Analysis of Lingual Construction as Instrument in Japanese Language
A Viewpoint of Verb Predicates as a Core of the Sentences

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Abstract. Verb predicate, as a core of the sentences, describes the peripheral constituents as subordinate to verb predicate. Syntactically, the predicate of a sentence has several subordinates. In the Japanese language, the position of instrument construction for the main clause lies in the adverb. This study assists learners to understand the role of instruments, its makers, and relationship with verb predicate in lingual construction. A qualitative descriptive was used with data collection from the data corpus of *Minna no Nihongo* and BCCWJ. Data were analysed using *agih* and matching technique so that there are two subtypes of instruments in Japanese sentences. This study also indicates two types of constituents as instruments (concrete noun and abstract noun) which are marked using the postposition *de*. In concrete nouns, there are four instrument subtypes found. These subtypes describe how verb predicate acts in connecting subclause to main clause through *renyoukei* and *tekei*. Due to its position as the core of the subclause, this instrument controls the construction of the subclause. Therefore, verbs are quite diverse and they are highly possible to find other verbs to express the role of instrumental as a method apart from few examples found in the study.

Keywords: Verb predicates · Roles of instrument · Sentence tools and methods · Japanese language

1 Introduction

There are various points of view for analysing a sentence. In this study, the point of view of the verb predicate is used as the center of the sentence. In the analysis of sentences syntactically there are three important things, namely syntactic functions, syntactic roles, and syntactic categories. The syntactic function relates to spaces called subject, predicate and object, as well as parallel constructions, namely complementary phrases and adverb phrases. The role of syntax is related to the semantic meaning of the lingual construction that fills the spaces of syntactic function. And lastly, the syntactic category relates to the types of words that fill the spaces of the syntactic function. Many experts have said that the center of a sentence has a predicate. Such as [1–4]. Inter-language predicates are filled by verbs. That is, almost all languages position the verb as a predicate filler. As the center of the sentence, the verb predicate is positioned as the parent in a family. He becomes

the center of the network in a family in a sentence. In other words, the constituents in the sentence can be seen in the network and their relationship with other constituents from the center of the sentence, namely the verb predicate. In a single sentence, [5] explains that the relationship between the predicate is filled by the verb and the constituents that fill the subject and object, as well as adverbs and complements. It is explained that there are two types of nouns in relation to the verb predicate, namely the noun whose semantic meaning (role) is born by the verb predicate and the noun whose semantic meaning is not born by the verb predicate. Each is referred to as a mandatory noun and a noun is not required to be present in the sentence. In the context of compound sentences, [6] and [7] explains that constituents that are not born with a verb predicate do not necessarily have to be nouns, but some are non-nouns. In this case, the lingual construction is in the form of subordinate clauses with certain conjunctions, for example, stating time, stating cause, stating instrument or tool, and so on.

Syntactically, the role markers in each language are different; some are marked while others not (unmarked). [8] explained that in Bahasa Indonesia (Indonesian language), semantic role markers are generally in the form of prepositional adpositions; in Japanese, they are in form of postpositional adpositions, while in English, they are in form of internal changes of words form and preposition. Of these three languages, [8] found the existence of unmarked syntactic roles as well. Previously, there are indeed few studies found which discussed lingual construction as an instrument in Japanese. Yet, those were mainly discussed part of the instruments according to certain focus, such as understanding the position of particle (*joshi*) or postposition *de* in Japanese sentence [9, 10]. Accordingly, the researchers believe the necessity in conducting study related to other function of instruments in sentence construction because it possibly effects learners' understanding and mastery on Japanese language learning. [9] explained that some postpositions such as *ni, de,* and *o* are seen from their position with placemarks, yet leaving the meaning of instrument. Meanwhile, [10] only examines the meanings carried by the postposition *de*, including as an instrument. Meanwhile, [11] compare the construction of postposition de in Japanese and Korean. Therefore, studying the sentence constructions that focuses on semantics role of the instrument becomes important. To respond the gap appearing from previous studies, this study focuses on the construction of constituents that have a syntactic role of instruments in Japanese sentence. In further detail, it describes the analysis in form of a construction that states the role of instruments, the role marker of instruments, the sub-role of instruments, and the relationship of the role of instruments to verb predicate in Japanese.

1.1 Verb Predicate as Core of Sentence

A sentence is a system which requires elements and interrelationships among them [1]. Sentences consist of lingual units including: morphemes, words, and sentences. Among these units, there are interrelationship found which allows them create a meaningful sentence. In a sentence, predicate serves a core constituent or analogically understood as a mother or parent of other constituents [1]. According to [1], although there are different contents of predicate in different languages, they can be similarly understood. In Japanese language, predicate has different forms, such as verbs, adjectives, and nouns.

Corresponding to the role of parent constituents, the existences of child constituents are followed. Child constituent is a subordinate constituent which always follows verb (as its parent). This constituent is called as verb participant. In Japanese language, verb participants are divided into two types, namely a-must-appear verb participants and optional verb participants [5]. Verb predicates have semantic properties that are inherited and attached to their a-must-appear participants which are commonly in the form of nouns. Moreover, the semantic nature attached to the noun that is inherited from its core constituent (verb) is known as syntactic role. In syntactic role, verb participants that are in the form of nouns are divided into two, namely: marked (using prepositions, postpositions, internal changes of words, and so on) and unmarked.

1.2 Functions and Roles of Syntax

Syntactic functions are commonly known as subject, predicate, and object, as well as constructions that are parallel to them, namely adverbs (description). Aside of these four types of syntax, there is other issues needed to be addressed, including the complement that referred as problems discussed in this study.

(1) *Tanaka wa Tokyo ni <u>sundeiru</u>*
     Tanaka <u>lives</u> in Tokyo.

(2) *Kanda wa Nagoya ni <u>iku</u>*
     Kanda <u>goes</u> to Nagoya.

Both verbs *sundeiru* (lives) (sentence (1)) and *iku* (goes) (sentence (2)) do not require objects to explain. Both verbs are known as intransitive verb because they are not followed by a noun as object to complete the meaning. Although both sentences do not need object to complete the sentence construction, they have incomplete meaning because further explanations are needed to describe the location where the nouns (Tanaka) live or (Kanda) goes. Thus, a noun which serves as adverb need to be added to complete the meaning of the sentence. Accordingly, the words, Tokyo (sentence (1)) and Nagoya (sentence (2)), are required to complete the sentence. Another explanation is once the words Tokyo (sentence (1)) and Nagoya (sentence (2)) are omitted, the meaning of the sentence become unacceptable (grammatically incorrect). Thus, object-like phrases that are *Tokyo ni* and *Nagoya ni* cannot be omitted. This construction is in line with the idea of Verhaar who refers the object-like nouns as complement which functions to explain the sentence [1]. Further, this type of constituents (complement) cannot be called as adverb neither object.

1.3 Roles *of Instrument*

How about constructions that represent instruments in Japanese? In this study, this problem is addressed and explained further. In Japanese, syntactic role of the instrument is called *dougu* which is often manifested by the postposition of *de*, while semantically, its meaning (postposition *de*) is varied. [9] explained that the postposition *de* semantically

means of place on its various sub-types. According to [11], the postposition *de* carries the semantic role of instrument which is divided into subtypes as tool *(dougu)*, method *(shudan)*, and material *(zairyou)*.

(3)   *Nihonjin wa <u>hashi de</u> taberu.* (Instrument: tool)
       'Japanese eats <u>with chopsticks</u>.'

(4)   *Mainichi <u>chikatetsu de</u> gakkou e kimasu.*
       (Instrument: method)
       'Everyday, (I) go to school by subway.'

(5)   *Kono tsukue wa <u>ki de</u> dekite imasu.*
       (Instrument: material)
       'This table is made of wood.'

The postposition *de* in sentences (3), (4), and (5) states different functions of intruments, such as tool is like in *hashi de* (with chopsticks) (sentence (3)); method is like in *chikatetsu de* (by subway) (sentence (4)); and material is like in *ki de* (of wood). Meanwhile, according to [11], other roles of instruments in Japanese sentence construction can be divided into two, namely as tool and as method. The role of materials is said to be drifted those two (tools and methods). On the contrary, [10] in his study explains that other that tool and method, there is another syntactic role of the instruments, which is a role of material. However, this role has not been discussed or distinguished further common Japanese language learning textbooks for non-native learners, including in this study. Aside of distinguishing the role of instruments, [10] further distinguishes their characteristics into two, namely concrete (substantive) and abstract (conceptual) instruments.

(6)   <u>*Hikouki de*</u> *Toukyou ni iku.*
       '(I) go to Tokyo by plane.'

(7)   <u>*Mizu de*</u> *wain o waru.*
       'Diluting the wine <u>with water</u>.'

(8)   <u>*Hanashiai (toiu houhou) de*</u> *kaiketsu suru.*
       'Settling through negotiation.'

(9)   <u>*Hibi no doryoku de*</u> *seikou suru.*
       'Being successful <u>(method) through day-by-day</u>
       efforts.'

In sentence (6) and (7), the postposition *de* indicates the concrete instruments (*hikouki de* (by plane) and *mizu* (with water)). Meanwhile, in sentence (8) and (9), the postposition

de indicates abstract instrument (*hanashi ai de* (through negotiating) and *hibi no doruoku de* (through day-by-day)). The abstract instrument referred to nouns that represent certain actions; for example, the words *hanashi ai* (negotiation) and *doryoku* (effort) clearly indicating activities to negotiate and to try something. While, the abstract instruments can be distinguished into behavior, special methods, or others which representing activity. In abstract instruments, the use of postposition *de* or *te* are necessary in order to distinguish its roles.

(10) *Tanaka san to no hanashiai de, sono mondai wa kaiketsu shimashita.*
      'Through negotiations with Mr. Tanaka, the problem was solved.'

(11) *Tanaka san to hanashiatte, sono mondai wa kaiketsu shimashita*
      'By negotiation with Mr. Tanaka, the problem was solved.'

The word *hanashiai* (negotiation) (sentence (10)) is a noun that is originally from the verb *hanashiau* (negotiate). Yet, the subclause constructed to express the method used in completing the action can be done by changing the subclause into either noun phrase or verb by adding the postposition *de* (for noun phrase) or postposition *te* (for verb phrase). As showed the use of *hanashiai de* (in sentence (10)) and *hanashiatte* (sentence (11)). Both sentences (10) and (11) indicate similar meaning but they have different sentence construction where sentence (10) uses abstract noun while sentence (11) uses verb phrase with postposition *te*. Regarding the use of postposition *te*, [12] explains that the *te* form of verb has four types of meaning, namely: stating the sequence of activities, concurrent action, manner, and cause-effect. Those meanings intersect with the meaning of method which actually brought up in this study.

[10] distinguishes concrete instruments from their type, namely equipment such as computers, telescopes, and so on; body parts such as hands, mouths, fingers, etc.; transportation such as buses, ships, and so on; as well as foodstuffs such as water, etc.

(12) *Konpyuuta o tsukatte, fukuzatsu na keisan o suru. (= konpyuuta de)*
      'Doing complex calculation, using computer.'
      (= with computer)

(13) *Tegami o kaite, shiraseru. (= tegami de)*
      'Informing by (method) writing a letter.' (= with a letter)

(14) *Jitensha ni notte, honya e iku. (= jitensha de)*
      'Going to book store, riding a bicycle.' (= by bicycle)

The construction of *konpyuuta o tsukatte* (using a computer) is the same as *konpyuuta de* (with a computer) (sentence (12)); *tegami okaite* (writing a letter) is the same as *tegami de* (with a letter) (sentence (13)); and *jitensha ni notte* (riding a bicycle) is the same as *jitensha de* (by bicycle) (sentence (14)). These clearly shows that there are verbs in the form of *te* which state the method (instrument) and is in line with [12] related to the use of postposition *te*.

2   Methods

This research approach is descriptive qualitative. The object of research and research data are based on [13] who states that research data is the object and the context that are used in analysis. The object of research is constituents which have a semantic meaning as an instrument. The data are in the form of sentences with constituent constructions which have a semantic meaning as an instrument. Data were collected from two sources, namely: the Japanese textbooks *Minna no Nihongo Shokyuu* (MNS) I and *Minna no Nihongo Shokyuu* (MNS) II published by 3A Network. The reason for choosing them as data source is because of the popularity of these books in many Japanese language learning institutions around the world, including in Indonesia. Another source is the BCCWJ (Balanced Corpus of Contemporary Written Japanese) data corpus. Data were analyzed using the *agih* (distributional method) and matching method according to [13] and [14] to find the form of constituent constructions that show the role of instrument, sub-role of instrument, as well as its relationship with verb predicate in the sentence.

3   Results and Discussion

3.1   Lingual Construction Plays as Instrumental Role in Sentences

Verb predicate as the core of sentence indicates that the construction outside the verb is positioned as a subordinate to it meaning that the lingual constructions of subject, object, adverb (description), as well as complement, all of which are the balance of the predicate. [4–7] likens the sentence as a family. In a family, parent (either father or mother) is the center of the family and children as members of the family consider as subordinates. Accordingly, familial relationship between children and parent, can be divided into two, namely biological children who are born and inherit the nature of the parent, and adopted children who are not born by the mother and do not inherit the character of their adopted parent. If verb predicate is analogous to parent, then its subordinates (subject and object) can be called as its biological children, while adverbs and complements are referred as adopted children. In sentence family map, the construction that acts as an instrument (adverb) is analogous to an adopted child. Referring to [1], researchers draw the model of the relationship of core constituents and peripheral constituents as sentence family map (see Fig. 1).
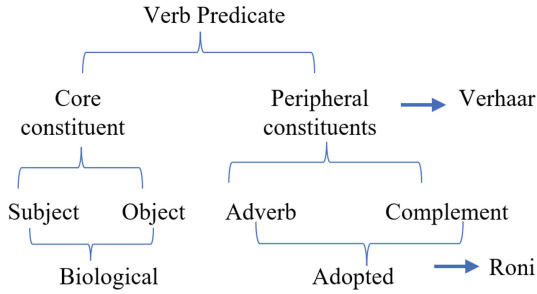
Fig. 1. Sentence Map.

3.2 Terms of Instrumental Construction

In the previous sub-discussion, it was explained that a sentence with a verb predicate is followed by constituents that are positioned as subject, object, adverb, and complement. All constituents in a sentence are essentially controlled by the verb predicate. From this point of view the meaning of the whole sentence can be represented by a verb predicate. On the other hand, in the sentence there is a construction part that states the meaning of the instrument. The construction of this instrument has a relationship with the verb predicate as a tool or a way to achieve activities as reflected in the verb predicate.

(15)   *Shouyu o irete, aji o tsukeru.*
       'Giving the flavour by adding soy-sauce.'

(16)   *Shouyu de, aji o tsukeru.*
       'Adding the flavour with soy-sauce.'

In sentence (15), *shouyu o irete* (adding soy-sauce) is a method for the *aji o tsukeru activity* to (give a flavour). Sentence *shouyu o irete* can be replaced with *shouyu de* (with soy-sauce) (16). In sentence (15), the method is showed by constructing subclause with providing the verb *irete* (to add). While the later (16), a tool in the form of the noun *shouyu* (soy sauce) is combined with the postposition of *de* creates the similar meaning. Additionally, [12] explains that once both parts are reversed, the sentence created will explain the purpose (17).

(17)   *Aji o tsukeru tameni, shouyu o ireru.*
       'To give the flavour, (I) add soy-sauce.'

In sentence (17), the part *aji o tsukeru tameni* (to give a flavour) expresses stating the purpose of the sentence, while the method or tool *shouyu o ireru* (adding soy sauce) is followed in the later part. The relationship between the first and second parts in this sentence is a purpose (goal) and its method. Accordingly, this explanation is used as a condition for data collection in which sentences used as the samples should have the function as goal and its method or tool.

3.3   Instruments as Tools and Methods

In general, the role of instruments is a way to describe activities reflected in verb predicate. Previously, it was stated that relationship between instrument and verb predicate considers as tool/means and purpose. From that explanation, it can also be concluded that methods that use objects are called tools, and methods that use activities are called methods. Spoons are used to eat, buses are used to go somewhere, and Japanese is used to explain. So, spoons, buses, and Japanese are objects that are used to carry out eating, going and explaining activities. A method that uses a method means that the meaning of the method is reflected in the overall meaning of the sub-clause. One unit of the sub-clause construction as an instrument. For example, taking the bus is used as a way to go to Bali. The overall activity of taking the bus is made up of instruments. The activity of collective bargaining to solve problems, collective bargaining is an instrument. Thus, there are two types of instruments, namely in the form of tools and in the form of methods. Chafe in [15] explains that the instrument reflects a tool or method. This statement implies two things: first, the tool itself is manifested by a noun (noun phrase). Second, the method is in the form of a concept (or activity) which is usually in the form of a verb or clause with a verb predicate.

3.4   Types of Instrumental Sub Roles

As previously discussed, the role of the instrument can be divided into two, namely tools and methods. In terms of word types (syntactic category) tools are realized with concrete nouns. How to manifest with abstract nouns and verbs. Abstract nouns are usually in form of noun verbs which means are nouns that are originally generated from verbs. Sequentially discussed in the following sub.

3.4.1   Instrument as Tools

From the data collected, the concrete nouns that state the tools can hypothetically be grouped into vehicles (transportation), equipment (everyday), money, and language. Also found tools that state the material, time, and body parts. But all three are extensions of the meaning of the instrument.

3.4.1.1. Vehicles

The vehicle referred to here is a means of transportation used to move from one place to another. For examples, the use of *basu de* (by bus) (sentence (18)) and *chikatetsu de* (by subway) (sentence (19)) mean a tool used to go to the office.

(18)   *Watashi wa <u>basu de</u> kaisha e ikimasu.* (MNS 5/40)
    'I go to office <u>by bus</u>.'

(19)   *Watashi wa <u>chikatetsu de</u> kaisha e ikimasu.* (MNS 5/40)
    'I go to office <u>by subway</u>.'

3.4.1.2. Equipment

The equipment referred is a tool that is commonly used for work, activities, or doing something in everyday life. For example, *hashi de* (with chopsticks) (in sentence (20)) or *supuun to fooku de* (with spoon and fork) (sentence (21)) are tools used for eating, *waapuro de* (with a Japanese typewriter) is a tool used for writing letters (sentence (22)), *terebi de* (from television) is a tool used for studying Japanese (sentence (23)), and *denshirenji de* (on microwave) is a tool used for heating (sentence (24)), and so on.

(20)   *Nihonjin wa <u>hashi de</u> gohan o tabemasu.* (MNS 7/58)
  'Japanese eats rice <u>with chopsticks</u>.'

(21)   *Indonesiajin wa <u>supuun to fooku de</u> gohan o tabemasu.* (MNS 7/58)
  'Indonesian eats rice <u>with spoon and fork</u>.'

(22)   *Watashi wa <u>waapuro de</u> tegami o kakimasu.* (MNS 7/56)
  'I write a letter <u>with Japanese typewriter</u>.'

(23)   *<u>Terebi de</u> Nihongo o benkyou shimashita ka.* (MNS 7/56)
  'Do (you) learn Japanese <u>from television</u>?'

(24)   *<u>Denshirenji de</u> 2fun kanetsu suru.* (BCCWJ)
  'Heating for 2 minutes <u>on microwave</u>.'

3.4.1.3. Currency

The currency here is referred to a certain currency and amount. In sentence (25), the speaker asked whether using the tools of *3man en de* (with 30 thousand yen), he can buy a video. While in sentence (26), the speaker said that he wants to go to Europe for about a month with *40man en de* (with 400 thousand yen). This currency can be changed into others, such as dollars, rupiah, baht, and etc.

(25)   *<u>3man en de</u> bideo ga kaemasu ka.* (MNS 32/56)
  'Can (you) buy a video <u>with 30 thousand yen?</u>'

(26)   *<u>40man en de</u> ikkagetsu gurai yooroppa e asobi ni ikitaindesu.* (MNS 32/52)
  '(I) want to go to Europe for a month with <u>400 thousand yen</u>.'

3.4.1.4. Languages

Similar to previous type (currency), languages as tool instrument can be in form of any language used in the world. In sentence (27), the speaker said that he writes the report using a tool of Japanese language *Nihongo de* 'in Japanese.'

(27)   *Watashi wa <u>Nihongo de</u> repooto o kakimasu.*
        (MNS 7/58)
        'I write a report <u>in Japanese</u>.'

In addition to those four functions, there is also another function of instrument, namely material of sub roles that are slightly intersecting with tools. This function refers to name of material, time, or body parts to explain the origin.

3.4.2   Instrument as Methods

Instruments that state the method are those that reflect the concept of a particular method. Judging from the syntax category, it can be divided into two, namely nouns and verbs. In the instrument that states the tool, the syntactic category uses concrete nouns. In the instrument that states the method, the noun used is abstract.

3.4.2.1. Using Abstract Noun

From the sample data collected, abstract nouns are formed in two ways and both are derived from verbs. The first is nominalization of verbs in the form of *renyoukei*. In the world of teaching, it is known as the omitted *masu*. Expression *hanashiai de* (by negotiation) is from the word *hanashiai* (negotiation) added with postposition *de*. This word *hanashiai* comes from the word *hanashiau* (to negotiate) (see sentence (28)). The relationship between *hanashiai de* and its verb predicate *kaiketsu suru* (resolved) is a method of relationship. While in sentence (28), the form *suru doushi* is actually a verb ended in *suru*. Changing the suffix *suru* into *shimashita* expresses the condition of past and politeness. In sentence (29), the word *benkyou* (learning) comes from *benkyousuru* (to study). The relationship of *hisshi no 8kagetsu no benkyou de* and verb predicate of *goukaku shimashita* is a method.

(28)   *Saisho wa "<u>hanashiai de kaiketsu suru</u> nara sou shiyou" tte iu kedo...* (BCCWJ)
        'At first he said that "If it can be resolved by negotiation" let's do it'.

(29)   *Genba keiken to kantoku kenshuu to <u>hisshi no 8kagetsu no benkyou de, gakka wa goukaku shimashita</u>.* (BCCWJ)
        'Through experience in the field, internship as a supervisor, and very hard studying for 8 months, I finally graduated from the department.
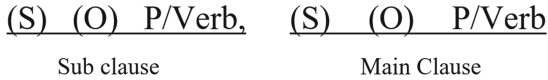
(S) (O) P/Verb,   (S)   (O)   P/Verb

| Sub clause | Main Clause |

Fig. 2. Sentence Construction.

3.4.2.2. Using Verbs

The use of verbs is referred to the meaning of the method which is reflected in the sub-clauses with verb predicates. In general, sub-clauses in Japanese precede the main clause. The predicate is always at the end of the clause in both the sub clause and the main clause (see Fig. 2). Subject (S) and object (O) (marked by the brackets) are to indicate that these constituents sometimes omitted (in the clause) by the speaker.

(a) *Renyoukei*

  Renyoukei verb in the world of teaching Japanese language is known as the *masu* form which the term *masu* should be omitted. In sentence (30), writing letters (*tegami o kaki*) is Marie's way of inviting (*shoutai shimashita*) her teacher. The word *kaki* 'to write' is a *renyoukei* form of verb. Similarly, in sentence (31), 'by taking the bus (*basu ni nori*) is a way to return to *Tsusamura*. The word *nori* 'to rise' is a verb form of *renyoukei*.

(30) *Marie wa sono sensei ni <u>tegami o kaki</u>, Ryokou ho hiyou o okuri, jibun no ie ni taisuru you <u>shoutai shimashita</u>*. (BCCWJ)
'Marie invited her teacher by writing a letter and paying for the trip to stay at her house.'

(31) *Futatabi <u>basu ni nori</u>, <u>Tsusamura e modoru</u>*. (BCCWJ)
'Back to Tsusamura by bus again.'

(b) *Tekei*

  Historically, the *tekei* verb comes from *renyoukei* which added by *te*. As a result of this addition, a morphophonemic process occurs and becomes a tekei verb as it is used in the world of Japanese language teaching today. Constituent construction means more ways to use this *tekei* than *renyoukei* verb. Sample data (32), (33), and (34), respectively, *kenkyuusuru* (is researched) is done *pasokon o tsukatte* (by using a computer); while *kekkonshiki no uwasa o shitte* (knowing about marriage rumors) is done by means of *Akiraji no kimmusaki ni denwa o shite* (calling to Akiraji's office); and *machi no soto ni dekaketa* (going out of town) is done by means of *kurouma ni not'* (riding a black horse).

(32) *Ima wa Shougi no sekai mo <u>pasokon o tsukatte,</u>*
      <u>kenkyuusuru</u> youni natte…. (BCCWJ)
      'Now the world of Japanese chess is also
      researched by using computers.'

(33) *<u>Akiraji no kimmusaki ni denwo o shite,</u>*
      <u>kekkonshiki no uwasa o shitta.</u> (BCCWJ)
      'I learned of the marriage rumors by calling
      Akiraji's office.'

(34) *Diina wa <u>Kurouma ni notte</u>, <u>machi no soto ni</u>*
      <u>dekaketa</u>. (BCCWJ)
      'Dina went out of town by riding black horse.'

  In addition to the above samples, it is assumed that there are more verbs that show
how sub-clauses can be interpreted similarly (see sentences (35), (36), (37), & (38)).

(35) *Pasokon o shioushite, batterii juuden o*
      kanrishiteita.
      'Managing battery charging (HP) using a
      computer.'

(36) *2ki no outoumiiru to mizu o irete, denjirenji de*
      2fun kanetsusuru.
      'Heating in the microwave for 2 minutes by
      putting oatmeal and water in two bowls.'

(37) *Hanashiatte, otagai o rikaishiatta.*
      'Understanding each other by chatting.'

(38) *Arubaito o shite, ... benkyoushiyou.*
      'Learning through part-time work.'

3.5 Findings

From the discussion of the theory and data analysis above, it can be briefly seen that
lingual construction as an instrument in Japanese can be divided into two forms, namely
lingual construction in the form of noun words/phrases with de postposition and verb
predicated subclauses in the form of *renyoukei* and *tekei* (see Fig. 3). Theoretically, in
the first type, the lingual construction is in a single sentence, functions syntactically as
an adverb (description), and connects itself with the verb predicate with the postposition
de. Meanwhile, in the second type, the lingual construction in a compound sentence
serves as a subclause whose predicate is filled with a verb. With the verb predicate as
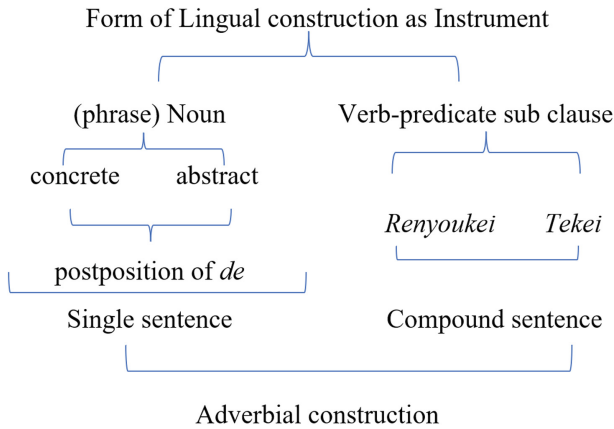the center of the overall construction of the subclause, it connects itself with the verb

Form of Lingual construction as Instrument

(phrase) Noun

Verb-predicate sub clause

concrete   abstract

Renyoukei   *Tekei*

postposition of *de*

Single sentence

Compound sentence

Adverbial construction

Fig. 3. Model of Lingual Construction.

predicate in the main clause with the verb in the form of *renyoukei* and *tekei*. Therefore, the entire construction of the subclause functions syntactically as well as an adverb.

4   Conclusion

Verb predicate as a core of the sentence illustrates that the peripheral constituents on verb predicate are subordinate to the verb predicate and to explain these subordinates, it should be done through verb predicate as well. Syntactically, subordinates of the predicate are subject, object, adverb, and complement. The position of the lingual instrumental construction is in the adverb. Accordingly, this study found two subtypes of instrumental roles in Japanese sentences, namely tool and method instruments. These refer to two types of constituents that act as instruments, namely constituents for concrete nouns and for abstract nouns (both are marked by postposition *de*). In concrete nouns, the method instrument found are vehicles, equipment, currency, and language. While, in this method instrument subtype, the role of verb predicate instrument relates the subclause role in form of *renyoukei* and *tekei*. Because of its position as the core of the subclause, this instrument controls the construction of subclause. There are many types of verbs, including *tegami o kaki* 'by writing a letter', *basu ni nori* "by taking the bus', *pasokon o tsukatte* 'by using a 'computer', *denwa o shite* 'by calling', *hanashiatte* 'by chatting', and etc. Accordingly, this study finds the verbs (used in the subclause predicate) are quite diverse, so it is highly possible to find more other examples (verbs) that can be used as a way to express the instrumental role as a method other than the examples found in this study.

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