unrelated to the prompt word. niversitias Brawijaya Furthermore, Lawson (2007, p. 16- 20) states some opinions about the relationship between language proficiency and word association response. They Universitas Brawijaya Universitas Brawijaya Universitare: Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya a. more proficient language learners are less likely to make clang associationsb. lower level learners give more syntagmatic responses than advanced learners and native speaking adults ersitas c. advanced and native adult speakers give a higher ratio of paradigmatics tas responses than elementary and intermediate L2 learners synonymy is relatively rare in elementary level respondents' answers sites e. the lowest level of learners are least likely to readily think of an alternative Universitian Broword with the same or similar meaning to that of the stimulus va In line with Lawson, Peppard also asserts that the lower level learners may produce more *clang* responses based on phonological similarities. From that explanation we know that there are variations in the word association response. There are many factors that may cause it and one of them is the language proficiency. Word Association Test 2.1.7 The first word association test was introduced by one of the British ers psychologist, Sir Francis Galton in the early 1884. According to Istifci (2005), it is a technique in order to identify the response that people make and it was widely Universitused in psychology by psychiatrists. It was focused on the nature of the responsesitions words and their relationship to the stimulus words. Galton's only subject was himself, but then other psychologists quickly expanded the test by employing 500 ers subjects (Schmitt, 2008, p.18). It employed quite large of subjects. Later, that test was modified by other researchers and it is still continued until nowadays. Universities B Then, it was adapted by Wundt and also Jung (1990). As stated by Champion and Auriol (2003, para. 2), Jungian word association test provides 100 stimulus words chosen at random. He invited the subject to react to each stimulus Universit word as quickly as possible by pronouncing only the first word which is elicited insitias ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi his mind. For example, the researcher said "water", the subject will answer wet Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya green, or H₂O, and washing. Then he measured the reaction time with a stopwatch sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit which indicates how long the subject react the stimulus words. The test was used to diagnose psychological typology and psychopathology. So, it was the kind of University psychology task. After analysing the data, they claimed that there was uniformity it as Br Universitas Brawijaya Universit connections among words. Furthermore, the function of this test develops. es Brawijaya Univers Universities Braving (2011, p.1-6) explains, "word associations are usually obtained Universitation of the stimulus response procedure, whereby researcher provides a single stimulus response procedure, whereby researcher provides a single stimulus response procedure. Universita Universita Universita Universitation of the participant utters the first word that comes to mind."sitas Moreover he stated that responses from word association test can provide valuable Universit information about how well L2 learners know certain words and how those words are organized in the L2 mental lexicon. It can also be used to see insight into the acquisition of new words. Furthermore, it can be a useful insight of how words sites Universi related to each other in human mind. Universitas B According to Bahar and Hansell (cited in Istifci, 2005, p.361), "word Universitassociation test is one of the commonest and oldest methods for investigatingsitas Bra cognitive structure and has been used by several researchers." Moreover, word association test is modified for different purposes of the study. But actually the sitas Brawijava Universitas Brawijava Universitas Brawijava Universi basic principle is the same, which is mainly to ask the respondent to write the first sit as word they have in mind after hearing or reading stimulus words. McCarthy (1990, p. 152) suggests the way of constructing simple word association test by making a Universitist of six to eight words to be used as stimuli. The stimuli words should include Universitas Brawijaya Universitas Brawiiava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawiat least one grammar or function word iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bb. wone or two items from the everyday environment Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya c. a relatively uncommon or low-frequency words Universitas Brawijaya Universitas Brawijaya rawijaya Universitas B divimix of word classes Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThere is another way in determining the stimulus or prompt words sitas Brawijaya rawijava Universit According to Wharton (2011), stimulus words can be selected from West's Brawijaya Universit General Service List (GSL). It is a set of 2,000 words which are the greatest sitas Brawijaya University as Brawking of English. There are no exact numbers on how many Universit words must be selected, but he took thirty words as the stimulus words in his sitas Brawijaya Universi research. Besides, Aguirre (2009) says that Nation's Vocabulary Size Test can also stas Br be used as the way in choosing stimulus words. This test allows participant to Universi Universitselect a word which is related to the stimulus word given. The number of howsitas Brawijaya many stimulus words must be chosen are not suggested either. In this study, the Universit writer will use the criteria of stimulus words based on McCarthy's idea because it sitas Brawijaya Universi gives clear suggestion on how many words must be used in the test and there will be various kinds of words dealing with the criteria. **Universitas Brawij** Universi 2.1.8 Word Association Types Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi linked for storage in mind. There are several ideas of the word association types.sitas Brawijava Aitchison (1994) classifies words association into coordination, collocation, superordination, and synonymy. Coordination is word that cluster together on the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi same level of detail such as "salt" and "pepper". Collocation involves words tas Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit which are likely to be collocated such as "salt water". Superordination is kind of it as Brawlay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universi cover term which includes the stimulus words such as "insect" was a response tositas Brawijay
rawijaya	Universities Brawijava "butterfly", this association is less often occur. The last is synonymy which is the Universities Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitsynonym of word such as "starve" to "hungry". Iniversitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitas Brawijaya Another idea comes from Wolter (2001, para. 1). There are three
rawijaya	Universitas Brawijaya Indea comes from woher (2001, para, B) avijaya aroniversitas Brawijaya
rawijaya	Universit categories of word associations that can be identified which are paradigmatic, sitas Brawilay
rawijaya	Universitas Brawijaya U
rawijaya	Universi syntagmatic, and phonological or clang response. Paradigmatic responses have the sitas Brawijay
rawijaya	Universitian Brawing same grammatical function as the prompt word and can be of four types:
rawijaya	
rawijaya	Universit coordinated, superordinates, subordinates, and synonyms. Syntagmatic responses it as Brawijay
rawijaya	Universita Universita kave a collocational or sequential relationship with the prompt word, and are not sitas Brawijay
rawijaya	
Irawijaya	Universi from the same word class. Phonological or clang associations are semantically Universitas Brawijay
Irawijaya Irawijaya	Universitunrelated but similar- sounding words.
rawijaya	Universita Province Province
rawijaya	Universita Moreover, there are other types proposed by other linguists. One of them
rawijaya	Universitis Pigott (2006, p. 4-8) who classifies the word relations into five types. They are: sitas Brawijay
rawijaya	Universitas
rawijaya	Universita 1. Syntagmatic- paradigmatic relation Universitas Brawijay
rawijaya	Universitian B a. Syntagmatic response is response that related sequentially to the Universitian Bravian
rawijaya	Universitas Bra
rawijaya	Universitas Braw stimulus word. For example, tail and lazy- dog. (jaya Universitas Brawijay
rawijaya	Universitas Brawija Universitas Brawijay
rawijaya	Universitas Brb., Paradigmatic response is response that is drawn from the paradigm of sitas Brawijay
rawijaya	Universitas Brawijay alternative choices for a word. For example, cat-feline/ pet/ animal. Universitas Brawijaya
rawijaya	
rawijaya	Universita 2 B Sense relation niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya It is the relationships of a lexical item with other lexical items that range Universitas Brawijay
rawijaya	
rawijaya	Universitiant B from the general (semantic/ lexical fields) to the specific (synonym, sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brantonyma hyponym) sitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitian Braw Semantic/ lexical fields; refer to a group of related concepts that can be Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawlinked together under a single superordinate concepts. For example, car-sitas Brawijava Universitas Brawijaya bicycle, and bus are in the same semantic field which is a kind of Universitas Brawijaya Universitas Brawijehicle. Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brb. More specific sense relation: Universitas Brawijaya Universitas Brawiji, Synonym; relationship between words which have more or less the Universitas Brawijay same meaning. For example, hit- strike. Antonym; relationship between words which have more or less the opposite meaning. For example, slow- fast. Universit Hyponym; a relationship that involves a hyponym and stas Brawijava superordinate. For example, vehicle is the superodinate of carbicycle- bus, etc. 3. Encyclopedic relations rawijaya It refers to links between words and the experience of the individual. For Sitas Brawijaya example, someone may respond a word "disaster" with the word "fire" since stas Brawijaya she remembers her house was burned in a fire. Universita 4.B Collocation Universitas BIt is a relationship that is strong between words that frequently appears tas Brawijaya together. For example, blonde- hair. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita 5 B Clang associationersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya It is phonological relations between words. For example, butter- batter, hit-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas B In addition, Aguirre et al. (2009, p.44) state that responses of word Brawijaya Universitas Brawijaya Universitas Brawijaya Universitassociation test can be classified into five categories. They are paradigmatics it as Brawijava Universitas Brawiava category, syntagmatic category, phonological category, other category, and no Universitas rawijaya Universit response. In detail, the type is discussed below, niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitan B Paradigmatic category Universitas BIt refers to words which show a clear semantic relation to the stimulus wordsitas Brawijava and are substitutable for one another in a well-formed syntactic structure. This connection may occur in: synonymy (e.g. small/little), antonymy (e.g. buy/sell), sitas Brawijaya hyponymy, including co-hyponymy (e.g bitter/sweet/sour) and hyperonymy (animal/rabbit), and meronymy (e.g. petal/rose). 2. Syntagmatic category It refers to word responses related syntactically and/ or sequentially to the stimulus word. So, they can occur in grammatically well- formed itas Brawijava expressions. They can also be compounds including the prompt word or its Universitas B derivatives (e.g. dinner/table, devil/hell). Universita 3.3 Phonological category It refers to word responses that are not semantically related to the stimulus Brawijaya Universitas B word but only similar in the it phonology (e.g. mock/cock, limp/pimp). Universitas Brawijava Universitas Brawijaya Universitians B This category includes some types of responses such as: (a) words without it as Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitian B semantic connections to the prompt word; (b) answers in which the subjects Universitian B express personal attitudes; (c) indefinite pronouns (such as anything, somebody, sitian Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas B something, everybody, etc.); (d) reflexive pronouns (like oneself, yourself, stars Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitian B himself, etc.); (e) general pronouns (for instance people, thing, person, etc.); (f) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B exclamations; and (g) responses clearly chained to the previous ones. rawijaya Universitas Brawijava 5. No response Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B It refers to the absence of response to the stimulus word. Brawijava rawijaya Quite similar to those ideas, Lawson (2007, p. 6-9) proposes that words rawijaya Universitas Brawijaya Universitassociation types can be divided into four types which are clang associations, sitas Brawijaya syntagmatic associations, paradigmatic associations, and encyclopaedic responses. Universit Further, he classifies those relations as follows: **Universitas Brawijaya** Universitals Clang Associations **Universitas Brawijaya** Universit They are associations which are similar in form to the stimulus word wijaya rawijaya and phonologically related. They have no semantic similarities, and are rarely Sitas Brawijay seen in the responses of adult native speakers. It is the same as what Schmittsitas Brawijava rawijaya (2000) proposed. rawijaya e.g. monkey - money, blink- blank Universitas Syntagmatic Associations Universitas Brawijaya They are responses which have a sequential relationship and tend to Sitas Brawijaya have different word classes. For example cheeky- monkey, wild- monkey, sitas Brawijaya swing- like a monkey, etc. Carter and Schmitt (2000) had the same idea. Universitian Furthermore, this association is divided into two subcategories: ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas a. Collocation; is the tendency of some words to occur together. It can be that Brawijava Universitas Briterical collocation which involves syntactic structure and grammatical Brawijay rawijaya Universitas Bracollocation as in preposition "stand up" or "sit down"? rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universities b. Multi word items refer to the phrases or group of words that function as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brone single lexical item such as "once upon a time", "day by day", etc. iversitas Brawijava Universitas Brawijaya rawijaya Universitas Brawija Paradigmatic associations are association which responses comesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B as paradigmatic. They may or may not be alternative words that provide the Universitas Brawijaya s Brawijava Universitas Brawijava Universitas B same or similar meaning. For example monkey- animal, monkey- primate, sitas Brawijava etc. Paradigmatic responses can be categorized further according to the semantic relation between the stimulus and the response. Coordination; it involves words which have a tendency to cluster together. For example cashew- walnut. Coordination also includes antonymy. Antonymy refers to the words of the same level of detail for rawijava example "dog" and "cat". Antonymy can be divided into two sitas Brawijaya categories which are ungraded antonym and graded antonym.sitas Ungraded antonym contains exclusive oppositeness such as alivedead. Moreover, graded antonym is opposite on a continuum suchsitas Brawijaya as big-little. Universities Brown Synonymy is classified into strict synonym where they can be used Universitas Brawinterchangeablys in all contexts and loose synonymy where there issitas Brawijava relationship but not necessarily in all contexts. For example begin- start, Universitas Brawijava - Ilpiversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brc. Hyponymy covers the relationship of superordination (hypernymy) and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw subordination (hyponymy). The example is "pet" is hypernym of "dog", sitas Brawijava rawijaya while "dog" is hyponym of "pet". rawijaya Universitas Brawijaya rawijaya Universitas Brd. Meronymy covers the more specific category and can beithesitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya relationship between whole- part. For example bicycle- wheels, handle, Universitas Brawijava Universitas Br In addition, Aitchison (1994) states that coordination is the most commonsitas Brawijava link that occur in Word Association Test. Universit 4. Encyclopaedic Responses One more category is encyclopaedic responses. It is association that involves all memories and experiences of a word, and it will vary greatly rawijaya from person to person. In line with Lawson's idea, McCarthy states that stats encyclopaedic knowledge is the relation between words to the world, for rawijaya example the word 'war' as an example (Figure 2.1). Flight, refugees, Militarist political separation, types and jaya WAR Ration books. Death, gas masks murder, World War One, World War Two Nuclear Figure 2.1 Example of Encyclopedic Response (Lawson, 2007, p.9) Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Uni	iversitas Brawijaya Unive	ersitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Bravilare five	experts who propose ideas abo	out the classification	of Wordsitas	Brawijay
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rawijaya	UniversitAssociation Types. T	here are some similarities and	d also differences. T	The writersitas	Brawijay
rawijaya	Universitas Brawijaya Un	iversitas Brawijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya simplifies those categ Universitas Brawijaya	ories into Table 2.1 that can be	seen as follow. Isitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Un			Universitas	Brawijay
rawijaya	Universit <u>as BiTable 2.1 Sum</u>	mary of Word Association Ty		Universitas	Brawijay
rawijaya	Universitas P. Aitchison Universitas Coordination	a. Paradigmatic	a. Syntagmatic- para	<u> </u>	Brawijay
rawijaya	Universit b. Collocation a	a. Paradigmatic b. Syntagmatic	b. Sense relation		Brawijay
rawijaya	Universit c. Superordination	c. Clang response	- Semantic/ lex		Brawijay
rawijaya	d. Synonymy Universitas Brawijay			sence relation (tonym, hyponym)	Brawijay
rawijaya	Universitas Brawi	TAS RD	c. Encyclopaedic resp		Brawijay
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rawijaya	Universit a. Paradigmatic	a. Clang association	a. Clang association	Universitas	Brawijay
rawijaya	Universi - Synonym - Antonym	b. Syntagmatic - Collocation	b. Syntagmatic - Collocation	hiversitas	Brawijay
rawijaya	Universi - Hyponym	- Multi word items	- Multi word ite	ems niversitas	Brawijay
rawijaya	Universi - Hyperonym - Meronym	c. Paradigmatic - coordination	d. Paradigmatic - Coordination	hiversitas	Brawijay
rawijaya	Universit b. Syntagmatic	• antonym	Antony	m niversitas	Brawijay
rawijaya	Universit c. Phonological d. Other category	- synonym - hyponym	- Synonym - Hyponym	niversitas	Brawijay
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rawijaya	e. No response	d. Encyclopaedic response	e. Encyclopaedic Res	sponseiversitas	Brawijay
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rawijaya	Universitas Bra		aya	Universitas	Brawijay
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rawijaya	Universitas Branshort, there	are some word association typ	bes. This study uses	Lawson'ssitas	Brawijay
rawijaya	Universitas Brawia idea for the base the Universitas Brawiaya	ory of word association types	since it gives more	complete	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Aguirre's idea instead of oth	ersitas Brawijaya ers' idea of word as	Universitas	Brawijay
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rawijaya	Universit types since Aguirre's	s provides "other category" w	which does not exist	t in other sitas	Brawijay
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rawijaya	Universitas Braviava association types. So	b, there will be five types of	f word association	responses	Brawijay
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitemployed in this study. They are clang association, syntagmatic association, sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi paradigmatic association, and encyclopaedic responses which are taken from the Brawliav Lawson's idea and other category which comes from Aguirre's idea. Universit 2.28 Previous Studiesersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Dealing with this study, there are some previous studies with similar topics sitas Brawijaya Universit which are related to this study. Wardani, A.K. (2010) conducted a research stas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Students of English Study Program of University of Brawijaya. The study aimed at discovering the type of word association which emerges in male and female Universi students of English Study Program. The research design employed in this study sites B was case study. The participants of this study are 42 students of English Study Universi Program with 21 male and 21 female students. The participants in this study were sitas Bra chosen based on their TOEFL equivalent scores of 453-503. In collecting the data, Universit four stimulus words were given orally and the rest is in the written form. This sitas Brawijaya Universistudy revealed that male and female students of English Study Program hadsitas similar pattern of word association in general. However, they showed some Universi differences in the way they stored words in their mind. The conclusion of thissitas Braw study showed that gender plays role in lexical storage. Another research is conducted by Post, M. (2007) entitled Word Association Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Responses, Lexical Development and the Relationship within the Mental Lexiconsitas Brawijava of Second Language Learners. The aim of this paper was to illustrate the ability of word association tests to examine the mental links between words in second Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language learners' developing mental lexicon. The word association test was Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universit given verbally to low- level Japanese learners of English. In this study, 50 female rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi Japanese 3rd year junior high school students were employed as the participant with the age range of 14-15 years old. The overall results of this paper's word Universitassociation have demonstrated that the phonological links does not appear and sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas both the L1 and L2 and that context seems to have an influence upon word stars Br Universit association responses. Universities B This present study is similar to the study conducted by Wardani (2010) Universities Brave Since it uses WAT to examine how words are stored in non English native speakers. It is also similar to Post' since it employs interview after the test in order University University University to know the background information about the respondents. Nevertheless, this it as B study is different from Wardani's in terms of the subjects. She took students of Universit English Study Program as the respondents. In this study, the students of Japanesesi Study Program become the respondents to make the research varied. In the Universit classification of the word association type, Lawson's idea (2007) and Aguirre's sitas Brawijaya idea (2009) are used here. It is different from the previous studies since Wardani used Peppard's idea (2007) to classify the type of the responses and Post used his Universitown classification. It is also different from Wardani's and Post's since they sitas Bra conducted the research to one level of English proficiency. Yet, the respondents employed here belong to 3 levels of TOEIC score. So, this study is important to Universi be conducted since it investigates the phenomenon on how words are stored in thesitas students of Japanese Study Program students' mental lexicon within the different levels of English proficiency. By knowing how they make strong connection of Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitive the words in their mind, hopefully they can remember and understand English **Universitas Brawijaya** Universitwords easier.va **Universitas Brawijaya Universitas Brawijaya Universitas Brawijay** Universi Universit

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universi RESEARCH METHOD sitas Brawijava Universitas Brawijaya Universitas Brawijaya

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Universitas B This chapter covers the explanation about the research methods of this sitas Brawijaya study. It consists of type of research, data sources, data collection, and data

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Universitas Brawi 3.1 Research Design

This study is classified as a qualitative research. According to Ary et al. sitas Brawijaya (2002, p. 425), "the descriptive data in qualitative research deals with data that are in the form of words rather than numbers or statistics." The type of qualitative research employed in this study is case study in one group of people.sitas Brawijaya There are some definitions of a case study. Ary, Jacobs, and Razavieh (2002) Universitastate that a case study is a way in which the researcher attempts to discover a sitas Brawijaya detail description and understanding of the entity. According to Creswell (1998, stas Br p. 61), case study is "an exploration of a bounded system or a case (or multiple Universitacases) over time through detailed, in-depth data collection involving multiplesitas Brawijaya Universit sources of information rich in context". Universitas Bravia In addition, Morra and Friedlander (2009, para. 3) propose an idea that a Universitas Bravia Bravia Bravia (2009, para. 3) propose an idea that a Universit case study is a method for learning about a complex instance, based on asit as Brawijava Universities Brawie understanding of that instance obtained through extensive Universit description and analysis of that instance taken as a whole and in its context.^{SIL} Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Furthermore, a case study is an empirical inquiry that "investigates as it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit contemporary phenomenon within its real-life context especially when the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitaboundaries between phenomenon and context are not clearly evident" (Yin, sitas Brawijava 2003, p.13). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BIn conclusion, case study is a depth study that investigates individual, onesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi group, one organization, about the phenomenon in the real life. It tries to examine sitas Brawijaya Universit the behavior of the subjects. Furthermore, in this study the researcher attempts to sitas Brawijaya Universitmake a deep analysis especially in the lexical storage of students of Japanesesitas Study Program's mental lexicon. It will cover the phenomenon of how words are Universit stored in their mind.

3.2 Data Source

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The data source of this study was students of Japanese Study Programsitas Brawijaya academic year 2007. Moreover, the data for this research is the responses of the Universitastudents which are gotten from Word Association Test answer sheets. There are sitas Brawijaya University various sampling principles to select the sites to study, such as maximum variation sampling, critical case sampling, snowball sampling, purposive Universitas Bra Universitasampling or convenience sampling (Miles and Huberman, 1994, p.27). Then, sitas Brawijaya qualitative samples tend to be purposive rather than random. According to Maxwell (1996, p. 70), purposeful sampling is "a strategy in which particular Universitasettings, persons, or events are selected deliberately in order to provides it as Brawijava important information that cannot be gotten as well from other choices". Universitas Bra In selecting the participants, there were some criteria that must be Universitafulfilled. First, the respondents are students of Japanese Study Program. They are studied and a students of Japanese Study Program. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit were chosen instead of other Study Programs because Word Association Test Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit has never been conducted in this Study Program and the writer wanted tositas develop the previous study. Second of all, they had taken TOEIC recently or not Universitamore than two years since TOEIC score is only valid for two years. The next sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita criterion is they had passed three levels of English subject. From that criteria, sitas Brawijaya Universita Japanese Study Program students class of 2007 were chosen as the subject of sitas Brawijaya ersitas Brawiiava s Brawijava – Universitas Br Universitathis research. In this study, TOEIC was selected as the parameter instead of TOEFL Universitasince TOEIC has clear level of score. According to Educational Testing Service Sitas Brawijaya (ETS), TOEIC score can be categorized into six levels. The range score 10-250 is categorized as novice level, the score 255- 400 belongs to elementary level, the score 405- 600 is said as intermediate level, the score 605- 780 is considered sitas as basic working proficiency, the score 785- 900 belongs to advanced working Universitaproficiency, and the score 905-990 is considered as general professional sitas Brawijaya Universitaproficiency. In addition, based on the observation, there were four levels of sitas TOEIC score appeared in the students of Japanese Study Program students Universitaresult. They were novice, elementary, intermediate, and basic workingsitas Brawijaya proficiency. The researcher analyzed the Word Association Responses produced by the students with different level of TOEIC score. Nevertheless, students with Universitanovice scores were not employed since it was assumed that they did not havesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ijava Universitas Brawijava Universitas Brawijava Universitian Bray Then, the number of population of students of Japanese Study Program^{SIL} Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas class of 2007 are 60 students who consist of 24 students of Japanese Study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya Program and 16 students SAP (Seleksi Alih Program) of Japanese Study ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Program. Nevertheless, only 27 students took TOEIC. There were four levels of sites TOEIC score appear. Three students belong to novice level, nine students belong Universitate elementary level, nine students belong to intermediate level, and six students it as B Universitas Brawijaya Universit not employed in this study, then the total participants in this study were 24 as Brawiiava Universit Universitastudents. Moreover, since this study involved participant, there was an ethical sites procedure applied. The participants had to sign a consent form stating that they agreed to give data needed for this study. Meanwhile, this study had limitation. It was only focused on the lexical storage of students of Japanese Study Program class of 2007 who had elementary level, intermediate level, and basic working experience level ofsitas TOEIC. This study did not use technology model such as WEAVER++ to Universitaobserve the detail process in the mental lexicon when retrieving the words. 3.3 Data Collection Universitas BravThe data in this study was collected through the response of word association test. The participants were given eight stimulus words which are developed from McCarthy's (1990) design. The reason for choosing McCarthy's rsitas Brawijava – Universitas Brawijava – Universitas Brawijava Universit rather than others is because McCarthy's design concern with lexical storage insites ersitas Brawijava Universitas Brawijava Universitas Brawijava Universi human mind. Furthermore, the writer provided eight stimulus words. In addition, the eight stimulus words which were involved belong to low and high frequency Universita words that were useful to provide wider perspective. High and low frequency Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya University was based on the frequency of the usage of those words in spoken activities, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit magazines, and other sources. Furthermore, in this study low frequency words it as were represented with the number of frequency less than 10.000, while high Universitafrequency words were represented with the number of frequency more thansitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br 10.000. To manage the frequency, the writer consulted it with one of English Universit corpus. It is a kind of tool to measure the frequency of the word. Universitas BrayThere are many English Corpus, some of them are The Bank of English sitas (BOE), Collins Birmingham University International Language Database (COBUILD), Corpus of Contemporary American English (COCA), British National Corpus, etc. The writer preferred COCA instead of other corpus since it provides 400 millions words and it has the biggest number compared to the others. COCA exists since 1990 up to now and it is also updated once or twice asitas year. So, the lists of words in COCA is said to be up- to- date. In addition, the Universitaresearcher created stimulus words which make the students are possible to sitas Brawijaya Universitaresponse in various types of responses. Then, the writer provided Table 3.1 to explain the stimulus words Universitachosen. The table consists of the stimulus words, the part of speech, thesitas Brawijaya frequency based on COCA, and also the reasons of choosing those eight stimulus words. In choosing the eight words, it was based on McCarthy's design. Universita Moreover, they were chosen as the stimulus words since the writer assumed that sitas Brawijava they would stimulate the participants to give various responses. **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya			d the Boyco	Unive	rsitas Brawijaya	Universitas	Brawijaya
rawijaya		PART OF as			rsitas BravREASON	Universitas	Brawijaya
rawijaya	Universitas Brawijav	SPEECH	BASED ON		rsitas Brawijava	Universitas	Brawijava
rawijaya	Universitas Brawijay	Adj, N, V a Universitas	65193 Brawijaya	Unive	A colour which is found naturally and artificially	1 both	5 5
					environment, may have	vonious transs	
rawijaya	Universitas Brawijaya			Unive	of response	Universitas	Brawijaya
rawijaya	Universitas	Prep, Adv, Adj, N	7661877a ya	Unive	An extremely common yery high frequency, mi	1	Brawijaya
rawijaya	Universitas Brawijaya	a Universitas	Brawijaya	Unive	classes.	Thisesitas	Brawijaya
rawijaya	Universitasouchawijaya	Exclamation	732	Unive	Very low frequency, rel	···· · · ·	Brawijaya
rawijaya	Universitas Brawijaya	a Univer		Ve	uncommon, high possib interference based on th		Brawijaya
rawijaya	Universitas Brawijaya	a			experience. There is pos		Brawijaya
rawijaya	Universitas Brawijay				Indonesian word such as		Brawijaya
rawijaya	Universitas Brawi		AS R		"sakit" occur as the spor	Universitas	Brawijaya
rawijaya	Universita Japan	NG	29282	Z	Extremely well known i		Brawijaya
rawijaya	Universitas J	**		彩体	high frequency, may have response since this work		Brawijaya
rawijaya	Universita		A 44	N.F.	participants' everyday e	a exists in the	Brawijaya
rawijaya	Universi	N, Adj	165163		High frequency noun, m	any have	Brawijaya
	Universi Tsunami	N	1770		collocation response A borrowed word from		Brawijaya
rawijaya		IN SAL	1770	Vie)	relatively low frequency		
rawijaya	Universit D				Yet, it is well understoo	d by Japanese	Brawijaya
rawijaya	Universit		1. 7. 5		students and may create	encyclopedic S	Brawijaya
rawijaya		N, Adj, V	56877	77	response. Very well known word,	may create	Brawijaya
rawijaya	Universita		E his		various type of response		Brawijaya
rawijaya	Universita Family	N, Adj	201326	j.	High frequency noun an		Brawijaya
rawijaya	Universitas	in the second	ETH		participants must have s since there is discussion	about this	Brawijava
rawijaya	Universita s L		EJ:	1 Miles	topic in their handbook.	Universitas	Brawijava
rawijaya		112		¥.			
	In the	test, the stimul	us words we	re giver	n both orally and in	written	

aya Universitas Brawijaya Universitaform. It was done because based on one of the notions in lexical storage that sitas Brawijaya **Universitas Brawi Universitas Brawijaya** Universitation words were somehow connected for having similar orthographical or sitas Brawijaya Universitaphonological forms. Then, the students were asked to write responses which stars Brawijaya **Srawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit come up first in their mind. It could be a word or a phrase. Nevertheless, if they stas Brawijava could not find the English words, they were allowed to give response in Universitas Brawijaya UniversitaIndonesian words. It helped them to give response quickly. Moreover, thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya participants were given some space to write the reason why they choose those rawijaya Universitas Brawijaya srawijaya 🛛

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya srawijaya 🛛 rawijaya srawijaya 🛛 rawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawij rawijaya Universitas Brawij **Universitas Brawij** rawijaya Universitas Brawij **Universitas Brawij** rawijaya Universitas Brawij **Universitas Brawii** rawijaya rawijaya **Universitas Brawij** rawijaya **Universitas Brawij** rawijaya **Universitas Brawij** rawijaya rawijaya

Universitas Brawijaya Universitate responses. Besides WAT answer sheet, there was an interview. It was aimed to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit aget more detail information about the WAT responses or made a clarification. Insitas Brawijava Universitas Brawijaya addition, not all of the participants were interviewed. Only those who have not Universitas Brawijaya Universitagiven clear answer in the questionnaire or those who had confusing statements it as Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita interview the writer got useful information. ersitas Brawijaya

Universitas Brawi Universitas B Data Analysis

In the data analysis, the writer used three steps which are proposed by ArySitas Brawijaya **Universitas** Universit Iniversitas Brawijaya Universi et al. (2002, p. 465). They are discussed further as follows:

(AS B)

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Organizing data 1.

The first step in organizing the data is called coding. In this process, sitas Brawijaya the data were categorized into some criteria. First, the data were classified based on the words association types. The data were classified into clangsitas Brawijaya responses, collocation, multi word item, coordination, synonym, hyponym, sitas Brawijaya meronym, encyclopedic knowledge, and other. In addition, the researcher

Universitian used this table to ease in organizing the data.

Table 3.2 Classification of the Responses

14510 012 01	awijaya	
Stimulus Wor	ds Type	Responses
srawijaya	Ullersites-2	, eniversita s Brawijaya
Brawijaya	Unis/ersitacoErawijay	a Universitas Brawijaya
Brawijaya	Universite MWI avijav	a Universitas Brawijaya
Drouilovo	P COO ANT	
Brawijaya	Universita _{SYN} rawijay	a Universitas Brawijaya
Brawijaya	UniversitaHYPravsUP/	a Universitas Brawijaya
Brawijaya	Universites Brawlay	a Universita s Brawijaya
	MER	
Brawijaya	Uneersitas Brawijay	a Universitas Brawijaya
Brawijaya	Un Othersitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijay	a Universitas Brawijaya
Brawijaya	Universitas Brawijay	a Universitas Brawijaya

Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** awijaya Universitas Brawijaya **Universitas Brawijaya** awijaya Universitas Brawijaya

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rawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya C = Clang $S = Syntagmatic \rightarrow COL = Collocation, MWI = Multi Word Item.$ P= Paradigmatic \rightarrow COO= coordinate, ANT= antonym, SYN= synonym, Universitas Brawijaya Unive HYP= hyponym, SUP= superordinate, SUB=subordinate sitas Brawijaya Universitas IEK= encyclopaedic knowledgeawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Brawijaya Universitas Brawi In summarizing the data, the pattern emerges in the response weresitas Brawijaya examined. The data showed the phenomenon appears. Then, the researcher Universitas investigated the relation of those responses to the notion of how words are sitas Brawijaya NIJ **Universitas Brawijaya** Universitas stored in mental lexicon. Iniversitas Brawijaya 3. Interpreting the data

In this step, the researcher went beyond the descriptive data to extract sitas Brawijaya meaning and insights from the data. Then, the researcher explained the sitas Brawijaya important things found, why it was important, and what could be learnt from it. So, in interpreting the data, the researcher confirmed what has alreadysitas Brawijava known, eliminated misconception, and illuminated new insights and Universitas important things that have never been known before. The last, the writer also sitas Brawijaya

Universitas drew conclusion of the findings.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniveFINDING AND DISCUSSION & Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Br In this chapter, the writer presents the detail explanation related to the sites Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi main topic. The problems of the study are answered in the findings. Then, in the stars Brawijava Universitate discussion session, there is further discussion about the finding related to the Universitate Brawijaya Universittheories.wijay Finding In the finding section, the research problems are answered. The first sitas Brawijaya Universitas. Universit Universi problem deals with the Word Association Types, the second problem is to find out Universi Universito what extent the proficiency influences the responses produced by Japanese Sitas Brawijaya rawijaya 📕 niversitas Brawijaya Universit Study Program Students, and the third problem is to find out the students' reasons rawijaya Universit of choosing the responses. From 24 students, there are 192 responses produced. In rawijaya Universithe elementary level, there are 72 responses. Intermediate level has the same sitas Brawijaya number of responses as the elementary. While basic working proficiency level has Universit48 responses. The difference is based on the number of students who belong tositas Brawijaya Universithis level is less than the number of students with the other levels. In presenting it as Brawijaya the data, table will be used to show the number and the percentage. It is aimed to Universifies the data more easily. Moreover, the detail data obtained from the participants it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitan be seen in the Appendix 4, 5, and 6. Universitas Brawijaya rawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

srawijaya

rawijaya rawijaya rawijaya rawijaya

Universitas Brawijaya Universitas Brawiiava **Universitas Brawijaya**
 Table 4.1 Number of Response in Elementary Level

Universit Universitas

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

4.1.1. Word Association Types Found in Japanese Study Program Students Universitas Brawith Elementary Level Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The finding of the research shows that all types of responses appear. There

Universitare clang, syntagmatic, paradigmatic, encyclopedic response and other responses. Sites Brawlay From those types, encyclopedic response is the highest type used then followed by

Number

1

25

(14)

(11)

9

(2)

(1)

(4)

(1)

(1)

36

1

72

Percentage 1,4 %

36,1 %

(19,4%)

(15,2%)

12,3 %

(2,7%)

(1, 4%)

(5,5%)

(1, 4%)

(1, 4%)

50 %

1,4%

Universit syntagmatic, paradigmatic, clang and other response. Clang response has the same

Universitnumber as other types do. For detail, this is the number of type occurs. a

Туре 1. Clang 2. **Syntagmatic** a. Collocation b. Multi Word Items **Paradigmatic** 3 a. Coordination (Antonym) b. Synonym c. Hyponym Superordinate Subordinate d. Meronym Encyclopedic 4. 5. Other response (pronoun) TOTAL

Universitas Brawijaya

100%

Universitas Bravijaya There are five types of responses which two of them have sub-types. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universi Syntagmatic is divided into two sub-types which are collocation and multi words tas Brawijava Universities Braville paradigmatic has sub-types such as coordination (includes antonym), Universitsynonym, hyponym (covers superordinate and subordinate), and meronym. Sitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Moreover, it can be seen from the table that encyclopedic response is the highest

Universitas Brawijaya Universitas Brawijaya

type of response that occur. It has 50% of the total number of responses. The

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya tas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit second highest type is syntagmatic with 36,1% followed by paradigmatic with ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 12,3%. The other two types which are clang and other response has the lowest it as number which is 1,4% each. So it can be said that all types of response appear UniversithereBrawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Bran addition, in the syntagmatic response itself, the number of responses that belong to collocation and multi word items are not significantly different. UniversitThere are fourteen collocation responses and eleven multi word items responses.sitas The same thing happens in paradigmatic response where the number of each subtype that occurs is almost the same. Only superordinate has four responses while Universi coordination has two and others only have one response each. Encyclopedic response has the highest number of responses compared to Universithe other four types. The responses are various between one participant and sitas another. For example the stimulus word "black", participants associate it with Universit"technology", "sakura", "Iizuka", "kanji", and "Japan Foundation". They are very sitas Brawijaya Universi familiar with the word "Japan" so they are able to produce various kind of responses based on their knowledge about Japan. Another example of Universitencyclopedic response is in the stimulus word "ouch". Compared to other Word **Universitas Brawij** Association Types, participants tend to give encyclopedic response that shows "ouch" is usually said when someone feels pain. Yet, in expressing the pain, they ersitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Br Universituse different word such as "pain", "ill", "sick", "shock", and "kejedot pintu".sitas Bra When the writer confirm to the participants, they said that whenever they hear the word "ouch", they remember the word "aduh" so they directly remember that it Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitshows something painful sitas Brawijava Universitas Brawijaya **Universitas Brawijava**

Universitas Brawijaya Universities B Next type that occurs quite high is syntagmatic response. As it is explained Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi before that this type is divided into two sub- types which are collocation and multisitas word items. One example, the stimulus "green" makes the participants tend to rawijaya Universigive collocation response. Most of the participants relate this word with "grass" sites Brawijaya Universitas Brawijaya Universit located in the campus and they often gather with their friends in this place. Sites UniversitBesides, they also remember "leaf" when they hear the word "green" because it is it as general truth that leaf is green. Another sub- type of response in syntagmatic is multi word items. In this group, the word "in" creates the highest number of multi Universi word items responses such as "in the house", "in the hotel", and "in the campus" rsitas B The next type of response occurs is paradigmatic. The numbers of Universitresponses belong to this type is quite a little. There are only nine out of total 72sitas responses. Furthermore, superordinate is the sub- type that has the biggest Universit number. For example, word "country" emerges as the response of stimulus word sitas Brawijaya Universi "Japan", "colour" as the association of "green" and also "black", and "disaster" as the response of the word "tsunami". It shows that some of the participant Universit remember the general term of the stimulus word. Universitas Br Moreover, clang and other responses can be said as the least type occur. Only one response is made for each of the type. For stimulus word "ouch", the Universitas Brawijaya Universi clang response is "touch". The participant needs to think for a while then shesitas produce this word since she think it is similar to the stimulus word. As the response of "in", a participant associate it with "something". It is a kind of other Universi responses. She said this because she is confused how to give association. Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

		iya emrererae Bramijaye	
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	u Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	u Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	u Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	u Universitas Brawija
rawijaya	Universitas Brit can be concluded that in elemen	tary level encyclopedic respo	hse has the sitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawija	iya Universitas Brawijaya	Universitas Brawija
rawijaya	Universi highest percentage which is 50%. Then	, syntagmatic response is in t	he second sitas Brawija
rawijaya	Universitas Brawijava Universitas Brawija	va Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijava, Universitas Brawija place. The difference between them is Universitas Brawijaya, Universitas Brawija	ya Universitas Brawijaya	i Universitas Brawija
rawijaya	Universit response is in the third place with the pe		
rawijaya	Universitas Brawijaya Universitas Brawija	ya Universitas Brawijaya	Universitas Brawija
rawijaya	Universithigh. The types occur as the least is clan	g and other response. Each of	them only sitas Brawija
rawijaya	Universitias 1,38% or one response only.	versitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya	as Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijay	rawijaya	
rawijaya	Universitian Braw 4.1.2. Word Association Types Found Universitian Provide Loval	Real Diaya	Universitas Brawija
rawijaya	Universitas Br with Intermediate Level	In Japanese Study Program	¹ Universitas Brawija
rawijaya	Universitas	差 /,	Universitas Brawija
rawijaya	Universita The data reveals that all types of	of association occur in this g	roup. Thesitas Brawija
rawijaya	Universi		niversitas Brawija
rawijaya	Universi highest numbers of responses belong to e	encyclopedic response, then sy	ntagmatic, sitas Brawija
rawijaya	Universi paradigmatic, clang, and other. Although	the sequence from the bigge	est numbersitas Brawija
rawijaya	Universit		hiversitas Brawija
rawijaya	Universitinto the lowest level is the same as the		
rawijaya	Universit differences. The number and percentage of	of each type and sub- type can	be seen on
rawijaya	Universita	si cach type and sub-type can	Universitas Brawija
rawijaya	Universithe table 4.2 below.		Universitas Brawija
rawijaya	Universitas L		Universitas Brawija
rawijaya	Universitas Bl	a	Universitas Brawija
rawijaya	Universitas Bra Table 4.2 Number of Resp	onse in Intermediate Level ^{ya}	Universitas Brawija
rawijaya	Universitas Braw Type	Number Percentage	
rawijaya	Universitas Brawija 1. Clang 2. Syntagmatic	1 1,4 % 27 37,5 %	
rawijaya	Universitas Brawijay a. Collocation	(17) (23,6 %)WIJaya	
rawijaya	Universitas Brawijaya <u>II b. Multi Word Items</u> 3. Paradigmatic	(9) (13,8 %) 15 20,8 %	
rawijaya	Universitas Brawijaya Ua. Coordination awija	iya U ₍₄₎ versita $(5,5\%)$ wijaya	
rawijaya	Universitas Brawijaya Univ(Antonym)Brawija b. Synonym	ya Unive sitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Uc. Hyponym Brawija	iya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	(4) (55%)	
rawijaya	d. Meronym	$U_{(1)}$ Versita $(1, 4\%)$ Wijaya	
rawijaya	Universitas Brawijaya 4.U Encyclopedic Brawija	<u>va U28ve sita38,8 % wija</u> ya	
rawijaya	Universitas Brawijay	L 72 100%	
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rawijaya Universitas Brawijaya Universitian B From the table it is known that encyclopedic response has the highest B B awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya number of others. It takes 38,8 % of all the response. The second type appear most Universitis the syntagmatic with 37,5 %. Then it is followed by paradigmatic with 20,8 %. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Finally, clang and other response has the same percentage which is 1,4 %. From sites Brawijava those numbers the writer conclude that there is no significant different between 🐂 🗛 🔰 🗛 🐂 🗛 🐂 🗛 🐂 🗛 🗛 🗛 🗛 🗛 🗛 🗛 🗛 Universitencyclopedic and syntagmatic response. Universitas Brass the most type occurs, there are many variations made by the participants. For instance, the word "ouch" stimulate the participants to produce Universitwords which show pain. The response produced are "stomachache", "bisul", sitas Brawijaya "sick", and "pain". The participants who answered "stomachache" and "bisul" Universi were interviewed to know why they associate the stimulus with such kind of sitas Brawijaya Universit response. From their answers, it is known that they produce such kind of responses since one of them often has stomachache and he feels that it is so painful. Another Universitone said that the worst illness she ever had in her life is bisul. She felt that it hurtssitas Brawijaya her so much. That is why they directly remember those words when the word Universit "ouch" is given. Universities Brithe second type occurs most is syntagmatic response. There are 23,6% collocation and 13,8 % multi word items produced. The biggest response Universi containing collocation happens in the stimulus word "tsunami". The responses are sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya "Aceh", "Japan", "earthquake", "gempa", and "victims". The writer has predicted that word "Aceh" and "Japan" will occur as the collocation of "tsunami Universitas Brawijava Universitas Brawijava Universi Meanwhile, the word "earthquake" and "victim", which are not considered assistas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya collocation by the writer, they belong to high collocates according to COCA. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B The next type produced most is paradigmatic. Here, the coordination and Universitas Brawijaya Universitas Brawijaya Universitas Universi sub-type of hyponym which are superordinate and subordinate almost have the sites same number. There are four coordination, five superordinate, and four Universit subordinate. The most famous type of coordination is "out" as the response of sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi stimulus word "in". Some participants say that those two word frequently occur together and they are very familiar with the words. Moreover, in the case of Universit superordinate, the stimulus word "green" and "black" stimulate response which is it as ersit as Bray. "colour"s. The response "disaster" appear as the result of stimulus word Universit"tsunami". There are some participants who give this response. Their reasons are Universi tsunami is a kind of disaster that it is one of the biggest disaster they know. Furthermore, in the stimulus word "family", they tend to give subordinative Universit response. They produce response such as "ayah", "sister", and "mother". Moreover, clang, synonym, and other response has the smallest number Universit compared to the other types. Only one response is made for each of the type. For sitas Brawijaya Universi stimulus word "ouch", the clang response is "voucher". One of the participants said that she just got it the day before and she thought the spelling of the two Universitwords are similar. There is only one response produced by the participant which is "aduh" as the response of "ouch". Moreover, as the response of "family", the participant associates it with "everything" which is categorized as other response. Universi The reason is because she thought that everything exists in a family such assitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya happiness, sadness, warm, love, and other things. ersitas Brawijaya Universitas Brawijaya Universitian Br It can be concluded that in intermediate level, encyclopedic response has Universi the highest percentage which id 38,8%. Then, syntagmatic response is in the Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya second place. The difference between them is 1,3%. So the difference is not Universi significant. It may be caused by the similarity between encyclopedic knowledgesitas Brawijava and syntagmatic. In the writer's opinion, some of encyclopedic response can be Universitas rawijaya Universipart of syntagmatic because the response produced can be the sequence of thesitas Brawijaya stimulus word. The idea is the same as syntagmatic response where the response Universitis the chain or sequence of the stimulus word. The percentage of paradigmatic Brawijaya Universi response is in the third place with the percentage 20,8%. The difference is quitesitas high. The types occur as the least is clang and other response. Each of them only Universithas 1,4% or one response only. 4.1.3. Word Association Types Found in Japanese Study Program Students with Basic Working Proficiency Level In this group, there are various types of responses that belong to Universit syntagmatic, paradigmatic, encyclopedic response, and other type. Yet, there is no Universi response belongs to clang response. It can be seen from the table below.
 Table 4.3 Number of Response in Basic Working Proficiency Level
 Number Percentage Type 0 % Clang 0 1. 9 18,7 % 2. **Syntagmatic** a. Collocation (8)(16,6%) b. Multi Word Items (1)(2,1%)3. Paradigmatic 15 31,3 % a. Coordination (10,4 %) (5) Univer Univ(Antonym) Brawijaya sitas Brawija ya II b. Synonym Brawijaya (2,1 %) $U^{(1)}ve$ rawijaya c. Hyponym Universi Superordinate Jaya U₍₃₎ver Sita(6,3 %) Wija (2)_{Ve} Inivers Subordinatevijav (4,2%)(4) (8,3%)d. Meronym 4. Encyclopedic 23 47.9 % 5. Other response (pronoun) hive 2,1% TOTAL 48 100% Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Br The table shows that encyclopedic response still takes the biggest number sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitin the Word Association Types. There are 47,9 % of the responses belong to the encyclopedic. Then, the next type that occurs is paradigmatic with 31,3 %. rawijaya Universi Syntagmatic comes after this with 18.7 % and other response has 2,1% sitas Brawijaya Universitas Brawijaya Universitias Br Since it is the type that occurs most, there are various kind of responses es Brawijaya Universi Universi produced by the participants. For instance, for the stimulus word "green" is it as associated with "tree" and "Persebaya". The response "tree" occurs because in Universither mind, surrounding is fresh if it has green tree. Then, "Persebaya" is produced Universi because it is her favourite football team in Indonesia. Moreover, there are alsositas various kind of encyclopedic response appear as the response of stimulus word Universi "family" such as "love", "united", and "warm". All of the responses are produced sitas because the participants relate it to the condition of their families. The next type that occurs most is paradigmatic. In paradigmatic, there are sitas Brawijaya Universition types with three sub- types. From all of those types, coordination (includes tas antonym) has the biggest number. For word "in", three participants relate it to Universit"out". They say that those two words are often together. The word in and out issitas Bra also famous pair of antonym they often hear. Then, meronym is the second most type occur in paradigmatic responses, for example in the stimulus word "tsunami sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi and "baby". For the word "tsunami", the participants answer "waves" and "water" sitas Br as the association. They say that they give such kind of response because they know that tsunami consists water and it has big waves (tsunami is derived from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Japanese and the meaning is big wave). Superordination comes after this type Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit such as the occurrence of "colour" as the response of "black" and "disaster" as the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi association of "tsunami". They tend to give general term for the stimulus words tas Brawiava Universitas Brawijaya rawijaya Universitas Br Moreover, two of the participants relate the word "family" with "parents" sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas family consists of parents and children. Moreover, one of them Universit remember in her lesson when she talked about family. Then, association of sitas Brawijaya Universi stimulus word "in" which is produced by the participant is "preposition". She said it as that "in" is one of preposition because she remembered the general term of the Universit stimulus word. In addition, there is no clang association appear. It can be concluded that in basic working proficiency level, encyclopedic response still has the highest percentage which is 47,9%. Then, paradigmatic Universit response is in the second place with the percentage 31,3%. The difference sitas Brawij rawijava between them is 16,7%. The difference is quite high. Then, the percentage of Universit syntagmatic response is in the third place with the percentage 18,8%. The Sitas Brawijaya Universi difference is quite high which is 12,5%. The types occur with little percentage is other response which has 2,1%. And the type that occurs the least is clang Universi response. It has no response. The Comparison of Word Association Types Found in Japanese Study Universitas Br Program Students with Different Proficiency Level rawijaya Universitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The finding from each group has been stated previously. It shows some differences in the type of response given. To give the clear comparison among the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universithree different groups, see the Table 4.4. Moreover, this finding is used to answer Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya	Universita	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universita	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universita	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universita	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Irawijaya	Universitate Second prob	lem of the s	study which de	als with to wh	at extent the	level of sitas	Brawijay
rawijaya	Universitas Brawijaya					Universitas	
Irawijaya	Universit proficiency influ	ences the res	ponses produce	d by the particip	antsvijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universita	as Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Bravijabea	4 Comparis	on of Types in	Different Profi	ciency Leve	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universita	as Brawijaya	UniverLevels	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawija	Universita	Elementary	Intermediate	Basic W Profici		Brawijay
rawijaya	Universita1. BClangiaya	Universita	1,4 %	Univ _{1,4} % as	Brawijayo %		Brawijay
rawijaya	Universita ² . Byntagmatic		36,1 %	37,5 %as	Brawija ^{18,7}	%Universitas	Brawijay
rawijava	a. Collocatio Universitas Bb. Multi Wo		(19,4 %) (15,2 %)	(23,6 %) (13,8 %)	(10.0	%) %)Iniversitas	
rawijaya	Universita 3. RParadigmati	c	12,3 %	20,8 %		%Universitas	
rawijaya	a. Coordinat Universitas Bra (Antonym		(2,7 %)	(5,5 %)	(10,4	%) Universitas	
rawijaya	Universitas Bb. Synonym	G	(1,4%)	(1,4 %)		%)Iniversitas	
rawijaya	Liniversites c. Hyponym		(5,5,0())		(6,3	Universites	
rawijaya	– Supe	ordinate	(5,5 %) (1,4 %)	(6,9 %) (5,5 %)		%) %)Iniversitas	Brawijav
rawijaya	d. Meronym		(1,4 %)	(1,4 %)	(8,3	%) hiversitas	Brawijav
	4. Encyclopedie		50 %	38,8 %	47,9	%	

versitas Brawijaya

iversitas Brawijaya

2,1%

100%

It can be seen from the table that there are differences in the type occurs.sitas Brawijaya In terms of clang, elementary and intermediate levels have exactly the same Brawijaya Universita Universitnumber while no one give clang response in basic working proficiency level. Outsitas Brawijaya Universi of all the type of responses, clang can be said as type that has the least occurrence. It as Brawijava Universitas Bravijaya The participants do not give such kind of response since they do not look at the Universitas Braw Universit written form of the word. They tend to see a word from the meaning and relate itsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brance in syntagmatic response. Elementary level Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universi produce 36,1 %, intermediate level produce 37,5 %, Band basic workingsitas Brawijava proficiency level produce 18,7 %. Between elementary and intermediate levels, Universithe difference is not too high. It contradicts to the theory. But the basic workingsitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

1,4%

100%

Other response (pronoun)

Universit

rawijaya

rawijaya

Srawijaya

rawijaya

rawijaya rawijaya

rawijaya

TOTAL

1,4 %

100%

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava Universitas Brawiiava** proficiency level produces quite far different from the other two groups. It shows ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi that somehow the participants' responses are unstable. However, if we see from the sub- types of syntagmatic in the three levels, it is known that most of them Universidecreased along with the increase of the proficiency, rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brabina The next type discussed here is paradigmatic response. There is increasing universit number from elementary level to basic working proficiency. Paradigmatic as Brawijava Univers Universitresponse in elementary level is quite low which is 12,3 %. It increases in the intermediate level which have 20,8 %. Moreover, basic working proficiency level shows the biggest number of paradigmatic responses compared to the other two Universi groups. It has 31,3 % paradigmatic response. As it has been stated previously that paradigmatic response is about the choice. It means that it deals with vertical Universi relationship and the response may come from the same grammatical classes. From that data it is known that paradigmatic response increase, as well as the increasing Universit of the proficiency. The type occurs most in all levels of proficiency is encyclopedic knowledge. Although the number is varied but it is still has the biggest percentage Universi compared to other types. Elementary level produces 50 % encyclopedic responsesitas Bi and it is the highest among the other two levels. Then, the number decrease in intermediate level which have 38,8 %. Yet, basic working proficiency produces sitas Brawijava Universitas Brawijava Universitas Brawijava Universi higher number of encyclopedic response than intermediate level. It has 47,9 % sitas Form the eight stimulus words, the stimulus word "ouch", "Japan", "black", and "family" create many encyclopedic responses. Moreover, the stimulus word Universi "Japan" stimulates the participants to produce various things about this country. It Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava

rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit shows that they know various information about Japan since they are Japanese itas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi Study Program students who have learnt Japanese, the culture, and the life. Insitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas Brawijay addition, each participant has her own association. Moreover, from the percentage
Irawijaya	Universit of the three proficiency levels, it can be seen that the percentage decreased and sitas Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universithen increased. Yet, the difference is not significant. It is because the participants
rawijaya	Universitas Brawijay associate the stimulus words to the responses with the same way. Most of themsitas Brawijay
rawijaya	Universitas Brawijaya
rawijaya	Universi connect the stimulus words to their experience, general knowledge, or admirationsitas Brawijaya
rawijaya	Universitas Brawi
rawijaya	and knowledge about Japan. The possible reason why they do that way is because
rawijaya	Universit they have been learned Japan for almost or more than four years so that there are sitas Brawijaya
rawijaya	Universita Universitas Brawijay
rawijaya	Universi many things related to Japan sticks in their mind. Another possible reason deals it as Brawijaya
rawijaya	Universi with the connection of the stimulus to the experience is based on their memory.
rawijaya	Universit
rawijaya	Universit Something they have experienced influences the storage. The other reason aboutsitas Brawijaya
rawijaya	Universita Iniversitas Brawijaya
rawijaya	the occurrence of general knowledge is because general knowledge is something
Irawijaya	Universit that has been widely known, so it is stored strongly in the mental lexicon. Universitas Brawijaya
rawijaya	Universitas Universitas Brawijaya
rawijaya	Universitas The last type of word association response is other response which coversitas Brawijay
rawijaya	Universitas B participant attitude and pronouns. Compared to other types, this type has a little
rawijaya	Universitas Bra
rawijaya	Universitnumber. It is almost the same as what happen in clang response. Elementary levelsitas Brawijaya
rawijaya	Universitas Brawija Universitas Brawijaya
rawijaya	Universitand intermediate levels produce 1,4 % other response for each, level and basic sitas Brawijay
rawijaya	University working proficiency has 2,1 %. The participants are very rare to give association
rawijaya	
rawijaya	Universitabout pronouns. Some of them say that they do not remember what prepositionssitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Br In short, language proficiency plays significant role in the responses given sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	University the participants. Although the type which occurs most in those three levels are sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitencyclopedic knowledge, but if we look at each sub-types it is known that there Universitas Brawijaya Universitas Brawijaya Universitare Esignificant differences. The more proficient the students, the more tas Brawiava paradigmatic responses are produced. Moreover, syntagmatic responses and clang rawijaya Universit responses decreased in the participants with higher proficiency level. Va Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P rsitas Brawijaya – Universitas Brawijaya Universit4.1.5. The Reason of Choosing the Responses by Japanese Study Programsitas Brawijaya Universitas Brastudents As we know that words are not stored independently in human's mental Universitlexicon. It means that there must be connections between a word and others. Fromsitas the test, it is found that the responses given by the participants are various. In this rawijava section, the writer presents the reason of the participants in choosing the responses rawijava Universit of word association test given. By knowing the reason, we know how they store rawijaya words in their mind. Universitas The first stimulus word is "green". This word belongs to high frequency insitas Brawijaya COCA and it is very familiar for the entire participant. Responses produced by the University participants are syntagmatic, paradigmatic, and encyclopedic response. The Sitas Brawijaya ersi participants who give syntagmatic responses, associate the stimulus word with grass", "leaf", and "tea" which belong to collocation. They answer "grass" since Universi Faculty of Culture Studies, the place where they study, have a beautiful green sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi grass in front of the building. They often gather with their friends in this place. Moreover, there are also many plants around it which have green leaves and it Universitas Brawijava Universitas Brawijava Universi makes some of them remember the green "leaf". One of the participants also it as Universities Brawijava Universities Brawijava Universities Brawijava Universities remembers that in Japan, there are still many plants although it is widely known **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya as industrial country. Another collocation response is "tea". It is produced because ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universione of the participants often drinks green tea and the other participants remembersit the tea ceremony in Japan. After having an interview, it is known that there is a Universi tradition called "cha no vu" which uses green tea. Moreover, there is asitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas paradigmatic response occurs which is "colour". The reason is because green is a Universit kind of colours. There is also some encyclopedic response such as "lampu lalu-sitas Universi lintas" or "traffic light", "nature", and "Persebaya". One of the participant associate the stimulus word with "traffic light" since she knows that one of the Universit colour in traffic light is green. Another participant associates the word with Universi "nature" since she thinks that green nature will make the life fresher and better. Then "Persebaya" also occurs since it becomes one of the participants' favourite Universi football team. From those answers, we know that the knowledge about thes surroundings, experience and knowledge about Japan influence them in giving Universit responses. The second stimulus word is "in" which is categorized as extremely high frequency in COCA, and it is very famous in everyday life communication. There Universitare four types occur. In the syntagmatic response, multi word items occur most compared to collocation. The responses occur such as "in my room" and "in the campus". It is because they often hear the pair of words in their English lesson. In sitas Brawijava – Universitas Brawijava – Universitas Brawijava – Universi Universi paradigmatic response, coordination (include antonym) is the only type that issuas produced. So "out" comes as the response of the word "in". The reason is "in" and "out" is very popular pair and they often occur together. Besides, they know that Universithey are antonym. There is also some encyclopedic knowledge such as "bedroom" Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya because when she answered the test she was sleepy and she wanted to be inside Universi her bedroom to sleep. Another response in this type is "inbox" since he imagined it as the empty space inside the box. Other participants also gave a response in other Universi type which is preposition. So, the reason of choosing such kind of responses forsitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas stimulus word is because of the experience, the knowledge, and the desire. Universitas Br The third stimulus word is "ouch" which belongs to very low frequency sitas s Brawiiava Universitas Universitword, Based on the writer's own experience, this stimulus word has high sites possibility in creating L1 interference such as "aduh" since it shows pain. There are some participants associate it with the word "aduh". Besides, many Universi participants associate it with encyclopedic response such as "pain", "shock", "bisul", "stomachache", and "kejedot pintu". Basically they give such kind of Universit responses because they directly remember about something painful when they sit as hear the word "ouch". Some of them also give responses based on their ersitexperiences. For example, one of the participants often has stomachache then she Bra Universitationatically remembers the pain when she experiences it. Another participants says that few days ago there was "bisul" (such kind of disease) in her bottom. In Universit conclusion, the responses are produced based on the participants' experience and sitas Braw the general knowledge that "ouch" shows something painful. Universitas Braviaya The fourth stimulus word is "Japan". The writer assumes that there must Universitas Braviaya Universi be various kinds of response since the participants are very familiar with this it as word. It is true because there are syntagmatic, paradigmatic, and encyclopedic responses. Syntagmatic responses are "Japanese" and "Japanese Study Program". They are familiar with those words since the English of Bahasa Jepang which Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Universit they study is "Japanese" and they study in "Japanese Study Program". Moreover, Sitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi paradigmatic response that occurs is "country" because Japan is one of thesizes countries in the world. Interesting things happen in encyclopedic response. Some Universit of the responses are "technology", "sakura", "sushi", "discipline", "kanji", "flag", sitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand "harajuku". All of them are related to their knowledge about Japan. Since they sitas Brawijaya Universitare Japanese Study Program students, they get lesson about Japan study that Universitas Brawijaya Universitas Universitovers everything deals with Japan. Besides, they also try to look for anysitas information about the country. All of the responses describe how Japan attracts Universitthem. University The fifth stimulus word is "black". This word belongs to high frequency word in COCA. The type that occurs most in this stimulus word is the Universitencyclopedic response. Yet, there are also syntagmatic and paradigmatic response. Sitas "hair" occurs as the only collocation that occur in the responses. It is based on the Universitgeneral truth that Indonesian hair is black. There are also multi word items such as sites "Lam" and "my eye liner". Then, general term for "black" which is "colour" occurs as the superordinate response. This stimulus word also creates "white" as Universithe response and it belongs to coordination. Those two words often occur together. Moreover, encyclopedic responses which occur more than other types creates responses such as "mysterious", "dark", "gothic". They say that black is Universitvery identical with those things and some of them remember magician orsitas participant with harajuku style. After having an interview, the participants say that harajuku is their favourite style. It comes from Japan and one of harajuku style's Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit identities is the existence of black. So it can be concluded that the knowledge still ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi have big influence to the response produced. Universitas Brawijaya The sixth stimulus word is "tsunami". This word belongs to low frequency University word. Yet, it comes from Japanese so the participants are very familiar with this stars Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Collocation responses occur such as "Aceh" and "Japan". It is because they stars Brawijaya Universit know that there have been tsunami in Aceh and Japan has killed so many people sitas as Brawijava Univer Universitiand make them scary. So, whenever they hear the word "tsunami", they are the automatically connected with the two places. The response "disaster" occurs since ersit is the general term of "tsunami". In meronym type, the answers that occur such Universi as "water" and "wave". The reason of choosing the words is because "tsunami"sitas brings a huge volume of water and it also contains huge wave. In Japanese Universitsunami means huge waves so they directly remember it. Moreover, "scary" and "damage" are produced as the response because the peoples know the effect of Universitisunami is very scary and it causes damage everywhere. In conclusion, the Universi participants' reason to give responses to this stimulus word is based on their background knowledge about the word. Universitas BraThe next stimulus word is "baby". The writer assumes there are various types of responses and they are found here. The example of collocation responses which occur are "cute", "crying", and "born". They give such kind of answers Universi because they often hear those three words come after the word "baby". Multisitas words item such as "my love" and "my honey" occur when they remember their special person because it is how they call each other. Moreover, one of the Universi participants responses it with the antonym of the stimulus word such as "adult". Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** The reason is that, the antonym of young is old so she associate "baby" with ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi "adult". There are also meronym responses occur here such as "nose" and "hand".site Another participant says that the reason of choosing "nose" as the response is Universi because a baby has little nose which is cute. The other participant says the same sitas Br Universities Brawijaya Universitalso some encyclopedic responses occur such as "Yu Shirota", "parents", and s Brawiiava Universi Universit"weak". Based on the interview, it is known that "Yu Shirota" is a Japanese artistate and he is one of the participant's favourite artists. For the response "parents another participant says that parents get married then they have baby. She says Universi that without parents, there will be no baby. Then "weak" is produced by the other participants as the response because there is no baby who can take care of Universi themselves. From the reason of the answers, it is known that most of the participants relate the stimulus word with the sequence of the word, the Universit experience, and the knowledge. The last stimulus word is "family". This word is high frequency word and all of the participants are familiar with this word since there is a material about it Universitin their handbook of English lesson. Some of them produce subordinate responsessitas B such as "mother", "ayah", and "parents". All of the responses are the members of the family. Other participants say that they remember the lesson they get from the sitas Brawijaya – Universitas Brawijava–Universitas Brawijava Universi lecturer about this, so they remember it easily. Moreover, there are various kinds it as of encyclopedic responses produced. Some of them are "home", "protect", "warm", and "happiness". Those are associations that participants made and they rsitas Brawijaya are based on their ideas about how a family should be. In their mind, a family Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit place where the family members can share the love and happiness. They will build Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita happy family, there will be a warm situation, they will take care or protect eachsitas Brawijava rawijaya Universitas Brawijaya other, and they will gather in their lovely house. Those are the concept of family Universitas Brawijaya rawijaya rawijaya rawijaya Universitine heremijaya Universitas Brawijaya Universitas Brabilitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit to show the number and the percentage of the reasons of choosing the responses. s Brawijaya Universitas Brawijaya Universit First of all, the writer categorized the reasons given by the participants based onsitas Brawijava Universitas Brawing their proficiency level. Then, the pattern was observed whether the proficiency sitas Brawijaya rawijaya rawijaya Universitlevel plays role or not in when the participants state the reasons. Universit niversitas Brawijaya

15 Reasons of Chaosing the Response

Reason	Elementary		Intermediate		Basic working proficiency		
niversit 💫 💫	Number	Percentage	Number	Percentage	Number	Percentage	aw
Experience	17 📷	23,6%	14	19,4%	10	20,8% Br	aw
Sequence of the stimulus word	9	12,5%	7	9,7%	3	6,3% niversitas Bra	aw
General knowledge	23	31,9%	21	29,2%	15	nive31,3%s Br	aw
Admiration or knowledge about Japan	15	20,8%	23	31,9%	15	31,3% Iniversitas Bra	aw
Same semantic field	7	9,7%	6	8,3%	5	nive10,4%s Br	aw
Orthographic similarity	1	1,4%	1	1,4%	0	0%	
TOTAL	72	100%	72	100%	48	100%S DI	aN
niversitas Bl					a l	Universitas Br	aw
niversites Bro						Inivorcitae Rr	214

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Universitas Branchisto are the responses given by the participants. From that table, it is versitas Brawijaya **Universitas Brawi** University known that there is no significant different among those three levels in stating the sitas Brawijaya Universitas Brawijaya Universitas Drum, universitas Brawijaya Universitas Brawijaya Universi reason of choosing the responses. Many of them give encyclopedic responses tas Brawijaya based on the general knowledge, the admiration or knowledge about Japan, the Universitexperience, the sequence of the stimulus words, the same semantic field, and thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya orthographic similarity. The reasons are diverse. Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universities Br The interesting thing is that the knowledge about Japan that influences the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi responses. It is understandable because the participants have known and learnt it as many things about Japan for some years. Nevertheless, most of the responses do Universignot concern the form of the word. When they hear or read a word, they connect itsitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universite with their knowledge. They concerned more on the meaning rather than to the sitas Brawijaya form of the words. It means that the meaning storage in the mental lexicon is Universitstronger than those based on pronunciation or spelling. Moreover, there are also many of them connect the stimulus words with the general knowledge or based on the experience. No matter in what level they are, they produce such kind of Universi reason. It is because general knowledge and experience are something that is stick in their mind. The other reasons in connecting the stimulus words to the responses are because the response is the sequence of the word, the response comes from the Universitisame semantic field, or the response has orthographic similarity to the stimulus sites Universitive word occurs in the response given, although there is only a few. The percentage is varied but they do not show significant different. From one level to another, there Universitis increase percentage and decrease percentage. So, it can be concluded that levelsitas Braw of proficiency does not play role when the participants state the reasons of choosing the responses. It is because they concerned more on the meaning. rsitas Brawijava Universi Furthermore, the background of their study, which is Japanese Study Program, has it as big influence to the participants in giving responses. It shows that context does ersit influence the responses.ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universit_{4.2}.^B Discussion Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B In this section, the writer would like to explain further about interesting things found in the previous section and compare it to the related theory. This rawijaya Universi research is about Word Association Test which according to Warton (2001), it is asitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitest where researcher provides a prompt word and the participant utters the first sitas Brawijaya University word that comes to mind. Then, the responses from word association test can stars as Brawijava Universitas Universi provide valuable information about how well L2 learners know certain words and sites how those words are organized in the L2 mental lexicon. It can also be used to see insight of how words related to each other in human mind. In this research, the Universi participants employed are Japanese Study Program students who do not talk orsitas deal with English in their everyday communication. Yet, since it is a research Universitabout English word, then they are expected to give response in English. From the finding, it is known that almost all of the participants are able to ersit give response in English. Only some of them write it in Indonesian since they dositas Brawijaya Universi not know how to say it in English. The words written in Indonesian are found such as "bisul", "kejedot pintu", "gempa", "ayah", and "Jepang". When the Universitparticipants give those responses, the writer assumed that their lexical storage issitas Br influenced by the L1 which is Indonesian. So, they do not have lexical storage in English, but the storage is in Indonesia. The response "bisul" or ulcere is rarely Universi used by them so they do not know what the English word of this word is. Its it as supports what Cook (2007) says that the frequency influences in the L1 interference to the L2. Then, one of the participants also does not know how to Universi say "kejedot pintu" or "hit the door" in English because it consists of more than Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya one word and she was confused how to arrange the English word for this. Next, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universithe word which is written in Indonesian is "gempa" or "earthquake". Another participant failed to produce English word for it because she forgot. After thinking rawijaya Universi for a while, she remembered that the English word for it was "earthquake". Thesitas Br Universities Brawijaya Universit word but they need some time to think for a while. Dealing with the production of s Brawijava Universit Universi Indonesian word rather than English, proficiency level does not play a role. It is it as because the Indonesian words were found in the three levels. The possible reasons of this phenomenon may be caused of the limited reaction time and the difficulty Universi in translating Indonesian word into English since they are not in the process of studying English and they do not use English actively in the communication. Universi From this thing it can be said that Indonesian is highly correlate to English in their sit lexical storage. The finding reveals that encyclopedic responses as the type that occurs Universi most. It supports the previous finding of Wardani (2010) but it contradicts to Post (2007) since he states collocation as the type occurs most. It also contradicts to the Universit previous finding by Aguirre et al. (2009) who state that syntagmatic as the typesitas Braw occurs most. The difference between this present study and Aguirre's may be caused by the different classification of Word Association responses and the sitas Brawijava Universitas Brawijava Universitas Brawijava Universitlexical storage of the participants employed in each study. Moreover, the tas ersitas Brawijava Universitas Brawijava Universitas Brawijava Universitas occurrence of the encyclopedic knowledge which is high in those three levels is influenced by deep knowledge, understanding, and experience of the word. The Universi influence of Japan they know lead them to give responses which are related to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitanything about this country. It shows that their lexical storage is influenced by this ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi knowledge. It can also be said that context does influences the participants insides Brawiew sitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya giving responses. Universitas B On the other hand, there are three types which have very low number. They sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas eclang, synonym, and other types. Moreover, the least type occurs is clang. It is Universit interesting to be discussed since the participants do not make many clanging Brawijaya as Brawijava Universitas Brawij Universi responses. Although they are non- native speakers, they only produce two clangsitas responses out of 192 responses. It supports the idea proposed by Lawson (2007) Universithat clang responses are rare in non- native speakers. Yet, it opposes the finding of sitas Brawijaya Universi Wardani (2010) that found synonym as the least type occurs. This phenomenon it as B happens maybe caused by the behavior of the participants who mostly paid more Universitattention to the meaning of the stimulus words rather than to the form or thesitas Brawi rawijava pronunciation. It shows that meaning associations in mental lexicon are stronger rawijava Universit than those based on similarity of pronunciation or spelling. Universitas The writer provided Figure 4.1 below to give a glance at the types found insitas the research. This is the general comparison of the types found as what has been Universitas Bra Universitstated in the previous section. The horizontal axis represents Word Association Types, the vertical axis represents the percentage, while the three different colours show the proficiency level. Universitas Brawijava Universitas Brawijava ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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Universitas Brawijaya Universitas Brawijaya Universita^{60.}6% Wijava Universita 50.00% wijava Universita40.00%1//ijav Universita30.00% Universita20.00% 10.00% 0.00% Universitas Brawijay Universitas Brawii

syntagnatic

Universitas Brawijaya Universitas Brawijava tas Brawllay Brawiiava elementary intermediate basic working prof.

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iversitas Brawijaya

paradiematic

Figure 4.1 The Comparison of Word Association Types

This study concerns about lexical storage in Japanese Study Program Universi students with different level of English proficiency based on TOEIC. The result of sitas the test reveals that there are differences among those three groups although there Universitis a similarity. Overall, the result of the test is stable. It contradicts what sitas Brawijaya Greidanus (2008) states that second language learners produce associations that are much more diverse and unstable. One of the aspect of the stability is in the Universit occurrence of encyclopedic responses as the type occurs most in every level of sitas Brawijava proficiency. The number of this type is not the same. It decreased in intermediate Universitlevel and it increased in basic working proficiency level. It is because the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi participants associate the stimulus words to the responses with the same way.sitas Brawijava Most of them connect the stimulus words to their experience or knowledge. Yet, it Universistill becomes the type occurs most in every level of group. In terms of clangsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas association, the number of occurrence in elementary and intermediate levels is the Universitas Brawijaya Universitas Brawijava Universitas Brawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University same then it becomes zero in basic working proficiency level. It supports the idea ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi of Meara (2008) who suggests that clang responses occur more frequently in less it as proficient non-native speakers. It also supports the notion of Söderman (2009) that Universi the mean number of clang responses tended to decrease with proficiency and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Lawson (2007) that more proficient language learners are less likely to make Brawijaya Universit clang associations. Universitas B Interesting things happen in syntagmatic response since the syntagmatic sitas responses occur in elementary and intermediate levels are quite high. It supports Universit the idea of Greidanus (2008) that non-native speakers tend to produce more Universitä Universi syntagmatic responses. He states further that the increased proficiency of the sitas B language, the responses seem to become more like those of native speakers. Yet, Universitin a case, the result of the test contradicts the idea. Elementary level has 36,1 % sitas syntagmatic response and intermediate level has 37,5%. So there is increasing Universit number of syntagmatic responses. It can be based on some of the participants dositas Brawijaya Universi not have quite large lexical storage. Nevertheless, the result in basic working stras proficiency level has little amount of syntagmatic responses if it is compared to Universithe other two groups. It supports Lawson's idea (2007) that lower level learnerssitas Braw give more syntagmatic responses than advanced learners and native speaking sitas Braw adults. One more idea comes up deals with syntagmatic response is that Universi collocations are closely related to the responses. It supports the finding of Postsitas Brawijava (2007) that collocation bonds were strong enough. Universitian B Furthermore, the result of the test classified as paradigmatic responses Universi increased from one group to another. It support the idea of Greidanus (2008) and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit Meara (2008) that paradigmatic responses occur more frequently in more sitas Brawijaya ersitas Brawijaya . Universitas Brawijaya Universitas Brawijaya . Universitas Brawijaya Universi proficient non-native speakers since they have more word knowledge and be ablesites to make various connections. It also can be happened because of the large lexical University storage. Moreover, in the finding that reveals synonym as the least type occursitians Brawi Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas B The topic about lexical storage in Japanese Study Program students makes sitas Universities Brave the writer eager to discuss it further. From the responses given and the writer Universit related it to the theory, the participants' storage are closely connected to words Universita Universi which often occur together such as "green- tea", "black- white", "cute- baby", and sitas B "Aceh- tsunami". It is the same as what Aitchison (1993) proposes. Moreover, Universi Gairns and Redman (1986) also have the same idea that word which are sitas frequently occurred or associated together are closely stored. They are also able to Universit connect the stimulus word with the semantic field such as "green- colour", sitas Brawijaya Universit "Japan- country", and "tsunami "disaster". From their storage, it is found that the words are stored correctly. It can be seen from the occurrence of "*dammage", Universit"*pein", and "*borth". When the stimulus words are given, in some seconds they sitas Brawijaya realize that the spelling is incorrect then they revise the response into "damage", sitas Br "pain", and "born". From the examples above it is known that not all notions can Universities found in the responses. It may be caused by the lexical storage of thesitas Brawijava participants or the choice of stimuli in this study which cannot facilitate such Universitas Brawijaya Universitas Brawijaya responses well. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universities B Moreover, many of the responses belong to encyclopedic response. In the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi writer's opinion, encyclopedic response in some cases can be classified into itas syntagmatic since the response given in encyclopedic response can be the Universi sequence of the stimulus word, for example "black- helmet", "scary- tsunami", sitas Bra Universities Brawijava, Universities Brawijava, Universities Brawijava, Universities Brawijava, Universities Br Universit "funny- baby" and "family tour". Some of them, indeed, cannot be matched with the Brawijava and the second Universit the stimulus word since it will create weird and meaningless combination such as Universit "family- home" or "home- family" and "Japan- Iizuka" or "Iizuka- Japan". Universitas Universitian Brave Distribution Universit writer assumed as the one which has no relation to the stimulus such as "Girls Universit Generation" as the response of stimulus word "baby". The writer guessed that sitas "Girls Generation" is one of the artists she knows. Yet, to the best of the writer's Universi knowledge, it is not Japan artist. After having interview, it is known that it is asitas Korean girl band. Another question comes up what the relation of "baby" and Universit "Girls Generation" is. Then it is found that in Girls Generation's first album, there Sitas Brawijaya Universitis a song entitled "baby baby" and she likes the song. Universitian B Another interesting thing deals with the responses of the WAT is the Universitian Brack Universitinfluence of Japan that the participants have. Since there are many encyclopedicsitas Bra responses occur, the writer is interested in knowing what the relationship between the responses and the stimulus words are. Then, the writer found this uniqueness sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi that many of the responses are connected to the stimulus word through their it as knowledge about Japan. First example is the response "tea" to the stimulus word "green". Here some of the participants remember the time they drink green tea sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi and the green tea ceremony in Japan. They know that there is such kind of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya erst ceremony in Japan which uses green tea. Next example is in the stimulus word ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi "Japan" creates responses such as "flag", "sushi" "discipline", "harajuku" and "tsunami". Since the participants are Japanese Study Program students, they have Universitate adequate knowledge about the word from the lecturers or their own desire to look sitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas for anything about the country. Moreover, the stimulus word "black" which is ersitassociated to words such as "mysterious", "dark", and "gothic". Based on the Universitinterview, it is known that some of them are influenced by harajuku. They say that sites harajuku is famous style in Japan and one of the characteristics of it is the colour. Harajuku usually mix and match some colours and they say that one of the colour Universi always appear in harajuku is black. It is said by the participants that black is a stars dark colour, gothic, and mysterious. It symbolizes the self identity of the Universit participant who wear it. Then, the stimulus word "tsunami" makes the participant sitas remember that the word comes from Japanese. They say that the meaning of Universit "tsunami" is big wave, then they write "wave" as the response. Universitas By employing high and low frequency words as stimulus, there is a difference happens in the process of giving responses. In this study, low frequency Universitwords based on COCA require much time to make a response. It happens in the stimulus word "ouch" which has very low frequency. The low frequency words make the participants are confused, and participants try to know the meaning first sitas Brawijava Universitas Brawijava Universitas Brawijava Universitand find the response of stimulus word later. However, the low level frequencysitas word based on COCA which is "tsunami" is very well known by the participants. It is because although this word is considered as low frequency based on COCA, Universi this word is derived from Japan so the participants know this word very well. So, Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universital though it is said as the low frequency word based on COCA, but it is high ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi frequency based on the participants' understanding since they know the history of sitas this word. Then, they do not need more time to make association. After they heard Universitand read the stimulus word, they could directly state their responses ava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitians The finding of this study supports some theories regarding the different Universit responses that come from different levels of proficiency. For non- native speakers, sites s Brawiiava Universitas Bra Universithere is a tendency to make syntagmatic responses. Yet, through the process of sitas learning and they become more proficient, the tendency changes. The more proficient the participant, the more paradigmatic responses are made. Universi Nevertheless, it is found that clang association is very rare in the responses given. Sitas B It contradicts to some notions that argue clang response may occur frequently in Universitnon- native speakers. In terms of participants' reasons in choosing the responses, there are various Universit reasons which were stated. The reasons are based on the general knowledge sitas Brawijaya Universi (30,8%), the admiration or knowledge about Japan (28%), the personal experience (21,3%), the sequence of the stimulus words (12,8%), the same semantic field Universit(9,5%), and the orthographic similarity (1%). So, it can be summarized that sitas Brawijaya general knowledge plays role in the reasons of giving the responses. Nevertheless, the proficiency levels do not play role in the reason of choosing the responses. Universitas Brawijava Universitas Brawijava Brawijava Universit Universit They have various reasons which do not depend on the proficiency levels. Universitas Brawijava Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Univ CONCLUSION AND SUGGESTION wijava Universitas Brawijaya Universitas Brawijaya Universitas Br In this chapter, the writer presents the conclusion dealing with the result of sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the research discussed in the previous chapter. This part also contributes to give Universit suggestions that can be used to gain better insight of this topic for the next stars Brawijaya as Brawijaya SITAS BRAN Universitresearchers. Universit<u>s</u> Conclusion Universit Word Association Test is a test administered by giving simple stimulus tas Brawijaya word and the participants are asked to utter the first word that comes to their Universimind. The result of the test can give valuable information about how well they sitas Brawijaya rawijaya rawijaya know certain words and how those words are organized in their mental lexicon. In Universithis study, it is aimed to find out the lexical storage of Japanese Study ProgramSitas Brawijaya Universi students with different level of proficiency based on TOEIC score. The levels stas Br appear in Japanese Study Program students are elementary, intermediate, and Universitbasic working proficiency levels. Universitas B Based on the analysis in the previous chapter, the writer summarizes that all sitas B of Word Association Types can be found in the finding of the research. They are Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi clang, syntagmatic, paradigmatic, encyclopedic, and other responses. From all ofsitas Brawijava the five types, encyclopedic response is the type which occurs the most Universit frequently. It happens in all level of proficiency. Yet, the second type that occurs it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit most in the level is different as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universities B The writer also finds out that level of proficiency influence the responses Universitas Brawijaya Universitas Brawijaya Universi produced by the participants. Although encyclopedic response becomes the typesitas occurs the most in all group, the second type occurs is different. Elementary and Universi intermediate levels produce syntagmatic response as the second type occurs thesitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi most, yet there is an increasing number of paradigmatic responses. Moreover, in the Brawijaya Universit basic working proficiency level, the number of syntagmatic response decrease Br s Brawijava Universitas Br Universitwhile paradigmatic response increased. In term of clang response, the number of sitas the occurrence in elementary and intermediate levels are the same but no one produce such kind of response in basic working proficiency level. So, it can be Universi concluded that proficiency level influences the response produced by Japanese Study Program students. It means that the participants of each group have Universit different way in organizing words in their mind. Universit As the answer of the third research problem, the writer identify that there are Universit some reasons of choosing the responses. The reasons of choosing the responses Universi stated by the participants are based on the general knowledge, the admiration or knowledge about Japan, the personal experience, the sequence of the stimulus Universitwords, the same semantic field, and the orthographic similarity. Although theresitas Brawijaya are many reasons of choosing the response, yet there is a big influence of their knowledge about Japan. It is because the participants are Japanese Study Program sitas Brawijava Universitas Brawijava Universitas Brawijava Universi students so they get much information about the country, the life, the culture, and sitas everything about Japan. Moreover, they are interested in it and they try to look for any information about it. Isitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B All in all, the writer concludes that all levels of proficiency can produce all stars Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit Word Association Types. Yet, the types of the response occur are different from it as Oniversition group to another. It proves that language proficiency plays significant role in rawijaya Universi the lexical storage. Moreover, the reasons of giving the responses are based on thesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi personal experience and the knowledge about Japan. Sitas Brawijaya Universit5.2. B Suggestion **Universitas B** The writer realizes that this research is not perfect since there are still many Universititems are not taken into account in the analysis of this study. Therefore, some Sitas Brawijaya Universi suggestions are needed to make it better. Regarded to the conclusions of thesitas B research, there are some suggestions for English Study Program and future Universitresearchers as follows: English Study Program 1. Since the topic of this study is rare to be discussed in this study program, sitas Brawijaya there is no sufficient informations or textbooks about it. The writer feels difficult in finding references. Sources from internet such as journals may Universitas Balso be useful sources to give more information. Hopefully English Studysitas Brawijaya viiava Universitas Brawiiava Program can provide more references to enrich the related literature so the Universitas Brawijaya students will be interested in having research in this field. For Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bpsycholinguistics study, by knowing the lexical storage of the students, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas lecturers who teach English in Japanese Study program are suggested to **Universitas B** have suitable method on how to maximize the students' lexical storage. In Universitas B the writer's opinion, it will help them comprehending English words easier. Isitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universita 2. Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BPsycholinguistics researches are very interesting things to be done. Yet, sitas Brawijava Universitas Brawijaya there are still few people are interested in conducting research in this area. It Universitas Brawijaya Universitas B is suggested for the next researchers to conduct similar topic with this it as Brawijaya Universitas Bresearchers are interested in conducting similar research, they could apply sitas Brawijaya s Brawijaya Universitas Brawijaya Universitas B Word Association Test in other groups of participants. Moreover, they could sitas Brawijaya set more various stimulus words which can stimulate the participants to Brawijaya produce more various responses. Involving more participants in the study Sitas Brawijaya

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may help the researcher to get richer data.

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Word Association Test (tes asosiasi kata) adalah suatu tes yang bertujuan untuk iversitas Brawijaya mengetahui bagaimana suatu kata disimpan dalam otak manusia. Tes dilakukan dengan Universitas memberikan stimulus kata dan responden diharapkan mengutarakan satu kata pertama yang Universitas terlintas di otak mereka ketika mendengar stimulus tersebut. Dengan tes ini, bisa diketahui iversitas Brawijaya bahwa kata bisa disimpan di otak dengan berbagai cara dan tiap orang mungkin memiliki cara iversitas Brawijaya sendiri bagaimana menghubungkan satu kata dengan kata lain agar kata itu mudah untuk niversitas Brawijaya

> Saya yang bertanda tangan di bawah ini menyatakan bersedia untuk menjadi iversitas Brawijaya partisipan dalam penelitian tentang Word Association Test dalam skripsi:

Judul :

Word Association Responses and The Relationship within the Lexical iversitas Brawijaya Storage of Students of Japanese Study Program University of Brawijaya Anggi Meika Pratamasari

0710330014 Sastra Inggris :

Dan saya menyatakan bersedia memberikan data yang diperlukan untuk kepentingan:*

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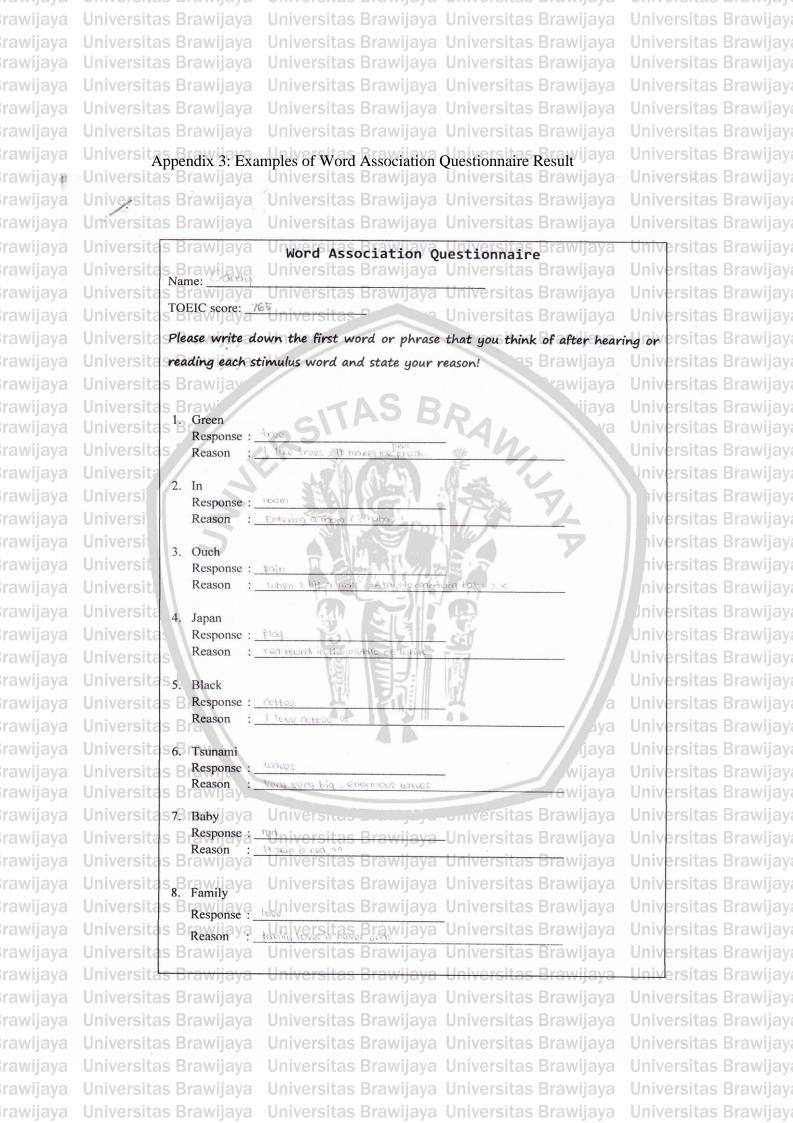
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Universites Clang, S= Syntagmatic, P= Paradigmatic, EK= Encyclopedic Responses, COL= Collocation, MWI= Multi Word Items, COO= Coordination, UniversitANT= Antonym, SYN= Synonym, HYP= Hyponymy, SUP= Superordinate, Universit SUB= Subordinate, MER= Meronymvijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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