Conference Paper

Level of Difficulty Using Verbs Meaning ``To Wear" in Sentences by Students of the Japanese Language Education Study Program

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Abstract.
Verbs with the meaning 'to wear', have functions and rules of use. Even though they have the same meaning, namely "to wear" in Indonesian, in Japanese the verb "to wear" varies depending on the object used. This is different from the verb "wearing" in Indonesian, which is the same when used on different objects. The formulation of the problem in this study is: (1) How is the ability to use the verb to wear in Japanese sentences by Semester II Students of PBJ FBS UNIMA Study Program? (2) What verbs are difficult for Semester II students of PBJ FBS UNIMA in using the verb wear in Japanese sentences? The method used in this research was descriptive. The results showed: (1) the average mastery of the verb to wear by Semester II Students of PBJ FBS UNIMA Study Program was divided into two large groups. The group that is categorized as "capable" is 40% and "poor" is 48%, while those who were unable are only 12%. The standard assessment criteria were judged based on the difficulty level of the question. There were 10 students who were able to use the verb to wear with a percentage of 40%, there were 12 students who were less able to use the verb to wear with a percentage of 48%, and there were 3 people who were unable to use the verb to wear with a percentage of 12%. (2) Based on the results of research tests on the level of difficulty of the questions, it was found that the verbs considered difficult were the verbs tsukemasu (つけます), shimasu (します), makimasu (まきます), and hamemasu (はめます).

Keywords: verbs, language, Japanese, education, sentence

1. Introduction

The grammar of every language in this world is different from one another. One of them is Japanese, which has its own grammar rules that are different from Japanese other languages. Therefore, In studying Japanese, there must be thoroughness because Japanese has grammatical rules and different characteristics, both in form and use. Grammar or grammar in Japanese is called b unpō. According to [1], b unpō is a common phenomenon when constructing sentences, theoretically, it is a system of word forms, word order, and word functions in a sentence. One of the word classes in b unpō is d ōshi. Dōshi (verb) is a verb that can function as a predicate in a sentence, changes form (活用katsuyou), and can stand alone [2]

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Given the many forms of verbs in Japanese, in this study, the writer will examine dōshi (verb) which means to wear. The verb to wear has a function and rules for its use, although it has the same meaning, namely "to wear " in Indonesian, but in Japanese, the verb "to wear " varies depending on the object used. This is different from the verb " wear " in the same Indonesian language when used on other objects. In Indonesian, to wear an object on the body we usually say something like: put on hats, wearing glasses, shirts, pants, shoes, accessories, and so on. Meanwhile, to express the use of an object on our bodies in Japanese, the statement varies depending on the object used. There are so many of these in Japanese, and that's one reason for the difficulty of learning Japanese [2].

Table 1: List of noun and verb pairs "to wear".

No.	Item Name	The verb ``wear"
1.	Shatsuシャツ	Kimasuきます
2.	Boshiぼうし	Kaburimasuかぶります
3.	Nekutaiネクタイ	Shimemasuしめます
4.	Meganeめがね	Kakemasuかけます
5.	Kutsuくつ	Hakimasuはきます

Based on the list of pairs of the noun and verb "to wear" in the table above, it can be seen that the use of the verb to wear in Japanese varies and depends on the object used.

Example of sentences:

1. アリさんは ズボンを はきます。

   (*Ari San wa Zubon o magisasu*) .

   Brother Ari *is wearing/wearing* pants.

2. ニアさんは シャツを きます。

(*Nia san wa shatsu o kimasu*) .

Sister Nia *is wearing/wearing* a shirt.

(The Japan Foundation, 2007)

From the forms above, a phenomenon was found that to express the use of an object on our bodies in Indonesian is expressed by two verbs, namely wearing or using, whereas in Japanese it depends on the items used. This is what makes students likely to experience difficulties and mistakes in learning the language in Japan [4]. This

research is limited to the Ability to Use the Verb Wear and Its Application in Japanese Sentences by Second Semester Students of PBJ FBS UNIMA Study Program.

The Problem Formulation this research: (1) How is the ability to use verbs wearing in Japanese sentences by Semester II Students of PBJ FBS UNIMA Study Program?,(2)What verbs are difficult for Semester II students of PBJ FBS UNIMA in using the verb wear in Japanese sentences?

2. Methods

The method used in this research is the descriptive method, namely to explain and describe a situation, event, object, and everything something related to variables that can be explained either with numbers or with words [5]. The use of the verb " put on " in Semester II Students of the PBJ FBS UNIMA Study Program varies based on the ability of each, so that the ability of students is in two categories, namely capable and unable, with varying degrees of difficulty, including very easy, easy, somewhat easy, difficult, and very difficult, so it will be seen that students' abilities are at the able or incapable category, and it will be seen which verbs are very difficult and easy based on the level of difficulty of the questions. The technique of collecting data in the field carried out by the author is as follows:

2.1. Primary data

Primary Data is data obtained directly from the source, in this case, Semester II Students of PBJ FBS UNIMA Study Program.

To obtain accurate data, in carrying out the test the researcher determines the following steps:

1. Determine the place of implementation of the research.

2. Distribute research instruments in the form of tests to each respondent. The test comes with 45 question numbers.

3. The results of the work of all respondents were collected and then examined.

2.2. Test

That is a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities, or talents possessed by individuals or groups [6].

The test used in this study is to measure a person's ability in the form of a list of questions (questions)

The composition of the questions is divided into five categories, namely :

1. It's easy: there are 7 questions

2. M already: there are 11 questions

3. A is not easy: there are 7 questions

4. Hard: there are 6 questions

5. Very difficult: there are 14 questions

The data analysis technique used in this study is the percentage technique. To process the test results with the percentage technique, the percentage formula is used, namely:

$$\% \quad \text{QUOTE}$$

Note : %   : Percentage
n: The number of respondents who answered correctly
N: The total number of respondents
100: Fixed number

(Ali, 1996)

Figure 1: Percentage Formula.

The steps taken in analyzing the data are as follows:

1. Determine the score/value of each question so that the expected score is 100.

2. Counting the total scores obtained from each respondent.

3. Carry out tabulations by preparing work tables according to the question variables and their items. After completing the table of frequencies and percentages, comment on the contents of the table.

3. Results and Discussion

Definition of Japanese Verbs are called *dōshi* namely verbs that can function as predicates in a sentence, change form (活用katsuyou), and can stand alone Verb class is:

1. Group I (*Godan-Dōshi*)

This group is called *godan dōshi* because it has changed the five sequences of Japanese sounds, namely 「あいうえお' aiue-o' 」. It is characterized by verbs ending in *gobi* (letters) 「う、つ、る、く、ぐ、む、ぬ、ぶ、す 'u-tsu-ru-ku-gu-mu-nu-bu-su' 」.

Example :

1. U - you(かう) (buy)

2. Tsu - matsu(まつ) (waiting)

3. Ru - kaeru(かえる) (go home)

4. Ku - iku (いく) (go)

5. Gu - oyogu(およぐ) (swimming)

6. Mu - yomu(よむ) (read)

7. Nu - shinu(しぬ) (to die)

8. Bu - tobu(とぶ) (fly)

9. Su - hanasu(はなす) (talk)

[2]

1. Group II (*Ichidan-Dōshi*)

This group is called *ichidan-dōshi* because the changes occur in only one sound sequence. The main characteristic of these verbs is that they end in the sound 「 e-る'e-ru' 」(called *kami-ichidan-dōshi*) or end in 「 i-る 'i-ru' 」(called *shimo-ichidan-dōshi*).

Example :

1. Iru - miru (みる) (see)

2. Iru - okiru (おきる) (wake up)

<div align="right">[2]</div>

1. Group III (*Henkaku-Dōshi*)

Group III verbs are verbs whose changes are irregular, so they are called 「 *Henkaku-Dōshi* 」 and only consist of the following two verbs:

1. Suru (する) (do)

2. Kuru (くる) (coming)

<div align="right">[2]</div>

Based on the above verb groups, it can be concluded that verb groups in Japanese are divided into three groups of verbs (verbs) and each group of verbs (verbs) experiences a change in the Japanese sound sequence.

In addition to *the dōshi* mentioned above, there are many terms that indicate the types of *dōshi* , depending on the rationale used. Among them there are those that indicate the type of *dōshi* as follows: [8]. (1) *Jidōshi* (*iku* 'go', *kuru* 'come', *okiru* 'wake up', *neru* 'sleep', *shimaru* 'closed', *roar* 'out', *nagareru* 'flow', and so on). These words denote a *dōshi group* that does not mean influencing other groups. (2) *Tadōshi* (*okosu* 'to awaken', *nekasu* 'to lull', *shimeru* 'to close', *dasu* 'to bring out', *nagasu* 'to drain', etc.). These words denote a group of *dōshi* which convey the meaning of influencing others. (3_*Shodōshi* (*mieru* 'seen', *kikoeru* 'heard', *niau* 'appropriate', *ikeru* 'can go', etc.). Because it is a *dōshi group* that includes the speaker's consideration, it cannot be changed into the passive and causative form. In addition, it does not have a form of command and expression of will (*ishi hyōgen*).

Changes in word forms (namely: verbs, adjectives, and copulas), are called *katsuyou* (conjugation). There are six kinds of Japanese verb conjugations as follows:

1. *Mizenkei* is a change in form which includes the form of denying (NAI form), the form of intent (OU/YOU form) , the passive form (RERU), and the ordering form (SERU form).

2. *Ren-youkei* is a change in verb form which includes the polite form (MASU form) , the conjunction form (TE form), and the past form (TA form).

3. *Shuushikei* is a verb in the dictionary form or used at the end of a sentence.

4. *Rentaikei* is a verb (dictionary form) that is used as a modifier.

5. *Kateikei* is the change of verbs into conditional forms (BA forms).

6. *Meireikei* is changing verbs into command forms.

[2]

Verbs that contain the meaning of putting on/wearing

In Indonesian, to express the use of an object it is usually pronounced like: wearing clothes, wearing glasses, wearing hats, wearing shoes, and others. But in Japanese the statement varies depending on the object used.

1. (a) i. For objects that are installed/used (dress, shirt, jacket, kimono)

The verb *kiru* (きる) is used

Example :

アリさんは シャツを きます。

(*Ari san wa shatsu o kimasu*) .

Brother Ari *wearing* a shirt.

(The Japan Foundation, 2009)

1. (a) i. For objects that are pulled from the bottom up/inserted (skirts, pants, shoes, socks, sandals)

The verb *haku* (はく) is used

Example :

ジョイさんは ズボンを はきます。

(*Joi san wa zubon o magisasu*) .

Brother Joi *is wearing* pants.

1. (a) i. For tied objects (ties, belts)

Verbs are used *shimeru* (しめる)

Example :

トノさんは ネクタイを しめます。

(*Tono san wa nekutai o shimamasu*) .

Brother Tono *is wearing* a tie.

1. (a) i. For objects worn on the head (hats, caps)

Verbs are used *bluru* (かぶる)

Example :

たろうさんは ぼうしを かぶります。

(*Tarou san wa bōshi oburimasu*) .

Brother Tarou *is wearing* a hat.

In this research, to obtain the data is accurate then a written test is carried out on the research subject. To process the data from the test results, the data analysis technique procedure was followed, namely using the percentage technique. As explained in the previous chapter, the sample in this study was Semester II students of the PBJ FBS UNIMA Study Program which totaled 25 people. Questions were given totaling 45 numbers. The following table will describe the results of each respondent. Each question is given a value. So that if the questions given to respondents can be answered correctly, then the expected value is 100. In the following table, it is written with the symbol "B" which is a question that has been answered correctly, and the symbol "S" is which question wrong answered. Furthermore, because this research is looking for percentages, it will be seen in the tables below that students' abilities are in the capable or incapable category, and it will be illustrated which questions are easy and difficult based on the standard criteria for assessing the level of difficulty of the questions. The following will show the level of mastery of each student on the use of the verb "to wear" and its application in Japanese sentences

In the table above it can be seen that there were 25 respondents with a total of 45 question numbers. From the data above, an average value of 52.82% can be obtained. If this figure is consulted with the assessment standards mentioned above, it can be said that students are at an incapacitated level, but by using the assessment standards above it can be seen that students' mastery of the questions is divided into three categories, namely the ability of students is in the category of able, less able, and unable. Are as follows:

As shown in table 4.3 above, no one got a score above 76-100, while those who got a score of 56-75 were 10 people or 40% of the respondents were in the "able" category, and those who got a score of 40-55 were 12 people or 48% of the respondents were in the category of "underprivileged", and those who scored ≤ 40 were 3 people or 12% of the respondents in the "unable" category. In the following, students' mastery will be sorted for each question.

Then it will be explained which verbs are easy and which are difficult and will be sorted based on the order of the verb "to wear" from very easy to very difficult.

Table 2: Level of Mastery of Students on the Use of Verbs Wearing and Its Application in Japanese Sentences.

Respondent Code	Problem Section				Total Score
	A(1,5)	B(2)	C(3)	D (4)	
S 16	16	9	6	3	72
S 8	15	7	6	4	70.5
S 9	13	8	6	4	69.5
S 14	15	8	5	4	69.5
S 18	16	8	4	4	68
S 3	13	6	5	4	62.5
S 13	11	6	6	4	62.5
S 22	15	6	3	4	59.5
S 1	11	5	5	4	57.5
S 21	11	3	6	4	56.5
S 15	11	6	5	3	55.5
S 2	10	5	6	3	55
S 19	9	6	5	3	52.5
S 24	10	3	5	4	52
S 20	8	4	6	3	50
S 11	11	3	5	3	49.5
S 5	8	5	3	4	47
S 23	8	3	4	4	46
S 10	9	4	4	3	45.5
S 25	8	3	5	3	45
S 7	9	3	4	3	43.5
S 4	9	3	5	2	42.5
S 6	7	4	3	2	35.5
S 17	4	2	3	2	27
S 12	4	3	2	2	26
Average Rating					**52.82**

Table 3: Capability Standard.

Category	Number	Number of Respondents	%
Very capable	76-100	0	0
Capable	56-75	10	40
Less fortunate	40-55	12	48
Unable	≤ 40	3	12

Table 5 showed that the easiest questions to answer are number 3 Kimasu (きます) and 12 Kakemasu (かけます) which can be answered correctly by 22 people with a percentage of 88%, question number 6 Kite (きて) and 22 Kimasu (きます) can be

Table 4: Level of Mastery of Students on the Use of Verbs Wearing and Their Application in Japanese Sentences for Each Problem.

Question Number	Number of Respondents				
	Number of Respondents	Who Answered Correctly		Who Answers Wrong	
		Person	%	Person	%
1	25	6	24	19	76
2	25	17	68	8	32
3	25	22	88	3	12
4	25	7	28	18	72
5	25	14	56	11	44
6	25	21	84	4	16
7	25	17	68	8	32
8	25	6	24	19	76
9	25	9	36	16	64
10	25	18	72	7	28
11	25	8	32	17	68
12	25	22	88	3	12
13	25	6	24	19	76
14	25	7	28	18	72
15	25	17	68	8	32
16	25	15	60	10	40
17	25	13	52	12	48
18	25	19	76	6	24
19	25	8	32	17	68
20	25	17	68	8	32
21	25	15	60	10	40
22	25	21	84	4	16
23	25	19	76	6	24
24	25	17	68	8	32
25	25	15	60	10	40
26	25	5	20	20	80
27	25	6	24	19	76
28	25	8	32	17	68
29	25	10	40	15	60
30	25	11	44	14	56
31	25	5	20	20	80
32	25	20	80	5	20
33	25	14	56	11	44
34	25	16	64	9	36
35	25	12	48	13	52

answered correctly by 21 people with a percentage of 84%, question number 32

Table 5: Level of Mastery of Students on the Use of Verbs Wearing and Their Application in Japanese Sentences for Each Problem.

Question Number	Number of Respondents					
	Number of Respondents	Who Answered Correctly		Who Answers Wrong		
		Person	%	Person	%	
36	25	5	20	20	80	
37	25	8	32	17	68	
38	25	5	20	20	80	
39	25	15	60	10	40	
40	25	20	80	5	20	
41	25	19	76	6	24	
42	25	16	64	9	36	
43	25	20	80	5	20	
44	25	15	60	10	40	
45	25	17	68	8	32	

Kite (きて), 40 Kakete (かけて), and 43 Kabutte (かぶって) can be answered correctly by 20 people with a percentage of 80%, question number 18 Kakete (かけて), 23 Kaburimasu (かぶります), and 41 Shimete (しめて) can be answered correctly by 19 people with a percentage of 76%, question number 10 Haite (はいて) can be answered correctly by 18 people with a percentage of 72 %, question number 2 Kabutte (かぶって), 7 Shimemasu (しめます), 15 Shite (して), 20 Haite (はいて), 24 Shimemasu (しめます), and 45 Kite (きて) can be answered correctly by 17 people with a percentage of 68%, question number 34 Kabutte (かぶって) and 42 Kakete (かけて) can be answered correctly by 16 people with a percentage of 64%, question number 16 Kabutte (かぶって), 21 Hakimasu (はきます), 25 Kakemasu (かけます), 39 Tsukete (つけて), and 44 Haite (はいて) can be answered correctly by 15 people with a percentage of 60%, question number 5 Tsukemasu (つけます) and 33 Haite (はいて) can be answered correctly by 14 people with a percentage of 56%, question number 17 Tsukete (つけて) can be answered correctly by 13 people with a percentage of 52%, question number 35 Shimete (しめて) can be answered correctly by 12 people with a percentage of 48%, question number 30 Tsukemasu (つけます) can be answered correctly by 11 people with a percentage of 44%, question number 9 Shimasu (します) can be answered correctly by 9 people with a percentage of 36 %, question number 11 Shite (して), 28 Shimasu (します), and 37 Shite (して) can be answered correctly by 8 people with a percentage of 32%, question number 4 Hamete (はめて) and 14 Shite (して) can be answered correctly by 7 people with a percentage of 28%, question

Table 6: Difficulty Level of Questions Based on Verb Order.

Question Number	Verb Wear	Number of Respondents Who Answered Correctly		Information
		Person	%	
3	Kimasu (きます)	22	88	Easy very
6	Kite (きて)	21	84	Easy very
12	Kakemasu (かけます)	22	88	Easy very
22	Kimasu (きます)	21	84	Easy very
32	Kite (きて)	20	80	Easy very
40	Kakete (かけて)	20	80	Easy very
43	Kabutte (かぶって)	20	80	Easy very
2	Kaburimasu(かぶります)	17	68	Easy
7	Shimemasu (しめます)	17	68	Easy
10	Haite (はいて)	18	72	Easy
15	Shimete (しめて)	17	68	Easy
20	Haite (はいて)	17	68	Easy
23	Kaburimasu (かぶります)	19	76	Easy
24	Shimemasu (しめます)	17	68	Easy
18	Kakete (かけて)	19	76	Easy
34	Kabutte (かぶって)	16	64	Easy
41	Shimete (しめて)	19	76	Easy
45	Kite (きて)	17	68	Easy
16	Kabutte (かぶって)	15	64	Rather easy
21	Hakimasu (はきます)	15	60	Rather easy
25	Kakemasu (かけます)	15	60	Rather easy
33	Haite (はいて)	14	56	Rather easy
39	Tsukete (つけて)	15	60	Rather easy
42	Kakete (かけて)	16	64	Rather easy
44	Haite (はいて)	15	60	Rather easy
5	Tsukemasu (つけます)	14	56	Difficult
11	Shites (して)	10	40	Difficult
17	Tsukete (つけて)	13	52	Difficult
29	Maite (まいて)	10	40	Difficult
30	Tsukemasu (つけます)	11	44	Difficult
35	Shites (して)	12	48	Difficult
27	Hamete (はめて)	6	24	Very difficult
4	Hamete (はめて)	7	28	Very difficult
13	Maite (まいて)	6	24	Very difficult
1	Hamemasu (はめます)	6	24	Very difficult
36	Hamete (はめて)	5	20	Very difficult
37	Shites (して)	8	32	Very difficult

number 1 Hamemasu (はめます), 8 Makimasu (まきます), 13 Maite (まいて), and 27

Table 5: Difficulty Level of Questions Based on Verb Order.

Question Number	Verb Wear	Number of Respondents Who Answered Correctly		Information
		Person	%	
38	Tsukete (つけて)	5	20	Very difficult
31	Maite (まいて)	5	20	Very difficult
28	Shimasu (します)	8	32	Very difficult
19	Tsukete (つけて)	8	32	Very difficult
9	Shimasu (します)	9	36	Very difficult
8	Makimasu (まきます)	6	24	Very difficult
26	Makimasu (まきます)	5	20	Very difficult
14	Shites (して)	7	28	Very difficult

Hamete (はめて) can be answered correctly by 6 people with a percentage of 24%, and question number 26 Makimasu (まきます), 31 Maite (まいて), 36 Hamete (はめて) can be answered correctly by 5 people with a percentage of 20%.

Thus it can be concluded that the verbs that are difficult for students are the verb tsukemasu (つけます) can be answered correctly by 11 people, shimasu (します) can be answered correctly by 9 people, makimasu (まきます) can be answered correctly by 5 people, and hamemasu (はめます) can be answered correctly by 6 people.

The standard criteria for assessing the level of difficulty of the questions used are as follows:

Table 6:

Number	Information
80-100	So easy
66-79	Easy
56-65	Rather easy
40-55	Difficult
0-39	Very difficult

(Arikunto, 2006)

The following will be sorted regarding the level of difficulty of the questions based on the order of the verb "wearing".

1. The ability of students to use the verb " wear " in Japanese sentences, namely:

Based on the results obtained through the test (questions) given as many as 45 numbers, if the average value of the total score obtained from 25 respondents is taken, the results obtained are 52.82%. When compared with the standard

Table 7: Problem Difficulty Level Based on the Order of the Verbs Wearing.

Question Number	Number of Questions	Verb Wear	Number of Respondents			
			Who Answered Correctly		Wrong Answer	
			Person	%	Person	%
2, 16, 23, 34, 43	5	Kaburimasu (かぶります)	19	76	6	24
12, 18, 25, 40, 42	5	Kakemasu (かけます)	22	88	3	12
5, 17, 30, 39	4	Tsukemasu (つけます)	14	56	11	44
8, 13, 26, 31	4	Makimasu (まきます)	5	20	20	80
7, 15, 24, 35,41	5	Shimemasu (しめます)	17	68	8	32
3, 6, 22, 32, 45	5	Kimasu (きます)	22	88	3	12
1, 4, 27,36, 44	5	Hamemasu (はめます)	5	20	20	80
11, 14, 28, 37	4	Shimasu (します)	9	36	16	64
10, 20, 21, 33	4	Hakimasu (はきます)	18	72	7	28

criteria above, it shows that the level of student ability is $\leq 55 \leq 55$ this means Semester II Students of PBJ FBS UNIMA Study Program have not been able to use the verb to wear (tsukemasu, shimasu, makimasu, and hamemasu) in Japanese sentences however, not all Semester II Students of PBJ FBS UNIMA Study Program classified as not being able to use the verb to wear, because seen from the standard assessment criteria at the difficulty level of the questions 10 students were able to use the verb to wear with a percentage of 40%. Meanwhile, 12 students were less able to use the verb wear with a percentage of 48%, and 3 people were unable to use the verb wear with a percentage of 12%.

2. Based on the level of difficulty of the questions, which are included in the very difficult verbs are verbs tsukemasu (つけます) with a percentage of 20%, shimasu (します) with 32% , m aki m asu (まきます) with 24%, and ha amemasu (はめます) with 28%.

The verbs above are categorized as very difficult, because in language teaching, especially a second language, the fluency of a child's language does not depend on the teaching method used by the teacher, but must also pay attention to the strategies students use in learning. Maybe every child has a special strategy besides the strategy given by the teacher. That's why the teacher has to give more attention, both in the

teaching process, as well as to students in the learning process, and provide more opportunities for each child to be able to correct their mistakes. For children to be more active in developing their language creativity in learning, the center of attention of language activities is more emphasized on students and not teacher activities.

4. Conclusion

From the results of this study, it is known that the average mastery of the verb to wear by Semester II Students of the PBJ FBS UNIMA Study Program is divided into two major groups. The group that is categorized as "capable" is 40% and "poor" is 48%, while those who are unable are only 12%. Because judging from the standard assessment criteria at the difficulty level of the question 10 students were able to use the verb to wear with a percentage of 40%, and 12 students were less able to use the verb to wear with a percentage of 48%, and 3 people were unable to use the verb to wear with a percentage of 12%. Based on the results of research tests on the difficulty level of the questions, it was found that the verbs considered difficult were the verbs tsukemasu (つけます), shimasu (します), makimasu (まきます), and hamemasu (はめます).

AckNOWLEDMENTS

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