

MASTERY OF GIMONSHI STUDENTS OF JAPANESE LANGUAGE EDUCATION STUDY PROGRAM

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Abstract : The study was conducted to obtain clear information about the ability of Japanese Language Education Study Program students to use Japanese gimonshi (question words). The method used in this study is a descriptive method through a quantitative approach with percentage data analysis techniques. The data collection was carried out through an ability test by giving 15 questions related to question words in Japanese. The results of research conducted on the second semester students of the Japanese Language Education Study Program in 2021/2022, which amounted to 30 people, showed that many were not able to use it because the analysis value showed 46.9% which was still in the range of 50%.

Keywords : *Question Words, Gimonshi, Japanese*

INTRODUCTION

Bunpo or grammar theoretically is a system of word form, word order, word function in a sentence. (Thompson and Post 2020; Abd-Alrazaq et al. 2020) Each language has its own rules which govern matters of sound and their order, matters of words and their forms, matters of sentences and their arrangements. This rule also applies in Japanese (Tamara and Shishido 2021). In learning Japanese, learners need to understand grammar because it is a common phenomenon when constructing sentences in any language. Japanese recognizes several types of words as well as in Indonesian (López-De-lanietta et al. 2021; Seguel and Sonesson 2022), among others, verbs (□*dooshi*), adjective (□*keiyooshi*), auxiliary word (*joshi*), noun (□*meishi*), adverb (*fukushi*), conjunctions (□*setsuzokushi*), Question Mark (□*gimonshi*) etc.

All these types of words have different structures and ways of using them, so that if they are not understood properly and properly they can cause obstacles for Japanese language learners (Kohagura et al. 2020). The question word in Japanese is gimonshi. Japanese question words

(gimonshi) are often taken for granted and simple, whereas if studied more deeply it will be seen how the level of difficulty of its use. Reference revealed that question words are words that function to form interrogative sentences (Ricon-Becker et al. 2020). So the question word is an element that forms an interrogative sentence. Each question word in Japanese has a different and varied meaning and usage (Karyati and Rachmawati 2019). The things that are asked can be in the form of people, goods, places, directions, circumstances, amounts, including asking for the number and the like in number aids (Ramadhany, Merri Silvia Basri, and Adisthi Martha Yohani 2022; Yamamoto and Lloyd 2019; Mawatari et al. 2022). Here are some examples of gimonshi (question words) and their usage:

Dare (だれ)

It means "who", is used to ask people.

Sono hito wa dare desuka

その人は だれですか。

Who is that person?

(The Japan Foundation, 1983:2)

Dore (どれ)

Is a question word from the pointers (shijishi) kore (this), afternoon (that) and are (it) means "which one".

Otoko no booshi wa dore desuka

男の 帽子は どれですか。

Which men's hat?

(The Japan Foundation, 1983:6)

Nani (何)

Used to ask about things, it means "what".

Kinoo nani o shimashitaka

きのう 何を しましたか。

What did you do yesterday?

(Ogawa, 1998: 46)

Donna (どんな)

It means "how" / "what kind", is used for state the content of the problem.

Anata wa donna ryoori ga suki desuka

あなたは どんな 料理が すき
ですか。

What kind of cuisine do you like?

(Chandra 1991:44)

In Japanese, the word Tanya (gimonshi) has various kinds, namely dono, dare, dore, doko, dochira, ikutsu, ikura, itsu, doo, donna, doshite and nani. Each of these question words has a different way of being used (Tirtayasa, Khair, and Januri 2021). There are several question words that must pay attention to the level of language use, in this case for the polite form and the regular form, depending on who the question is addressed to. In addition, there is also a question word form when paired with an existing particle, the meaning of and how to use it differently. Question words are words that are used as markers of questions in sentences (Moss, Lynch, and O'Donoghue 2018).

An interrogative sentence can be formed by using these question words (gimonshi). So, it can be concluded that a

question word (gimonshi) is a word used in an interrogative sentence to get an answer.

Question words (gimonshi) in Japanese that are often used are:

- | | |
|--------------------------|------|
| a. Dono | どの |
| Which one | |
| b. Dare | だれ |
| who | |
| c. Dore | どれ |
| Which one | |
| d. Doko | どこ |
| where/where | |
| e. Dochira | どちら |
| Which side | |
| f. Nani | 何□ |
| what | |
| g. Ikura | いくら |
| how much it costs | |
| h. Ikutsu | いくつ |
| how many/how many pieces | |
| i. Itsu | いつ |
| when | |
| j. Dō | どう |
| how | |
| k. Donna | どんな |
| what / like what | |
| i. Doshite | どうして |
| why | |

An interrogative sentence is one type of sentence that is found in every language, both orally and in writing. An interrogative sentence is used by someone with the intention of being given information about something they do not know. Question sentences in Japanese are called *gimonbun* 疑問文 (Andrian 2020). According to reference quoting Matsuoka's opinion that *Gimonbun* is a sentence that functions to seek, want or ask for information that the speaker does to the listener (Salloum et al. 2018).

The types of interrogative sentences in Japanese can be distinguished between

interrogative sentences without question words and interrogative sentences with question words. In the book Shin Nihongo no Kiso I, gimonbun questions consist of 3 types, namely:

An interrogative sentence that uses the particle (ka) at the end of the sentence.

"you" is a final auxiliary (*shuujoshi*) to end a sentence that expresses a question or doubt.

Example :

1. ミラーさんは 先生ですか。

Mira san wa sensei desuka
Is Brother Miller a teacher?

2. ミラーさんは アメリカ人ですか。

Mira san wa america genie desuka
Is Miller's brother American?

Interrogative sentences using question words (gimonshi)

Example :

1. これは いくらですか。

Kore wa ikura desuka
How much is this ?

(Chandra, 2000: 26)

2. この赤いのは 何ですか。

Kono akai no wanan desuka
What is this red one?

Regular form of interrogative sentence

Regular form interrogative sentences by removing the particle (ka) at the end of the sentence and raising the tone (intonation) at the end of the sentence.

Example :

1. コーヒーを (のは)

Kōhii o (no wa)
Want some coffee?

2. とうふの 原料も だいでしょ
う。

Tōfu no genryō mo daizu deshō

I think the ingredients for tofu are soybeans, right?

Based on the examples of sentences above, question words (gimonshi) are one of the types of words used to make interrogative sentences in Japanese. The following are Japanese interrogative words that are frequently used and how they are used in sentences.

Dono どの

Is a question word from the pointer (*shijishi*): *kono* (この), *sono* (その) and *ano* (あの) which means : **which** and is used to ask the choice of several people or things from two or more choices. Its use is followed by a noun.

Example :

To Inquire

Dono Jisho ga ii desuka?

□ どの辞書が いいですか。

Which dictionary is good

Dono atarashii jidousha ga shachou no desuka?

どの新しい 自動車が 社長の
ですか。

Which new car is the director's?

To Ask Ordinary Form People

Ari san wa **dono** hito desuka?

アリさんは どの人ですか。

Mr. Ari which person?

(The Japan
Foundation, 1983: 26)

Dono hito ga Ratana san desuka?

□ どの人が ラタナさんですか。

Which person is Mr Ratana?

To Ask People In a Polite Form

Dono kata desuka

どの方 ですか。

Which person?

Kono shashin no naka de dono kata ga anata no otousan desuka?

この写真の中で どのかたが あなたの父さんですか。

In this photo which person is your father?

Dare だれ

It is a question word to ask a person, someone, which means *who* and in its use it uses the level of language as the question word *dono* (どの)

Common Questions

Ano hito wa **dare** desuka

あの人は だれですか。

Who is that person?

Dare no megane ga koko ni ariikuta

だれの めがねが ここにありますか。

Whose glasses are here?

Polite Questions

Ano said wa **donata** desuka?

あのかたは どなたですか。

Who is that person?

(The Japan Foundation, 1983:5)

Anata wa **donata** desuka

あなたは どなたですか。

Who are you?

Asking Someone Uncertain

John san to Ratana san no ushiro ni donata ka imasuka?

ジョンさんとラタナさんのうしろに どなたかいますか。

Behind the brothers John and Ratana is there someone?

Dare ka imasuka?

だれか いますか。

Is there someone?

Asking Who's Somewhere

Jimushitsu ni **dare** ga imasuka?

事務室に だれが いますか。

Who's in the office?

(Chandra, 2000: 62)

Used in Denial Sentences

Dare you imasen

だれもいません。

No one / no one

Dare mo shiranai

だれも しらない。

No one knows

(Simanjuntak, 2004: 72)

To select One from a group

Kurasu de **dare** ga ichiban wakai desuka?

クラスで だれが 一番わかいですか。

In class, who is the youngest?

Kazoku de **dare** ga ichiban se ga takai desuka?

家族で だれが いちばん 背が高いですか。

Who in your family is the tallest?

Dore どれ

Dore (どれ) is a question word from the pointer: *kore* (これ), *afternoon* (それ) and *are* (あれ) which means: *which*, is used to ask something from between two or more choices. Different from the question word *dono* (どの) which must be followed by a noun, *dore* can stand alone.

Dore In The Middle Of The Sentence Begins With The Auxiliary "Wa" (は)

Hon wa *dore* desuka?

本は どれですか。

Which book?

Mira san no kasa wa *dore* desuka?

ミラーさんの かさは どれですか。

Which is Miller's brother's umbrella?

**Dore At The Beginning Of The Sentence
Followed By The Auxiliary "Ga" (が)**

Dore ga jisho desuka?

どれが 辞書ですか。

Which is the dictionary?

**Dore Which States Something (Any)
Followed By The Wordhelp "Mo" (も)**

Dore mo oishii desu

どれも おいしいです。

Whichever is delicious.

Dore mo sukijanai desuka?

どれも 好きじゃない ですか。

Don't you like any of them?

Doko□

Is a question word from the pointer (shijishi): *kono* (この), *sono* (その) and *ano* (あの) which shows the place. So *doko* (どこ) means "which" or "where". Its use is as follows:

**Doko In The Middle Of The Sentence
Begins With The Auxiliary "Wa"**

Koko wa doko desuka.

ここはどこですか

Here where?

Anata wa doko de umaremashitaka.

あなたは どこで生まれましたか。

where were you born?

**Doko At The Beginning Of The
Sentence Followed By The Auxiliary
"Ga"**

Dokono toire desuka?

どこが トイレですか。

where is toilet?

*(The Japan
Foundation, 1985:25)*

*Yoroppa de doko ga ichiban yokatta
desuka?*

ヨーロッパで どこが一番よかったですか。

In Europe which one is the best?

Expresses An Uncertain Place

Chin san wa doko ka ni imasuka?

チンさんは どこかにいますか。

Brother Chin is somewhere?

*Ski ni ikitain desuga, doko ka ii tokoro
arimasenka?*

スキーに 行きたいんですが、どこかいいところありませんか。

*I want to ski, is there somewhere
good?*

Used In The Sentence Deny

Chin san wa doko ni mo imasen.

チンさんは どこにもいません。

Brother Chin is nowhere to be found.

Gakusei wa doko ni mo imasen.

学生は どこにもいません。

There are no students anywhere

Saying Something That Is Not Certain

*Fuyu yasumi wa doko ka e
ikimashitaka?*

冬休みは どこかへ 行きましたか。

*During the winter holidays do you go
anywhere?*

Doko ka ni denwa or not arimasenka?

どこかに 電話がありませんか。

Is there a phone around here?

If it is followed by the auxiliary "mo" and the form of denying, it shows an absolute negative sentence and is no longer a question word.

Doko e mo ikimasen.

どこへも行きません。

Do not go anywhere

**Asking A Place of a Person or A Thing
that is Familiar with The Person We
Talk with**

B wa doko ni arimasuka?

Bはどこに ありますか。

Where is B?

Otearai wa doko desuka?

お手洗いは どこですか。

Where is the toilet?

Dochira どちら

Dochira (どちら) is a question mark from a pointer (shijishi) : *kochira* (こちら), *sochira* (そちら) and *achira* (あちら) which means “*which side/which way*”:

In The Middle of the Sentence Begins with an Auxiliary Word “Wa”

Minami wa dochira desuka?

南は どちらですか。

Which side is south?

Erebeetaa wa dochira desuka?

エレベーターは どちらですか。

Which side is the lift?

At The Beginning of the Sentence Followed by an Auxiliary Word “Ga”

Dochira ga minami desuka?

どちらが 南ですか。

Which way to the south?

Dochira ga higashi desuka?

どちらが 東ですか。

Which way to the east?

Ask one of the circumstances between the two options. It means "which one" with a sentence pattern: ... to .. to dochira ga.....desuka?

Shinkansen to hikouki to dochira ga hayai desuka?

新幹線と飛行機と どちらが 早いですか。

Which is faster shinkansen or airplane?

Tokyo to Osaka to dochira ga ookii desuka.

東京と大阪と どちらが 大きいですか。

Which city is bigger Tokyo or Osaka?

Politely Ask Who The Interlocutor Is

Dochira sama desuka?

どちら様ですか。

Who am I talking to?

For comparison of people, things, places and times always use dochira with mention of dotchi, however dochira is more subtle and polite than dotchi.

Doo どう

Dou (どう) means "how". Used to ask impressions, opinions or thoughts about a person, thing, state seen, witnessed by the interlocutor. *Nihon no seikatsu wa doo desuka?*

日本の生活は どうですか。

How is life in Japan?

Kare wa kuru ka dooka wakaranai.

彼は来るか どうか わからない。

Whether he will come or not I don't know.

Donna どんな

It is a question word (gimonshi) of : *konna*(こな), *sonna* (そんな)and *anna*(あんな) which means "what it looks like" . In its use as follows:

Asks the nature or state of an object and its location in front of the noun in question.

Kimura san wa donna hito desuka?

木村さんは どんな人ですか。

How is Mr. Kimura look like?

Anata wa denwa de Yamada san to donna hanashi wo shimashitaka?

あなたは電話で 山田さんとどんな 話しをしましたか。

What do you talk about with mr. Yamada on the phone?

Ask for the choice of a group

Donna undo ga suki desuka?

どんな 運動が すきですか。

What sports do you love?

Anata wa donna ongaku ga suki desuka?

あなたは どの音楽が好きですか。

What music do you like?

Doushite どうして

Used to ask cause or reason. Same meaning and use with the question word "naze". In Indonesian it means "why". In its use it is often used in conjunction with the auxiliary word "no"

Doushite asobi ni dekakenai no desuka?

どうして 遊びに 出かけないのですか。

Why do not go playing around?

Doushite anata wa Tanaka san wo machimasenka?

どうして あなたは田中さんを待ちませんか。

Why do not you wait for mr. Tanaka?

Itsu いつ

Question mark **itsu** (いつ) means "when, however may". In its use itsu can be placed according to its needs

Itsu Nihon e kimashitaka?

いつ日本へ 来ましたか。

When have you arrived at Japan?

Anata wa *itsu* Indonesia e kaerimasuka?

あなたは いつインドネシアへ帰りますか。

When you will come home to Indonesia?

Ikutsu いくつ

Ikutsu is a question word (gimonshi) to ask how many or how many pieces.

Tamago wa *ikutsu* arimasuka?

たまごは いくつありますか。

How many eggs are there?

Kyoushitsu ni *ikutsu* no tsukue ga arimasuka?

教室に いくつの つくえがありますか。

In the classroom how many tables are there?

Ikura いくら

The word ask to ask the "price" of something. But it can also ask the amount of something.

Ookii bara no hana wa ippon *ikura* desuka?

大きいばらの花は 一本 いくらですか。

How big roses do a sprig cost?

Ikura ga hikemasuka?

いくらが ひけますか。

How much can it be reduced?

Nani なに

The word tanya nani(なに) means "what" is used specifically to ask objects. In its use nani becomes nan if:

The word that follows it begins with a letter 'n', 'd', dan 't'

Sore wa *nan* desuka?

それは 何ですか。

What is that ?

Nan no hon desuka?

何の 本ですか。

What book?

Nan to iimasuka?.

何と言いますか。

What it say?

To ask a number or numbers.

Teresa chan wa *nan* sai desuka?

テレサちゃんは 何歳ですか。

How old is Teresa?

Enpitsu wa *nan* bon arimasuka?

えんぴつは 何本ありますか。

How many pencils are there?

The use of nani with the auxiliary word 'mo' is always followed by a form of denying which means "it's okay" and is not a question sentence anymore but rather a sentence of absolute denial.

Reizoko no ue ni wa nani mo arimasen.

冷蔵庫の上には何もありません。

There is nothing Above the refrigerator?

Kare wa nani mo wakarimasen.

彼は 何も分からない。

He does not know

(Chandra,
2000 : 104)

Stating something unclear followed by an auxiliary word “ka” (か)

Nani ka arimasuka?

何か ありますか。

Is there something?

Nani ka shinpai na koto arun desuka?

何か 心配なこたあるんですか。

Is there something making you anxious?

(Ogawa, 1998 : 45)

Stating something a clear statement using an auxiliary word “ga”

Soko ni nani ga arimasuka?

そこに 何がありますか。

What is there?

Anata wa maiasa nani wo nomimasuka?

あなたは 毎朝 何を 飲みますか。

What do you drink every morning?

To say yes or justification in add demo

Nihon ryouri wa nan de mo taberemasu.

日本料理は 何でも 食べられます。

What Any Japanese cuisine I can eat?

Mainichi undou shite, nan demo taberu youni shite imasu.

毎日運動して、何でも食べるようにしています。

Every morning I exercise and don't pick and choose food.

RESEARCH METHOD

The quantitative research study was applied to this study (Moss, Lynch, and O'Donoghue 2018). The population in this study were all students of the Japanese Language Education Study Program FBS Unima. The sample of this research is students in semester 2 of 2021/2022 class A and class B, totaling 30 people with the method used in this study is the descriptive method. To obtain complete and accurate data, the researchers used research tools in the form of tests. This test is equipped with an implementation guide and consists of 15 numbers.

The steps taken in collecting research data are as follows: developing research instruments; conducting instrument trials; collect from research subjects through instruments that have been tested earlier

The first step in this data collection process is to develop a research instrument. The developed instrument is in the form of an ability test which is divided into choosing and translating questions. The test material given is in the form of question words that have been studied previously in the book Minna No Nihongo. The next step is testing the instrument. The existing instruments were distributed to research subjects, namely students of the Japanese Language Education Program Semester II FBS Unima.

The data from this study were processed using the following formula:

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

N

Information :

% = Percent

n = Total respondents who answered correctly

N = Total respondents

100 = Fixed number (Ali, 1985: 184)

The data that has been collected through the test results are then analyzed with the following procedure (1) identify the placement of the question word (gimonshi), each question word that appears is identified according to its function, (2) identify the question word (gimonshi) that is incorrectly placed according to the number of respondents who answered incorrectly, (3) assign a score or value to each number.

In this case, the respondent is expected to get a score of 100 out of 15 questions given.

The researcher assigns a score based on the number of true and false of the 15 questions given, to determine the level of the respondent's ability.

The standards used for the assessment of percentage figures are as follows:

Table 1. Percentage of standard values of

Number	Percentage	Ability Level
1	50 %	Capable
2	50 %	Has not been able to

RESULTS AND DISCUSSION

The score of each research subject will be described through a table, as well as the total score of part I multiplied by 5 and the total score of part II is multiplied by 10. The expected result is that all research subjects get a score of 100. In the table below, the symbol "B" indicates correct answer and the symbol "S" indicates an incorrect answer.

Table 2. Data tabulation of student ability test results using question words by students of the Japanese language education program FBS UNIMA

Serial number Subject	Test I	1	2	3	4	5	6	7	8	9	10	Score Right	Score Total
	Test II	1	2	3	4	5							
1		B	S	S	B	B	S	S	B	B	S	5	55
		B	S	B	S	B						3	
2		B	B	B	B	S	B	S	B	B	S	7	65
		S	S	B	B	B						3	
3		B	S	B	B	S	S	B	B	B	B	7	55
		B	S	S	S	B						2	
4		S	S	B	B	S	S	B	S	B	S	4	40
		B	B	S	S	S						2	
		B	B	B	S	B	S	B	S	S	B	6	

5		S	S	S	S	B						1	40
6		S	B	B	B	S	S	B	B	S	S	5	45
		B	S	S	S	B						2	
7		S	S	B	B	B	S	B	S	B	S	5	45
		S	S	S	B	B						2	
8		B	S	B	B	S	B	S	S	B	S	5	55
		B	S	B	S	B						3	
9		B	B	S	B	B	S	S	B	S	S	5	45
		S	S	B	S	B						2	
10		S	S	B	S	B	S	B	B	B	S	5	30
		B	S	S	S	S						1	
11		B	B	B	B	B	B	B	B	B	B	5	45
		B	B	B	B	B						2	
12		B	S	B	B	S	S	B	B	S	B	6	40
		B	S	S	S	S						1	
13		S	B	B	S	S	S	B	S	B	S	4	40
		S	B	S	S	B						2	
14		B	S	B	B	B	S	B	S	B	S	6	50
		S	S	B	S	B						2	
15		S	B	S	B	S	S	B	S	S	S	3	25
		B	S	S	S	S						1	
16		B	S	B	S	B	S	S	B	S	S	4	30
		S	S	S	S	B						1	

17		S	B	S	B	S	S	S	B	B	B	5	55
		B	B	S	S	B						3	
18		B	B	B	S	S	S	S	S	S	S	3	25
		S	S	S	S	B						3	
19		B	S	B	B	B	S	S	B	S	S	5	45
		B	S	B	S	B						3	
20		S	B	B	S	B	S	S	B	B	S	5	35
		S	S	S	S	B							
21		B	S	S	B	S	S	B	S	S	S	3	35
		S	B	S	S	B						2	
22		B	S	B	S	S	B	B	S	S	B	5	65
		B	B	B	S	B						4	
23		B	S	B	S	B	S	S	S	B	S	4	20
		S	S	S	S	S						0	
24		B	S	B	S	B	S	B	B	S	S	5	45
		S	S	B	S	B						2	
25		B	S	S	B	B	S	S	B	B	B	6	40
		B	S	S	S	S						1	
26		S	B	S	S	B	S	B	S	S	B	4	50
		B	B	S	S	B						3	
27		B	S	B	S	B	S	S	B	B	S	5	45
		S	S	B	S	B						2	
28		S	B	S	S	B	S	S	B	S	B	4	50
		B	B	S	S	B						3	

29		B	S	S	S	B	S	B	B	S	S	4	30
		S	S	B	S	S						1	
30		B	S	B	B	S	S	B	B	B	S	6	50
		S	B	S	S	B						2	

After the data is tabulated as table 2, then it is processed based on the percentage formula, namely $n/N \times 100$.

Table 3. Analysis of the level of student mastery of Question words for each question.

No.Problem	Number of Respondents				
	all (Person)	Who answered correctly		Who answered wrong	
		Person	%	Person	%
1	30	20	66.7	10	33.3
2	30	12	40	18	60
3	30	21	70	9	30
4	30	17	56.7	13	43.3
5	30	17	56.7	13	43.3
6	30	4	13.3	26	86.7
7	30	17	56.7	13	43.3
8	30	18	60	12	40
9	30	16	53.3	14	46.7
10	30	9	30	21	70
11	30	14	46.7	16	53.3
12	30	9	30	21	70
13	30	11	36.7	19	63.7
14	30	3	10	27	90
15	30	23	76.7	7	23.3
Amount Total	450	211	703.5	239	796.5

$$\text{Test Results: } \% = \frac{n}{N} \times 100$$

$$= \frac{211}{450} \times 100 = 46.9$$

Table 3 shows that there are 30 respondents with a total of 15 questions

These numbers and questions can be broken down as follows:

Question number 1 can be answered by 20 people or 66.7%

Question number 2 can be answered by 12 people or 40%

Question number 3 can be answered by 21 people or 70%

Question number 4 can be answered by 17 people or 56.7%

Question number 5 can be answered by 17 people or 56.7%

Question number 6 can be answered by 4 people or 13.3%

Question number 7 can be answered by 17 people or 56.7%

Question number 8 can be answered by 18 people or 60%

Question number 9 can be answered by 16 people or 53.3%

Question number 10 can be answered by 9 people or 30%

Question number 11 can be answered by 14 people or 46.7%

Question number 12 can be answered by 9 people or 30%

Question number 13 can be answered by 11 people or 36.7%

Question number 14 can be answered by 3 people or 10%

Question number 15 can be answered by 23 or 76.7%

Furthermore, the level of difficulty of the test questions can be seen in table 4:

Table 4: Easy questions and difficult questions

Number Question	Number of Respondents who answered True	
	Person	%
15	23	76.6
3	21	70
1	20	66.7
8	18	60

4	17	56.7
5	17	56.7
7	17	56.7
9	16	53.3
11	14	46.7
2	12	40
13	11	36.7
10	9	30
12	9	30
6	4	13.3
14	3	10

The table above shows that the question that is easy to answer is question number 15. This question can be answered correctly by 23 people or 76.7%. Question no.3 can be answered correctly by 21 people or 70%, while question number 1 can be answered correctly by 20 people or 66.7%. Question number 8 can be answered correctly by 18 people or 60% then questions number 4,5 and 7 can be answered correctly by 17 people or 56.7%. Furthermore, question number 9 can be answered correctly by 16 people or 53.3%. Question number 11 can be answered correctly by 14 people or 46.7%. Question number 2 can be answered correctly by 12 people or 40%, question number 13 can be answered correctly by 11 people or 36.7% then questions number 10 and 12 can be answered correctly by 9 people or 30%. Furthermore, question number 6 can be answered correctly by 4 people or 13.3%.

The criteria or standard values determined to conduct research on the percentages obtained by respondents in this study. If the student's ability level states 50%, it means that the student is able to use question words (gimonshi) in Japanese sentences well. However, if the student's ability level is 50%, it means that the student has not been able to use question words (gimonshi) in Japanese sentences. Based on the results of data analysis using the percentage formula, it is known that the level of student ability in using question words (gimonshi) in

Japanese sentences is 46.9%. In accordance with the assessment criteria that have been determined above, the overall level of ability to use question words (gimonshi) in Japanese sentences shows 50%. Thus, based on the available data, it can be concluded that the second semester students of the FBS UNIMA Japanese language education program have not been able to use question words (gimonshi) in sentences properly. This conclusion is based on the achievement of the overall score which shows 46.9% and this value is below the range of values of 50%.

CONCLUSION

From the results of this study, it is known that the second semester students of the Japanese Language Education Program FBS Manado State University do not understand the use of question words (gimonshi) well, the hypothesis can be accepted based on the results of the study that it is known that the respondents who were the research subjects with 30 people only achieved a score of 46, 9 % or within the range of values 50 %. Thus, second semester Japanese students have not mastered how to use question words (gimonshi) in sentences. This can be seen from the answers given by the respondents. From the results of the study, it can be seen that students are still lacking in training themselves in terms of composing Japanese sentences using question words (gimonshi). Referring to the value obtained, which is 46.9%, which is in the range of values that are still low, teaching about gimonshi needs to be further improved as well as intensive training in composing Japanese sentences, especially sentences that use question words (gimonshi).

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