



Learning Kanji Writing Sequence (*Kakijun*) Combined Two Kanji (*Nijjukugo*) Using PPT

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Abstract. The purpose of this research is to find out how to learn the sequence of writing Kanji (*Kakijun*) combined with two kanji (*Nijjukugo*) using PPT. The formulation of the problem in this study is (1) the difficulty of learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijjukugo*) by using PPT and (2) the effectivity of learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijjukugo*) by using PPT. The research method is descriptive qualitative because it is solely based on existing linguistic facts. From the results of the analysis, it can be concluded that (1) the difficulty of learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijjukugo*) by using PPT is the lack of experiences of the lecturers to make a learning media in the form of PPT (2) The effectiveness of learning kanji writing sequences (*Kakijun*) combined with two kanji (*Nijjukugo*) using PPT shows very good results so that students' kanji knowledge increases and the ability to read and how to write kanji correctly also increases.

Keywords: kanji, writing order (*kakijun*), kanji combination (*nijjukugo*)

1 Introduction

The order of writing kanji (書き順 *kakijun*) is very important because, in the rules of writing kanji, there is a writing order from left to right and from top to bottom. For example, writing 三 (*san* - three) must be done from left to right. An example of the sequence of writing kanji 川 (*kawa* - river) that must be written from top to bottom. As it is mentioned that:

書き順には7つのルールがあり、すべてではありませんが多くの文字がそのルールに当てはまります。「上から下」「左から右」のほか「縦横が交わる字は、横棒から縦棒」「真ん中と左右がある場合は真ん中から」など。[1].

There are seven rules of how kanji are written. Mostly, every kanji follows these rules. In addition to the order of writing from top to bottom and from left to right, if there are letters that have horizontal and upright lines, they need to be

written from upright to horizontal. If there are letters that have middle lines and left and right, they need to be written from the middle first [1].

Due to the complicated sequence of writing kanji, it is certainly difficult for the students to be able to write kanji correctly, especially since there are seven rules to follow. It takes a lot of learning and practice to be able to write kanji in order. Moreover, one kanji can be combined with another to form a word. A compound kanji can consist of two kanji (*nijijukugo*), three kanji (*sanjijukugo*), four kanji (*yonjijukugo*). This can be given examples: 大学 (*daigaku* - university), 勉強会 (*benkyoukai* - study together), and 東西南北 (*touzainanboku* - east west south north). However, the most used is a combination of two kanji.

In learning kanji, the order of writing needs to be emphasized so that Japanese learners do not write the wrong sequence of writing kanji. PowerPoint (PPT) as one of the applications used in learning kanji, plays an important role so that writing order errors are not experienced by Japanese language learners.

The following is an example of learning a combined writing sequence of two kanji using PPT, namely 安全 (*anzen* - safe), 地図 (*Chiri* - geography), and 学部 (*Gakubu* - faculty). By using PPT, the correct writing order can be displayed starting from the first to the last stroke. Thus, it can be known the effectiveness of learning *nijijukugo* writing sequences using PPT. Powerpoint is chosen because it is more practical, considering that the application is already on the computer. Commonly, Microsoft PowerPoint is a software used to prepare an effective, professional, easy, and interesting presentation [2].

Microsoft PowerPoint (PPT) is a multimedia-based program. The software facilitates in creation of slides that can help in compiling an effective, professional, and easy presentation. Thus, it is possible to be used as a learning medium [3]. On the other hand, PPT can attract interest in learning to get satisfactory results [4]. Furthermore, PPT has many interesting features, such as text processing capabilities, image insertion, audio, animation, and effects, that can be adjusted. Hence, the learning media is interesting. In addition, learning using PPT is more accessible and practical because it does not require an internet connection when opening it. Besides, the file size is small which does not require large storage space. Related to kanji learning, PPT is very helpful, especially in writing sequences. By maximizing PPT, Japanese learners' errors in writing kanji can be reduced. Especially if the animation in the PPT can be maximized, then learning the sequence of writing kanji is more interesting so that the students do not feel bored learning kanji.

Based on the description above, the formulation of the problem in this study is (1) How the difficulty of learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijijukugo*) using PPT is and (2) How effective learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijijukugo*) using PPT is.

For the research to center on the formulation of the problem, the kanji used in this study are limited to the basic level kanji N4 used in JLPT. In addition, the object of this study is limited to students of the FBS UNESA Japanese Language Education Study

Program class of 2022 B because the researcher teaches courses related to writing kanji in the class and one class consists of 38 students.

1.1 Kanji

There are some definitions of kanji. Kanji is a simplified Chinese picture font developed in Japan and used to write nouns, verbs, and adjectives [5]. Kanji is one of the typefaces in the Japanese language. Kanji is an inseparable component of the Japanese language. Although there are katakana and hiragana letters, both fonts are forms of kanji [6].

Kanji is a letter that plays an important role. As described by Mulyana [7], some words have the same speech but have different meanings in Japanese, known as *dookun igigo* or *doon igigo*. If kanji characters are not used, there will be more misunderstanding in meaning. Thus, using kanji characters can help the meaning of a sentence be understood well. As Ivarsson [8] stated:

Kanji is a writing system represented by characters consisting of the three elements
形 *kei* “form,” 音 on “sound” and 義 *gi* “meaning”, and the processing of these three elements is interlocked and coordinated. For example, a character depicted as 花 (the “form” element) is pronounced *hana* in kunreading and *ka* in on-reading (the “sound” element) and stands for “flower” (the “meaning” element).

From the description above, it can be described that kanji are Japanese characters that have unique characteristics compared to other letters. The kanji writing system is divided into three elements namely form, sound, and meaning.

Kanji have two ways of reading: 訓読み (*kun'yomi*) and 音読み (*on'yomi*). *Kun'yomi* is a way of reading kanji in native Japanese speech, while *On'yomi* is a way of reading kanji by imitating Chinese pronunciation. Sudjianto [9] states that in kanji lists (including *Jooyoo Kanji*) and kanji textbooks, *on'yomi* is usually written in katakana, while *kun'yomi* is written in hiragana. However, *on'yomi* (for example to write *furigana*) is usually written in hiragana letters in daily use. The amount of *on'yomi* and *kun'yomi* presented in a kanji varies greatly. Not a few kanji characters have a lot of *on'yomi* and *kun'yomi*.

Kanji commonly have *on'yomi* and *kun'yomi* readings. However, there are some cases where kanji only has *on'yomi* but no *kun'yomi*, such as kanji characters 絵 – picture (エ/カイ), 愛 – love (アイ), 菊 – chrysanthemum (キク), and so on. There are also kanji that only have a way to read *kun'yomi* and do not have a way to read *on'yomi*, such as the kanji characters 畑 – field (はたけ/はた), 扱 – handle (あつかう), 峠 – ridge (とうげ), and so on.

Thus, it can be said that the number of *on'yomi* is not always the same as the *kun'yomi* in kanji. In *Joyoo Kanji*, there are 1945 kanji characters, of which there are 2187 *on'yomi* and 1900 *kun'yomi* so that the number of both reaches 4087. Another part is *Bushu*. *Bushu* is one of the basic forms of kanji that shows meaning and has several benefits

for kanji learners. As explained by Sudjianto and Dahidi [10], another benefit of the *bushu* provision is that it can be obtained easily when searching for the meaning of a kanji in a dictionary, whether in *Kokugo Jiten* or other dictionaries. *Bushu* in kanji is grouped into seven kinds according to Katoo, cited in Sudjianto and Ahmad [10], including (1) 偏 (*Hen*) is the *bushu* located on the left side of a kanji. For example, *Nimben* (休 – stop、体 – body、作 – make、使 – envoy), *Sanzui* (漢 – Chinese、泳 – swim、池 – pond、波 – wave), *Kuchihen* (味 – taste、呼 – call、吸 – suck), and so on (2) 旁 (*Tsukuri*) is a *bushu* located on the right side of a kanji. For example, *Sanzukuri* (影 – shadow、彩 – color、形 – shape), *Kenzukuri* (次 – next、歐 – Europe、欲 – desire、歌 – song), *Rumata* (段 – segment、殷 – abundant、設 – establish、殺 – kill), and so on (3) 冠 (*Kanmuri*) is a *bushu* located at the top of a kanji. For example, *Hitogashira* (介 – seashell、今 – now、令 – order、会 – association), *Wakanmuri* (冗 – redundant、写 – photo、軍 – army、冠 – crown), *Tsumekanmuri* (妥 – compromise、愛 – love、受 – accept、爵 – prince), and so on (4) 脚 (*Ashi*) is the *bushu* located at the bottom of a kanji. For example, *Hitoashi* (元 – yuan、兄 – older brother、先 – former、光 – light), *Shitagokoro* (志 – will、忘 – forget、思 – think、急 – urgent), *Natsuashi* (夏 – summer、夔 – dawdle、變 – change、夔 – whoops), and so on (5) 垂 (*Tare*) is a *bushu* located at the top and connects to the left of a kanji. For example, *Madare* (広 – wide、序 – preface、底 – bottom、庁 – agency), *Yamaidare* (疲 – weary、疫 – epidemic、病 – disease、痛 – pain), *Shikabane* (局 – bureau、居 – residence、尾 – tail、屋 – house), and so on (6) 繞 (*Nyoo*) is a *bushu* located around kanji. For example, *Shinnyou* (辺 – side、込 – including、近 – near、返 – return), *Ennyou* (廷 – court、延 – delay、建 – build、進 – enter), *Sounyoo* (起 – rise、超 – surpass、越 – exceed、赴 – go to), and so on (7) 構 (*Kamae*) is a *bushu* located on the left and connects to the bottom of the kanji, like a right-angle shape. For example, *Dougamae* (円 – yen、内 – inside、冊 – book、同 – same), *Kunigamae* (国 – country · 固 – solid · 回 – times · 団 – group), *Kazegamae* (凧 – kite、凧 – wind、凧 – calm、凧 – wow), and so on. In short, there are seven kinds of *bushu*. Each *bushu* is still divided into several types. Thus, it is difficult for Indonesian learners to understand kanji. An interesting way to teach kanji will make the material easily understood.

1.2 Kanji Writing Order (*Kakijun* 筆順)

Kanji must be written by following the order of writing. Some forms must be considered, namely *haneru*, *tomeru*, and others. In other words, kanji are letters formed from several lines. These strokes eventually form a complete kanji. Moreover, there are 8 *hitsujun* that must be observed and obeyed in writing kanji [11], namely (1) Kanji are written in order from top to bottom, for example: 二 – two, 無 – nothing, and 筆 – pen (2) Kanji is written in order from left to right, for example 例 – example, 川 – river, and 湖 – lake (3) Kanji that have horizontal lines crossed are written first, for example 田 – field, 由 – reason, and 曲 – song (4) Kanji that have a strikethrough located in the

middle of the kanji are written first, such as: 小 – small, 水 – water, and 光 – light (5) Kanji that have a scribble located in the outer part of the kanji are written first, such as: 円 – yen, 内 – inside, and 国 – country (6) Kanji that have vertical line strokes that splits the rest of the kanji is written in the last order, for example: 中 – middle, 申 – monkey, and 平 – flat (7) Kanji that has horizontal strokes that splits the rest of the kanji is written in the last order, such as: 女 – woman, 母 – mother, and 子 – child (8) Kanji that have a shorter horizontal line and a long-left curve line, then the horizontal line is written first, for example: 友 – friend, 存 – existence, and 在 – present.

What needs to be considered in writing kanji is the order in which it is written so that mistakes do not occur. The order of writing kanji is necessary to get used to writing the correct kanji by following the rules. Learning to write kanji cannot be done just one time, but it needs habituation. Japanese language teaching is more dominant in the introduction of new vocabulary, sentence patterns, and example sentences so the ability to write kanji is often overlooked.

1.3 Learning kanji writing sequences (*Kakijun*) combined with two kanji (*Nijjukugo*) using PPT

In the learning process, PPT becomes the main medium to deliver the material. In this regard, [12] states some of the benefits of PPT media, namely: (1) To explain flow charts of certain programs. (2) To display images or processes that are impossible to show directly. By the benefits of PPT, educators should have used it optimally in the learning process. Added by [13], PPT can be equipped with drawings or *pictures* so that the documents or materials displayed are more attractive and professional. The drawing can be in the form of various lines, circles, ovals, textboxes, diagrams, and others. While *pictures* or images can be in the form of images available on the computer or images obtained from downloading on the internet or photos,

1.4 Research Frame of Mind

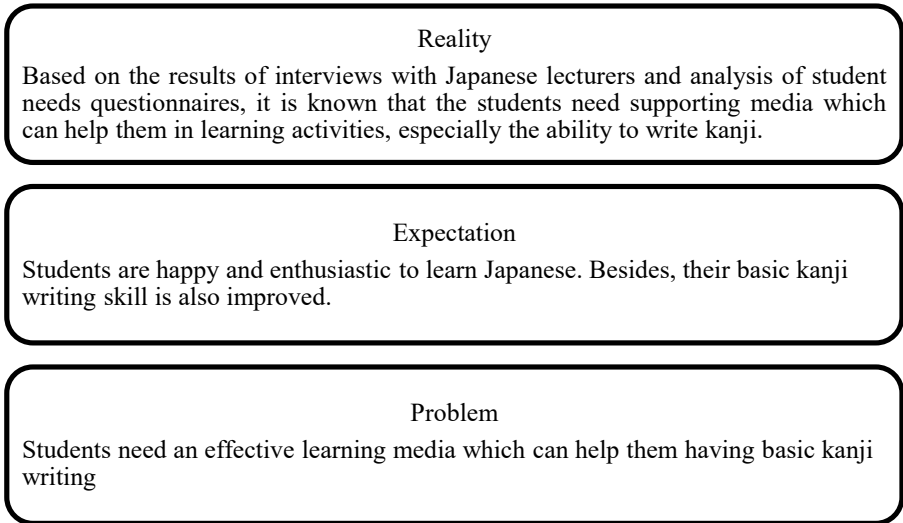


Fig. 1. Research frame of mind

2 Methods

This research method is descriptive qualitative because according to [14], qualitative descriptive research is solely based on existing linguistic facts or phenomena that are empirical. This research was conducted at the Japanese language education study program of art and language faculty UNESA. The subjects are all students of the art and language faculty UNESA who are in the Japanese language education study program, while the samples used are the first-semester students who learn basic kanji equivalent to N4 level kanji and is a combination of two kanji [15].

2.1 Research Procedure

This research consists of four stages, namely planning, implementation of actions, observation and monitoring, and reflection.

Planning. At this stage, the researcher identifies the problem and plans ways to overcome how the kanji writing sequence problem (*kakijun*) can be solved.

Action implementation. Researchers guide the students of *Shokyu Hyoki courses*. With guidance from lecturers, it is hoped that it can improve the achievement of Japanese language education study program students.

Observation and monitoring. Observation is carried out by observing the process of mentoring and the interaction that occurs between students.

Analysis and reflection. In this fourth stage, the researchers reflected on the results of monitoring the sequence of writing kanji (*kakijun*).

2.2 Data Collection Techniques

To obtain valid and reliable data, appropriate data collection techniques are needed. The data collection techniques used in this study include:

Observation. Observation is the process of recording data derived from teaching and learning activities in the classroom. The observation was held on the student motivation, participation, and achievement during the training process.

Documentation. The documentation used is in the form of written and non-test tests, including photos of when the research was carried out.

Questionnaire. The type of questionnaire used to analyze the sequence of writing kanji (*kakijun*) is a simple questionnaire. The process starts with compiling a list of statements that correspond to the data needed to measure motivation.

Field note. Field note is a written record of what is heard, seen, experienced, and thought to collect data and reflect on the sequence of kanji writing data (*kakijun*).

2.3 Data Analysis Techniques

After the data is collected, the next step is to analyze the data about the sequence of writing kanji (*kakijun*). In analyzing the questionnaire, the steps are as follows:

Preparation. It includes checking the completeness of the data, both the number and content of the questionnaire.

Tabulation. It includes scoring on each question item for the questionnaire results.

Summing. It includes calculating the scores of each question item from all respondents' answers about the order in which kanji (*kakijun*) is written.

3 Findings and Discussion

This section displays the results of data analysis processes to answer the research questions. The questionnaire results are shown to find out the difficulty in learning kanji writing sequence (*kakijun*) combined with two kanji (*nijjukugo*) by using PPT and the effectiveness of using PPT in learning writing sequence (*kakijun*) combined with two kanji (*nijjukugo*). The elaboration of each result is presented below.

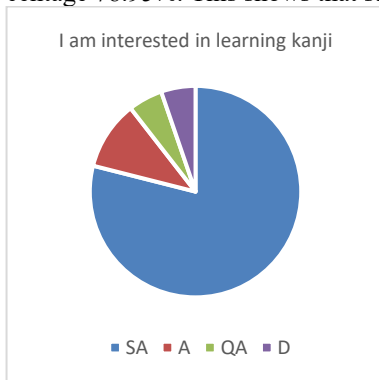
3.1 Difficulty of Learning Kanji Writing Sequence (*Kakijun*) Combined with Two Kanji (*Nijjukugo*) Using PPT

The results of this study were obtained by interviewing students who programmed *the Shokyu Hyoki* course. From the results of the interview, it is known that out of 38 beginner-level students, four students have never learned kanji in high school. The collection of potential and problems were managed. Potential is everything that has added value or more value if it is utilized properly. While the problem is a deviation between what is expected and what happens. The collection of potentials and problems was carried out by providing a need assessment questionnaire to the students.

Table 1. The sequence of writing kanji (*Kakijun*) combines two kanji (*Nijjukugo*) using PPT.

Indicator	Criterion	Frequency	Percentage (%)
I am interested in learning kanji	Strongly Agree	30	79,85
	Agree	4	10,53
	Quite Agree	2	5,26
	Disagree	2	5,26
I'm having trouble learning kanji	Strongly Agree	30	78,95
	Agree	4	10,53
	Quite Agree	3	7,89
	Disagree	1	2,63
The difficulty I experienced of how to write kanji	Strongly Agree	30	78,95
	Agree	5	13,16
	Quite Agree	2	5,26
	Disagree	1	2,63
The difficulty I experienced while learning the order of kanji	Strongly Agree	32	83,21
	Agree	2	5,26
	Quite Agree	2	5,26
	Disagree	2	5,26
The difficulty I experienced while learning the combination of two kanji (<i>Nijjukugo</i>)	Strongly Agree	32	83,21
	Agree	2	5,26
	Quite Agree	2	5,25
	Disagree	2	5,26

In point one statement reads "I am interested in learning kanji". A total of 30 students answered strongly agree, four answered agree, answered quite agree as many as two, and disagreed as many as two. Strongly agree answers are the most choices with a percentage 78.95%. This shows that students have a great interest in learning kanji.

**Fig. 2.** Chart showing the interest of students in learning kanji

In the point two statements which reads "I have difficulty learning kanji", as many as 30 students answered very agree, four answered agree, three answered quite agree, and one disagreed. Strongly agree-answers are the most choices with a percentage of 78.95%. This shows that students have difficulties when learning kanji.

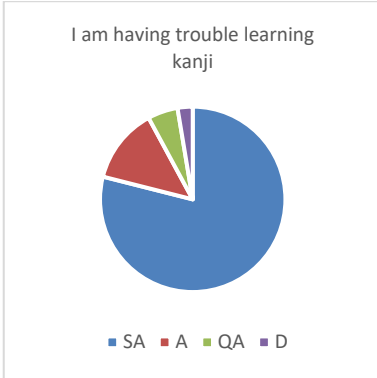


Fig. 3. Chart showing the trouble of students in learning kanji

In the point three statement which reads "The difficulty I experienced was when learning about the order of writing kanji", as many as 30 students answered very agree, five answered agree, two answered quite agree, and one answered disagree. As many as 78.95% of students strongly agree with the statement. This shows that students have difficulty learning about the sequence of writing kanji.

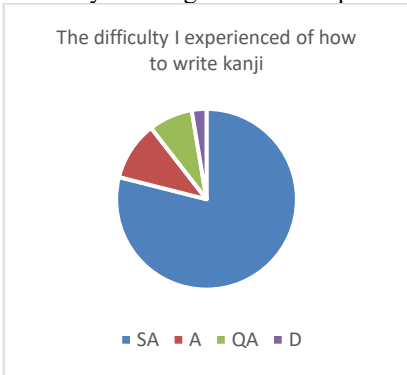


Fig. 4. Chart showing the difficulty of students of how to write kanji

In the point four statements which reads "The difficulty I experienced was when learning about the sequence of writing kanji", as many as thirty-two students answered very agree, two answered agree, two answered quite agree, and two students disagreed. 83.21% of students agreed with the statement, which shows that most students face many difficulties in learning the sequence of writing kanji.

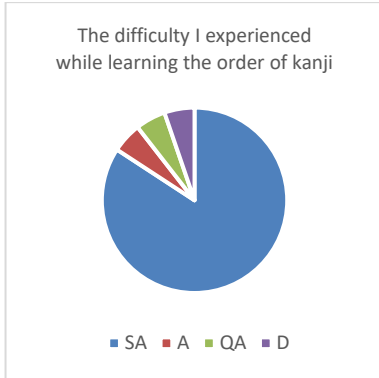


Fig. 5. Chart showing the difficulty of students while learning the order of kanji

The statement of point five reads "The difficulty I experienced was when learning the combination of two kanji". Of the 38 students, 34 answered strongly agree, 2 answered agree, 1 answered quite agree, and 1 answered disagree. Most strongly agree with the statement, with a percentage of 89.74%. Thus, it can be concluded that most students have difficulty learning combined kanji.

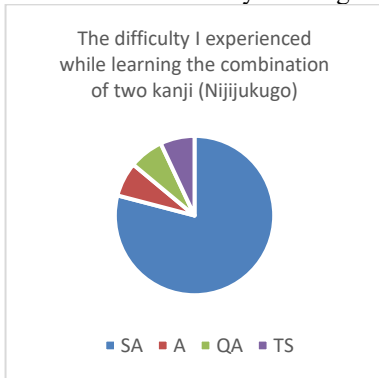


Fig. 6. Chart showing the difficulty of students while learning the combination of two kanji

3.2 The Effectiveness of Learning the Sequence of Writing Kanji (*Kakijun*) Combined with Two Kanji (*Nijjukugo*) Using PPT

To determine the effectiveness of learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijjukugo*), the questionnaire was distributed to the students. The following are the results of the student response questionnaire.

Table 2. Percentage of student response questionnaire results.

Statements	Answers	Percentage (%)
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Do you have difficulty memorizing kanji?	Yes	91,30
	No	8,70
Has your lecturer ever used PPT as a kanji memorization media?	Always	0
	Often	0
	Sometimes	0
	Never	100
Can PPT be used as a teaching material to help you in memorizing kanji?	Strongly Agree	82,60
	Agree	17,40
	Quite Agree	0
	Disagree	0
Is it helpful for PPT to memorize kanji?	Very Helpful	39,13
	Helpful	39,13
	Quite Helpful	21,74
	Not Helpful	0

Based on the data in table 4.5, the results of the students’ responses to question number 1 show that the students have difficulty in memorizing kanji. There are 91.30% of students answered yes, and 8.70% answered no. Thus, it can be concluded that memorizing kanji is something that is difficult for most students.

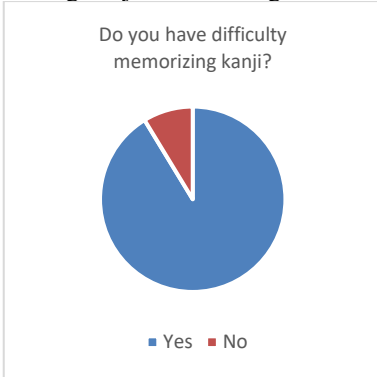


Fig. 7. Chart showing the difficulty of students in memorizing kanji

The second question asks the students whether their lecturer has ever used PPT as teaching material for *Shokyu Hyoki* courses for memorizing kanji. 100% of the students answered that their lecturer has never used PPT as a teaching material for memorizing kanji. No participant answered that their lecturer always, often, or sometimes uses PPT as the teaching material in *Shokyu Hyoki* courses for memorizing kanji.

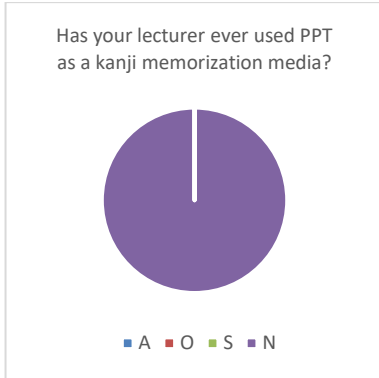


Fig. 8. Chart showing the frequency of the teacher uses PPT as kanji memorization media

The response to question number 7 stated that the students validate that the use of PPT can be used as a teaching and learning material to memorize kanji in *Shokyu Hyoki* course. A total of 82, 60% of students strongly agreed that PPT can be used as a helpful material to memorize kanji, while 17.40% agreed with the statement. On the other hand, no student quite agreed or disagreed that PPT can be used as an assisting material in memorizing kanji. Therefore, it is confirmed that PPT can be used as a supportive learning media to memorize kanji in *Shokyu Hyoki* course.

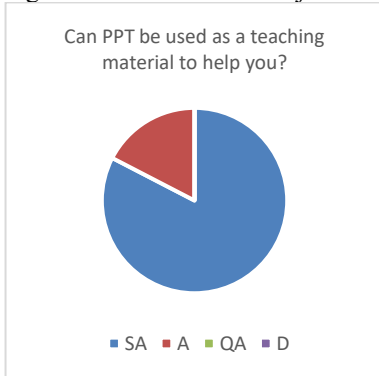


Fig. 9. Chart showing the frequency of the teacher using PPT as kanji memorization media.

The results of student responses to question number four stated that with the teaching materials for the *Shokyu Hyoki* course in the form of PPT, students were helped in memorizing kanji. As many as 39.13% answered very helpful, 39.13% answered helpful, 21.74% answered quite helpful and 0% answered not helpful. Hence, it can be concluded that PPT as the media in *Shokyu Hyoki* course can help the students in memorizing kanji.

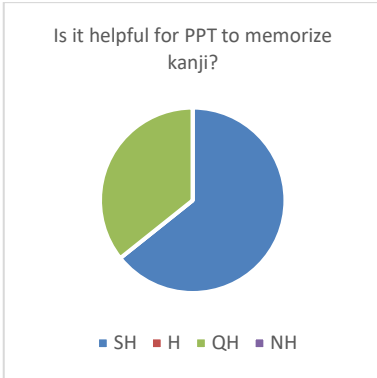


Fig. 10. Chart showing the helpfulness of PPT to memorize kanji.

4 Conclusion

After the data is processed and analyzed, it can be concluded that the difficulty of learning the sequence of writing kanji (*Kakijun*) combined with two kanji (*Nijjukugo*) using PPT is experienced by lecturers because they are not used to making learning media in the form of PPT. Even so, the ability of students to carry out and complete the tasks given by lecturers can be said to be good. This is due to the high motivation and learning ability of students in learning Japanese. In addition, the effectiveness of learning kanji writing sequences (*Kakijun*) combined with two kanji (*Nijjukugo*) using PPT shows excellent percentage results so that students' kanji knowledge increases and the ability to read and how to write kanji correctly also increases.

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Appendix

Questionnaire Research Instrument

Charging Instructions

1. Read in advance the question carefully before answering.
2. Put a () mark | () on the answer to the right of each available question.
3. Answer honestly according to your circumstances.

*Remarks:

A: Always

O: Often

S: Sometimes

N: Never

1. Does your physical condition affect the understanding of the material in Kanji lectures?
2. Is the interaction between lecturers and students good?
3. Did you learn Kanji vocabulary first before being taught by the lecturer?
4. Is the Kanji teaching method used by the lecturer attractive?
5. Do you pay attention to the way kanji is written in writing kanji?
6. Are you able to read the Kanji vocabulary taught according to its *on'yomi and kun'yomi*?
7. Do you understand the meaning of each Kanji vocabulary taught?

8. Do you pay attention to lecturers during Kanji lectures in class?
9. Do you understand the Kanji material given by the lecturer?
10. Does the lecturer explain quickly in delivering Kanji lecture material?
11. Does the lecturer in each meeting give a lot of Kanji material?
12. Is the given Kanji material difficult?
13. Do you practice writing the vocabulary contained in Kanji material every day?
14. Does the lecturer give assignments in Kanji lectures?
15. Do you do Kanji assignments given by lecturers?
16. Did you relearn the kanji vocabulary that you had been taught outside of Kanji lecture hours?
17. Do you ask people who understand better if there are kanji in the Kanji material that have no known meaning or how to read them?
18. Do you have discussions with friends about Kanji material outside of class hours?
19. Did you study overnight for a Kanji exam?
20. Did you get good results in the Kanji test?

Thank you very much

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