



Nihongo Kanoukei Teaching in Japanese Language Education Study Program

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Abstract. The many changes contained in the Jepang language verbs often cause mistakes made by learners, especially changes in the verbs of *the kanoukei* form (can form)), especially for elementary level learners at the Faculty of Language and Arts Japanese language education study program. The purpose of this study was to obtain accurate data on students' ability to convert verbs in Japanese into the form of *kanoukei* (can form), using *kyoukasho minna no nihongo*. This prompted the author to research the extent of Nihongo's teaching at the Faculty of Language and Arts, Manado State University. Based on the results of the analysis that has been obtained using the percentage formula which is then searched for the average value, it is known that the level of student ability to change verbs in Japanese is 38%. This result is obtained from the sum of the values of all respondents divided by the number of respondents. In accordance with the existing results and when compared with the standards or assessment criteria that have been determined above, the overall level of student ability to change verbs in Japanese shows <50%. From the results of the research obtained, it is clearly stated that students have not been able to change verbs in Japanese. This is because the achievement of the overall average value only reaches 38%.

Keywords: Teaching · Nihongo · Verbs · Kanouke

1 Introduction

Language has an important role in life, in human life is inseparable from language. Because human language can communicate something with others as part of a process of interaction as a social being who always needs others from in life every day. This is in line with what reference [1, 2] said that, perhaps language is not necessary for the life of this universe, but it must be the most vital thing for human life. Language is inseparable from man and follows his every work. From the time of waking up in the morning until the time of resting to eat, humans cannot be separated from the use of language, even at bedtime, it is not uncommon for him to use his language. Through language, there can be an active communication between people so that it can support a process of cooperative relationships in various areas of human life itself to support their survival [3, 4]. With language man can express the fruits of his thoughts, and feelings and even desires to

others. Reference [5] says that, language is a connecting tool, a means of communication among members of society and those individuals as human beings who think, feel and desire.

With the development of the world today, marked by the development of existing modern technology, language needs continue to develop in accompanying these things, in accordance with the necessary needs [6–8]. This can be seen by the use of language that is not limited to the use of the mother tongue alone as the language of instruction in communicating, but also the use of foreign languages that color communication between people today.

References [9, 10] said, by mastering a foreign language, a nation will be easier to communicate, exchange experiences, cultures and can increase friendship. This shows that mastery of a foreign language will have a positive influence, namely allowing the creation of an effective communication with other countries that can automatically make a positive contribution to the improvement of cooperation between states in various fields for mutual progress.

Nowadays, humans as users of foreign languages continue to improve their foreign language skills by starting to study at formal and non-formal educational institutions. Reference [11] adds that the purpose of learning a foreign language is for us to be able to:

- Communicate by using the foreign language itself
- Know and know those foreign nations and cultures.
- Studying foreign science and culture through books written in foreign languages in the context of his studies.

Among the many foreign languages learned and used, Japanese is one of the foreign languages that has increased considerably in terms of its use. This can be seen from the increasing number of young Indonesians who study it, both at the school level in SMU/SMK and universities.

As in all other languages, Japanese has its own uniqueness that makes it different from other languages, both in terms of the typeface used, grammar and pronunciation. One of the interesting things in learning Japanese is the verb which undergoes a lot of changes according to the intention desired by the speaker. Examples:

1. 日本語を勉強 dekimasu

(Nihongo o benkyoo dekimasu)

Can learn Japanese

2. ある kemasu

(Arukemasu)

Can run

In the two examples above, it can be seen in the verb *suru* (do) that there is a change in the form of the dictionary according to the intention to be conveyed by the speaker. Where sentence no (1) explains about the form of being able to learn by the speaker, while sentence no (2) The speaker conveys can walk the interlocutor. The two examples

above are the smallest part of the change of verbs in the Japanese language, especially the verb *Suru, aruku*.

Because as previously explained, there are so many changes in verbs found in the Japanese language that make it rich in various kinds of rules. Changes in Japanese verbs also include in the change of verbs of the forms *-masu, -masen, -mashita, -tai, -nai, -te oku dekiru, eru* and so on.

In addition to the above examples in learning Japanese, learners will also encounter a lot of changes in verbs in different forms. One of them is a change in the verb form *kanoukei* (form can). Verbs of this form when included in different Japanese sentence patterns will have different meanings. The following are some of the uses of *the verb kanoukei* form (form can) in Japanese sentences:

..... *taberareru*

(Used to convey to others can do something)

このおかしを食べraremasu

Kono okashi o taberaremasu

(Can eat this cake)

(Chandra, 2000:51)

日本のうたを歌emasu

(Can sing Japanese songs)

The example above can be seen that for one type of verb change in Japanese alone has a different meaning according to the intention you want to convey.

This shows that the richness of regulations in learning the Japanese grammar system is not an easy thing to learn, but it will be a great achievement if all these things can be mastered by every learner well.

The many changes contained in Japanese verbs often cause mistakes made by learners, especially changes in the verb form *kanoukei* (form can)., especially for novice learners who are dealing with Japanese for the first time, both at the high school level as equals and learners in higher education. This prompted the author to research the extent of Japanese language teaching at the Faculty of Language and Arts unima, especially the Japanese Language Education Study Program.

2 Research Methodology

2.1 Research Methods

The method used in this study is a descriptive method, which is to focus on actual problems that exist today, then the data collected is first compiled and explained and then analyzed [12, 13].

2.2 Research Techniques

To obtain accurate data in this study, the research technique used is a test. What is meant by a test is a set of questions or exercises that are used to measure the skills, knowledge, intelligence, abilities or aptitudes possessed by an individual or group [14, 15].

2.3 Population and Samples

The population in this study were students of UNIMA'S Japanese study program. The sample in this study was that the total number of students in semester 2 was 25 people.

2.4 Data Analysis Techniques

The steps taken in analyzing the data are to make tabulations, namely:

Give a score on the test, where for questions that can be answered correctly are given a score of 1 and for incorrect answers are given a score of 0.

Calculate the sum of all scores or values obtained by each respondent.

Enter these values in a table. The data analysis technique used in this study is the percentage technique, with the percentage formula as follows:

$$\% = \frac{n}{N} \times 100$$

Information:

% = Percentage

n = Obtained value

N = Sum of all values

100 = Fixed Number

2.5 Assessment Standards

The assessment standards used in this study are as follows:

76–100% Highly Capable

56–75% Enough

40–55% Less Capable

Less than 40% (<40) Incapable

Research Location: Faculty of Language and arts Manad State University.

3 Research Results

In this study, data were obtained through tests in the form of questions that must be answered by each sample in this study. To obtain accurate data, in this study the author used analytical procedures and data analysis techniques as previously explained.

As previously explained, the sample in this study was all 25 semester 2 students. The number of questions given is 20 questions. Furthermore, the score results of each study sample will be described through a table, as well as the number of scores from each where each question is given point 1 for each correct answer and 0 for the wrong answer. The expected result is that all samples in this study can answer all the questions given correctly.

The following are the results of research that has been carried out based on the level of difficulty of the questions:

Table 1. Difficulty Level of Questions

Question Number	Number of Respondents Who Answered Correctly	
	Person	%
16	23	92
4	20	80
19	18	72
20	18	72
15	17	68
3	16	64
2	15	60
17	15	60
1	14	56
14	14	56
7	7	28
8	4	16
5	3	12
12	3	12
6	2	8
10	2	8
11	2	8
13	2	8
18	2	8
9	1	4

Table 1 shows that the easiest question to answer is question number 16 which can be answered correctly by 23 people with a percentage of 92%. Question no. 4 can be answered correctly by 20 people with a percentage of 80%. Questions no.19 and 20 can be answered correctly by 18 people with a percentage of 72%. Question number 15 can be answered correctly by 17 people with a percentage of 68%. Question no. 3 can be answered correctly by 16 people with a percentage of 64%. Questions no. 2 and 17 can be answered correctly by 15 people with a percentage of 60%. Questions no.1 and 14 can be answered correctly by 14 people with a percentage of 56%. Question no. 7 can be answered correctly by 7 people with a percentage of 28%. Question no.8 can be answered correctly by 4 people with a percentage of 16%. Questions no. 5 and 12 can be answered correctly by 3 people with a percentage of 12%. Questions no. 6, 10, 11, 13, and 18 can be answered correctly by 2 people with a percentage of 8%. Question no. 9 was answered correctly by 1 person with a percentage of 4%.

In the next table, which is given the symbol the letter “B” states the correct answer and is given the symbol “S” states the answer is wrong.

Subject no. 1 can be answered correctly 9 questions or 45%

Subject no. 2 can be answered correctly 9 questions or 45%

Subject no. 3 can be answered correctly 8 questions or 40%

Subject no. 4 can be answered correctly 11 questions or 55%

Subject no. 5 can be answered correctly 11 questions or 55%

Subject no. 6 can be answered correctly 3 questions or 15%
 Subject no. 7 can be answered correctly 5 questions or 25%
 Subject no. 8 can be answered correctly 3 questions or 15%
 Subject no. 9 can be answered correctly 10 questions or 50%
 Subject no. 10 can be answered correctly 7 questions or 35%
 Subject no. 11 can be answered correctly 10 questions or 50%
 Subject no. 12 can be answered correctly 9 questions or 45%
 Subject no. 13 can be answered correctly 8 questions or 40%
 Subject no. 14 can be answered correctly 2 questions or 10%
 Subject no. 15 can be answered correctly 9 questions or 45%
 Subject no. 16 can be answered correctly 9 questions or 45%
 Subject no. 17 can be answered correctly 3 questions or 15%
 Subject no. 18 can be answered correctly 6 questions or 30%
 Subject no. 19 can be answered correctly 5 questions or 25%
 Subject no. 20 can be answered correctly 5 questions or 25%
 Subject no. 21 can be answered correctly 14 questions or 70%
 Subject no. 22 can be answered correctly 10 questions or 50%
 Subject no. 23 can be answered correctly 8 questions or 40%
 Subject no. 24 can be answered correctly 9 questions or 45%
 Subject no. 25 can be answered correctly 9 questions or 45%

4 Discussion

The criteria or assessment standards determined to conduct an assessment of the percentage obtained by respondents in this study are if the student test results state that >50% means being able to change verbs in Japanese properly. But if the student's test result <50% then it states that the student has not been able to change the verb in Japanese.

Based on the results of the analysis that has been obtained using the percentage formula which is then searched for the average value, it is known that the level of student ability to change verbs in Japanese is 38%. This result is obtained from the sum of the values of all respondents divided by the number of respondents.

In accordance with the existing results and when compared with the standards or assessment criteria that have been determined above, the overall level of student ability to change verbs in Japanese shows <50%. From the results of the research obtained, it is clearly stated that students have not been able to change verbs in Japanese. This is because the achievement of the overall average value only reaches 38%.

5 Conclusions and Suggestions

From the results of the research that has been carried out, it is known that the 2nd semester students who were the subjects of this study, namely as many as 25 people, achieved a percentage of results of 38% or were in the range of standards or assessment criteria <50%. Based on these data, it can be known that there are still many students who have not been able to master well how to change verbs in Japanese. This can be known through the results of the answers that have been done by each student who was

sampled in this study. After the authors carried out a series of tests and analyzes from the data obtained in the field, it can be seen that the percentage obtained in this study was only 38%. In accordance with the established assessment standards, the results are stated to be still low.

Therefore, the author suggests to teachers who teach the field of Japanese studies in the Japanese Study Program to be able to properly analyze the ability of each student in absorbing every teaching material provided by the lecturer in the special class about changing verbs in Japanese because it is inseparable in the process of learning Japanese. And also in every student, it is also expected to be able to pay more attention to and master well every teaching given by lecturers, so that Japanese language skills can experience an improvement.

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