

**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI  
DALAM BAHASA JEPANG BAGI PEMELAJAR BERLATAR  
BELAKANG PENGGUNA HURUF LATIN-ALFABET**  
*(Cognitive Process and Pattern of Japanese Kanji Characters Acquisition for  
Japanese Learners having Latin-Alphabet Background)*

**DISERTASI**

diajukan untuk memenuhi sebagian syarat memperoleh gelar Doktor dalam  
Bidang Linguistik



Oleh  
**LINNA MEILIA RASIBAN**  
**NIM. 1503149**

**PROGRAM STUDI LINGUISTIK S3**  
**SEKOLAH PASCASARJANA**  
**UNIVERSITAS PENDIDIKAN INDONESIA**  
**2021**

LEMBAR HAK CIPTA

**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI DALAM  
BAHASA JEPANG BAGI PEMELAJAR BERLATAR BELAKANG  
PENGGUNA HURUF LATIN-ALFABET**

*(Cognitive Process and Pattern of Japanese Kanji Characters Acquisition for  
Japanese Learners having Latin-Alphabet Background)*

Oleh :

Linna Meilia Rasiban

Disertasi yang disusun sebagai syarat akhir penyelesaian studi untuk memperoleh gelar  
Doktor dalam bidang Linguistik Sekolah Pascasarjana Universitas Pendidikan Indonesia

© Linna Meilia Rasiban

Universitas Pendidikan Indonesia

Agustus 2021

Hak Cipta dilindungi undang-undang.

Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian.

Dengan dicetak ulang, atau cara lainnya tanpa izin dari penulis

Linna Meilia Rasiban, 2021

**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI DALAM BAHASA JEPANG BAGI PEMELAJAR  
BERLATAR BELAKANG PENGGUNA HURUF LATIN-ALFABET**

Universitas Pendidikan Indonesia

repository.upi.edu

perpustakaan.upi.edu

Linna Meilia Rasiban, 2021  
**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI DALAM BAHASA JEPANG BAGI PEMELAJAR  
BERLATAR BELAKANG PENGGUNA HURUF LATIN-ALFABET**

Universitas Pendidikan Indonesia

[repository.upi.edu](http://repository.upi.edu)

[perpustakaan.upi.edu](http://perpustakaan.upi.edu)

HALAMAN PENGESAHAN

DISERTASI

**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI DALAM  
BAHASA JEPANG BAGI PEMBELAJAR BERLATAR BELAKANG  
PENGGUNA HURUF LATIN**  
*(Cognitive Process and Pattern of Japanese Kanji Characters Acquisition for  
Japanese Learners having Latin-Alphabet Background)*

Oleh:  
**Linna Meilia Rasiban**  
1503149

Disetujui dan Disahkan oleh:

Promotor



Dadang Sudana, M.A., Ph.D.

NIP. 196009191990031001

Co. Promotor



Dr. Dedi Sutedi, M.Ed., M.A.

NIP. 196605071996011001

Mengetahui,

Ketua Program Studi Linguistik

Sekolah Pascasarjana Universitas Pendidikan Indonesia



Wawan Gunawan, M.Ed., Ph.D.

NIP. 197209162000031001

iii

## LEMBAR PERNYATAAN BEBAS PLAGIARISME

Dengan ini saya menyatakan bahwa disertasi dengan judul "**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI DALAM BAHASA JEPANG BAGI PEMELAJAR BERLATAR BELAKANG PENGGUNA HURUF LATIN-ALFABET** (*Cognitive Process and Pattern of Japanese Kanji Characters Acquisition for Japanese Learners having Latin-Alphabet Background*)" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2021

Yang Menyatakan,



Linna Meilia Rasiban

## ABSTRAK

Penelitian ini berupaya mengungkap proses mental/kognisi penguasaan kosakata tulis bahasa Jepang sebagai bahasa kedua (L2), yaitu kanji bagi para pemelajar bahasa Jepang yang berlatar belakang bahasa tulis pertama(L1)nya pengguna huruf Latin-Alfabet. Metode penelitian yang digunakan adalah metode penelitian deskriptif kualitatif dengan pendekatan studi kasus. Kasus yang dikaji adalah bagaimana proses kognitif para pemelajar bahasa Jepang dewasa ketika merekognisi karakter kanji. Proses kognisi terjadi di dalam pikiran dan bersifat abstrak, maka dilihat dari perilaku belajar dan gaya belajar kanji sebagai indikator/cerminan dari proses kognitif masing-masing responden. Responden penelitian ini adalah pemelajar bahasa Jepang dewasa (*adult learners*), di salah satu Perguruan Tinggi Negeri di Bandung Jawa Barat, dengan latar belakang kemampuan bahasa Jepang level dasar – menengah. Data dikumpulkan dari instrumen penelitian berupa angket, wawancara, dan dokumentasi video belajar kanji dari masing-masing responden. Hasil penelitian menunjukkan bahwa dalam penguasaan kanji proses kognitif pemelajar bahasa Jepang diawali dengan proses mengamati karakter kanji mulai dari bentuk, cara baca dan makna kanji itu sendiri sesuai teori Takebe (1989) dan menggunakan alat sensori mereka melalui menulis dan membunyikan cara baca dari kanji tersebut sesuai dengan teori *Working Memory* Baddeley & Hitch (1974) dan teori *Cognitive Information Process* Miller & Pribram (1989). Selanjutnya, proses penyimpanan informasi dikontrol dengan melibatkan stimulus motorik berupa latihan menulis berulang dan membaca kanji terus menerus secara rutin dan berkala sehingga informasi tersebut tersimpan lama (*Long-Term Memory*). Berdasarkan kategori kanji Takebe (1989), terungkap ada dua pola rekognisi karakter kanji bagi pemelajar bahasa Jepang pengguna huruf Latin-Alfabet: kanji visual (logografi dan ideogram) menggunakan teknik mnemonik/asosiasi, dan kanji abstrak (ideogram majemuk dan ideogram-fonetik) menggunakan teknik menulis berulang dan membaca berulang. Untuk dapat mengungkap lebih lengkap proses kognitif yang terjadi pada minda pemelajar yang berlatar belakang sistem ortografi berbeda, penelitian selanjutnya disarankan untuk menggunakan alat tes yang analisis fMRI dan media software neuro-psikologi dalam memotret proses kognitifnya.

**Kata kunci:** kanji bahasa Jepang, linguistik kognitif, pemerolehan bahasa kedua, proses kognitif, psikolinguistik, sistem ortografi

## DAFTAR ISI

<b>LEMBAR HAK CIPTA</b>	<b>i</b>
<b>HALAMAN PENGESAHAN</b>	<b>ii</b>
<b>LEMBAR PERNYATAAN BEBAS PLAGIARISME</b>	<b>iii</b>
<b>ABSTRAK</b>	<b>vii</b>
<b>DAFTAR ISI</b>	<b>ix</b>
<b>DAFTAR TABEL</b>	<b>xv</b>
<b>DAFTAR GAMBAR</b>	<b>xvii</b>
<b>DAFTAR LAMPIRAN</b>	<b>xix</b>
<b>DAFTAR SINGKATAN</b>	<b>xx</b>
<b>BAB 1 PENDAHULUAN</b>	<b>1</b>
1.1 Latar Belakang Penelitian	1
1.2 Rumusan dan Batasan Masalah Penelitian	9
1.2.1 Rumusan Masalah Penelitian	9
1.2.2 Batasan Masalah dan Ruang Lingkup Penelitian	10
1.3 Tujuan Penelitian	11
1.4 Manfaat / Signifikansi Penelitian	11
1.4.1 Manfaat dari Segi Teori	11
1.4.2 Manfaat dari Segi Praktis	12
1.5 Definisi Operasional	12
1.6 Struktur Organisasi Disertasi	15
<b>BAB II KAJIAN PUSTAKA</b>	<b>17</b>
2.1 Landasan Teori	17
2.1.1 Kognitif dan Pemerolehan Bahasa	17
2.1.1.1 Ihwal Ilmu Kognitif ( <i>Cognitive Science</i> ) dan Teori Kognitif ( <i>Cognitive Theory</i> )	17
2.1.1.2 Teori dan Proses Kognitif dalam Pemerolehan Bahasa Kedua (L2)	20
2.1.1.3 Pemerolehan Bahasa Kedua (L2) bagi Pembelajar Dewasa	24
2.1.1.4 Fungsi Proses Kognitif dalam Pemerolehan Bahasa Kedua (L2)	26
2.1.2 Proses Kognitif dalam Berbagai Perspektif Linguistik Terapan	33
2.1.2.1 Proses Kognitif dan Pemerolehan Bahasa Kedua dalam Perspektif Linguistik Kognitif	33

2.1.2.1.1	<i>Semiotic Triangle</i> dan <i>Lexical Field</i> dalam multibahasa	39
2.1.2.1.2	Teori Gestlat dalam Proses Kognitif	41
2.1.2.1.3	<i>Image Scheme</i> / Skema gambar sebagai isyarat skematis	46
2.1.2.2	Proses Kognitif dan Pemerolehan Bahasa Kedua dalam Perspektif Psikolinguistik	48
2.1.2.2.1	Teori Proses Informasi Kognitif ( <i>Cognitive Information Processing</i> )	49
2.1.2.2.2	Persepsi Visual-Semantik	52
2.1.2.2.3	Memori dan Bahasa	53
2.1.2.2.4	<i>Working Memory</i> dalam Penguasaan Bahasa	55
2.1.2.2.5	Teori mengenai <i>Working Memory Model</i>	57
2.1.2.3	Proses Kognitif dan Pemerolehan Bahasa Kedua dalam Perspektif Neurolinguistik	60
2.1.2.3.1	Teori Neurolinguistik Wernicke dan Broca	63
2.1.2.3.2	Hubungan Otak dan Bahasa	66
2.1.3	Pemerolehan dan Belajar ( <i>Acquisition vs Learning</i> )	67
2.1.3.1	Proses Kognitif dan Proses Belajar pada Pemerolehan Bahasa Kedua	70
2.1.3.2	<i>Cognitive Load Theory</i> dan <i>Information Processing Model</i>	70
2.1.3.3	Belajar Berbasis Otak ( <i>Brain Based Learning</i> )	73
2.1.3.4	Definisi dan Taksonomi Strategi Belajar Bahasa	74
2.1.3.4.1	Taksonomi Strategi Belajar Bahasa	76
2.1.3.4.2	Strategi Belajar Bahasa O'Malley et al. (1985)	81
2.1.3.4.3	Strategi Belajar Bahasa Rubin & Wenden (1987)	82
2.1.3.4.4	Strategi Belajar Bahasa Oxford (1990)	84
2.1.3.4.5	Strategi Belajar Bahasa Stern (1992)	86
2.1.4	Sistem Penulisan (Ortografi)	91
2.1.4.1	Proses Pengenalan Kata pada Sistem Ortografi yang Berbeda	94



2.1.4.2	Sistem Penulisan (Ortografi) dalam Bahasa Jepang	95
2.1.4.3	Kekhasan Karakter <i>Kanji</i>	98
2.1.4.4	Karakteristik <i>Kanji</i> Jepang ( <i>Japanese Kanji Characters</i> )	102
2.1.4.5	Klasifikasi <i>Kanji</i> Berdasarkan Asal Usul Pembentukannya ( <i>Rikusho</i> )	106
2.1.4.6	Pentingnya Belajar <i>Kanji</i>	112
2.1.4.7	Strategi Penguasaan <i>Kanji</i>	114
2.2	Penelitian Terdahulu yang Relevan	115
2.2.1	Penelitian Relevan mengenai Pengenalan Kata dalam Pemerolehan L2	117
2.2.1.1	Nobuko Chikamatsu (1996): <i>L2 Word Recognition: A Study of American and Chinese Learners of Japanese</i>	118
2.2.1.2	Akamatsu (2002): <i>A Similarity in Word-Recognition Procedures among Second Language Readers with Different First Language Backgrounds</i>	118
2.2.1.3	Min Wang, Keiko Koda, Charles A. Perfetti (2003): <i>Alphabetic and Non-Alphabetic L1 Effects in English Word Identification: A Comparison of Korean and Chinese English L2 Learners</i>	119
2.2.1.4	Nobuko Chikamatsu (2006): <i>Developmental Word Recognition: A Study of L1 English Readers of L2 Japanese</i>	119
2.2.1.5	Makiko Tanaka (2015): <i>Japanese Kanji Word Processing for Chinese Learners of Japanese: A Study of Homophonic and Semantic Primed Lexical Decision Tasks</i>	120
2.2.2	Penelitian Relevan mengenai Proses Kognitif dalam Pemerolehan L2 dan Proses Belajar <i>Kanji</i>	121
2.2.2.1	Ovid J. L. Tzeng (1980): <i>Cognitive Processing of Various Orthographies</i>	121
2.2.2.2	Joan Rubin (2013): <i>Study of Cognitive Process in Second Language Learning</i>	121
2.2.2.3	Keiko Koda (2015): <i>Cognitive Process in Second Language Reading: Transfer of L1 Reading Skills and Strategies</i>	122
2.2.2.4	Zahra Naimiea, Rana Ahmed Abuzaid,	

	Saedah Siraj, Reihaneh Shagholi, Huda Al Hejaili (2010): <i>Do you know where I can find the new center which is called “Cognitive styles and language learning strategies link”?</i>	122
2.2.3	Penelitian Relevan mengenai Pemerolehan <i>Kanji</i> dan Strategi Belajar <i>Kanji</i>	123
2.2.3.1	Penelitian Gayathri Hatthothuwa Gamage (2003): <i>Perception of Kanji Learning Strategies: Do They Differ among Chinese Character and Alphabetic Background Learners?</i>	123
2.2.3.2	Hikari Yamashita (2014): <i>Recognition of Japanese Phonographic Kana (Hiragana) and Logographic Kanji Characters by Passive Finger Tracing</i>	124
2.2.3.3	Penelitian Noah Hermalin (2015): <i>The Processing and Structure of Kanji &amp; their Implications for Kanji Acquisition: a Theoretical Approach to Kanji Literacy</i>	124
2.2.3.4	Penelitian Fusae Ivarsson (2016) : <i>A Study of L2 Kanji Learning Process: Analysis of reading and writing errors of Swedish learners in comparison with level-matched Japanese schoolchildren</i>	124
2.3	Kerangka Pikir ( <i>State of Arts</i> )	125
<b>BAB III</b>	<b>METODE PENELITIAN</b>	<b>128</b>
3.1	Metode dan Desain Penelitian	128
3.2	Partisipan dan Tempat penelitian	134
3.2.1	Partisipan Penelitian	134
3.2.2	Tempat dan Waktu Penelitian	137
3.3	Pengumpulan Data	138
3.3.1	Instrumen Penelitian	138
3.3.2	Proses Pengumpulan Data	142
3.4	Teknik Analisis Data	148
3.4.1	Teknik Analisis Data dengan Menggunakan Atlas.ti	148
3.4.2	Teknik Analisis Data dengan Menggunakan <i>Software SPSS</i>	149
3.5	Validasi Data	150
3.5.1	Pemeriksaan Keabsahan Data	151
3.5.2	Persetujuan ( <i>Consent</i> ) dan Kepercayaan ( <i>Trustworthiness</i> )	152
3.5.3	Penarikan Kesimpulan	153
<b>BAB IV</b>	<b>TEMUAN DAN PEMBAHASAN</b>	<b>154</b>
4.1	Temuan Umum Penelitian	154

4.2	Hasil Analisis Data	156
4.2.1	Proses Kognitif ketika Mengenali Karakter Huruf <i>Kanji</i> pada Pembelajaran I-JFL	156
4.2.1.1	Hasil Analisis Data Angket 1	156
4.2.1.2	Hasil Analisis Data Wawancara 1	169
4.2.1.3	Hasil Observasi Dokumentasi Video	174
4.2.2	Pola Akuisisi <i>Kanji</i> pada Pembelajaran I-JFL	176
4.2.2.1	Hasil Analisis Data Angket 2	177
4.2.2.2	Hasil Analisis Data Angket 3	188
4.2.2.3	Hasil Analisis Data Wawancara 2	198
4.2.2.4	Hasil Analisis Data Wawancara 3	210
4.3	Temuan dan Pembahasan	212
4.3.1	Proses Kognitif ketika Mengenali Karakter Huruf <i>Kanji</i> pada Pembelajaran I-JFL	212
4.3.1.1	Tinjauan dari Perspektif Linguistik Kognitif	213
4.3.1.1.1	Peran Image Scheme dan Teori Gestalt terhadap Kesadaran Metakognisi Ortografi <i>Kanji</i> bagi Pemelajar Berbeda Sistem Ortografi	213
4.3.1.1.2	Persepsi Visual-Semantik dan Semantik Fonologi dalam Teori Gestalt	218
4.3.1.2	Tinjauan dari Perspektif Psikolinguistik	222
4.3.1.2.1	Peran <i>Working Memory</i> terhadap Proses Kognitif dalam Pemerolehan <i>Kanji</i>	222
4.3.1.2.2	Peran Teori Proses Informasi Kognitif ( <i>Cognitive Processing Information</i> ) dan Teori Muatan Kognitif ( <i>Cognitive Load Theory</i> ) dalam Proses Pengenalan Karakter <i>Kanji</i>	225
4.3.1.3	Proses Kognitif Pembelajaran I-JFL ketika Mengenali Karakter <i>Kanji</i>	231
4.3.2	Pola Pemerolehan <i>Kanji</i> pada Pembelajaran I-JFL	234
4.3.3	Proses Kognitif Relevan dengan Proses Belajar Bahasa	242
4.4	Kontribusi dan Temuan Baru Penelitian	243
<b>BAB V</b>	<b>SIMPULAN, IMPLIKASI DAN REKOMENDASI</b>	<b>248</b>
5.1	Simpulan	248

5.2	Implikasi	251
5.3	Rekomendasi	252
<b>DAFTAR PUSTAKA</b>		<b>253</b>
<b>LAMPIRAN</b>		<b>275</b>

## DAFTAR TABEL

Tabel 2.1	Taksonomi Strategi Belajar Bahasa	80
Tabel 2.2	Klasifikasi Strategi Belajar Bahasa oleh O'Malley et.al. (1985)	81
Tabel 2.3	Klasifikasi Strategi Belajar Bahasa oleh Rubin & Wenden (1987)	82
Tabel 2.4	Klasifikasi Strategi Belajar Bahasa oleh Oxford (1990)	84
Tabel 2.5	Daftar Penelitian Terdahulu	115
Tabel 3.1	Rumusan Masalah dengan Teori dan Instrumen yang Digunakan	133
Tabel 3.2	Data Responden Berdasarkan Tingkat Kemampuan Bahasa Jepang (standar JLPT)	137
Tabel 3.3	Pemetaan Analisis Isi Angket KR	139
Tabel 3.4	Pemetaan Analisis Butir Pertanyaan Pedoman Wawancara 1	140
Tabel 3.5	Cakupan Kemampuan Bahasa Jepang Berdasarkan JLPT	141
Tabel 3.6	Daftar <i>kanji</i> level N5 yang dijadikan data penelitian	143
Tabel 3.7	Daftar <i>kanji</i> level N4 yang dijadikan data penelitian	142
Tabel 3.8	Jenis data dalam pengumpulan data kualitatif	144
Tabel 3.9	Uji kualitas Studi Kasus	150
Tabel 4.1	Temuan Umum Penelitian Proses Kognitif dan Pola Penguasaan <i>Kanji</i>	154
Tabel 4.2	Hasil Analisis Data Angket (1) KR	157
Tabel 4.3	Hasil Pengkategorisasian & Pengkodean dari Transkrip Data Wawancara Mendalam 1: Proses Pengenalan Bentuk <i>Kanji</i>	170
Tabel 4.4	Hasil Pengkategorisasian & Pengkodean dari Transkrip Data Wawancara Mendalam 1: Proses Pengenalan Cara Baca <i>Kanji</i>	171
Tabel 4.5	Hasil Pengkategorisasian & Pengkodean dari Transkrip Data Wawancara Mendalam 1: : Proses Pengenalan Makna <i>Kanji</i>	173
Tabel 4.6	Hasil Data Angket SILL Bagian A (strategi memori)	177
Tabel 4.7	Hasil Data Angket SILL Bagian B (strategi kognitif)	178
Tabel 4.8	Hasil Data Angket SILL Bagian C (strategi kompensasi)	180
Tabel 4.9	Hasil Data Angket SILL Bagian D (strategi metakognitif)	181
Tabel 4.10	Hasil Data Angket SILL Bagian E (strategi afektif)	182
Tabel 4.11	Hasil Data Angket SILL Bagian F (strategi sosial)	182
Tabel 4.12	Hasil Jawaban Terbanyak dari Angket SILL	183
Tabel 4.13	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Teknik Asosiasi (A)	188

Tabel 4.14	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Cerita (B)	189
Tabel 4.15	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – <i>Bushu</i> (C)	190
Tabel 4.16	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Frekuensi belajar (D)	191
Tabel 4.17	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Pengalaman Belajar (E)	191
Tabel 4.18	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Visualisasi Belajar (F)	192
Tabel 4.19	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Self Monitoring (G)	193
Tabel 4.20	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Compensation (H)	193
Tabel 4.21	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Sequence (I)	194
Tabel 4.22	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Emotional Response (J)	194
Tabel 4.23	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Bunyi Cara Baca (K)	195
Tabel 4.24	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Elemen/Coretan (L)	195
Tabel 4.25	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Perencanaan (M)	196
Tabel 4.26	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Evaluasi (N)	197
Tabel 4.27	Hasil Data Angket SILK Strategi untuk Belajar <i>Kanji</i> – Bekerjasama (O)	198
Tabel 4.28	Hasil Kategorisasi dari Transkrip Wawancara 2	199
Tabel 4.29	Pola Pemerolehan <i>Kanji</i> Pembelajar I-JFL Berdasarkan Kategori Rikusho	202
Tabel 4.30	Hasil Uji t-Test Level Kemampuan Bahasa Jepang N0 dan N5	208
Tabel 4.31	Hasil Uji t-Test Level Kemampuan Bahasa Jepang N3 dan N4	209
Tabel 4.32	Hasil Uji t-Test n Level Kemampuan Bahasa Jepang N3 dan N5	209
Tabel 4.33	Hasil Uji t-Test Level Kemampuan Bahasa Jepang N4 dan N5	210
Tabel 4.34	Simbol Ortografi Bahasa Jepang dari Kata ‘gunung’	214
Tabel 4.35	Temuan Baru dan Kontribusi terhadap Keilmuan	244

## DAFTAR GAMBAR

Gambar 1.1	Karakter Huruf Bahasa Jepang	2
Gambar 1.2	<i>Semantic Triangle</i> untuk konsep ‘pohon’	7
Gambar 1.3	Kajian studi mengenai penguasaan <i>kanji</i> bahasa Jepang berbeda sistem ortografi 10 tahun terakhir (2010-2021)	8
Gambar 2.1	Determinasi Kognitif	21
Gambar 2.2	Pola Proses Kognitif	27
Gambar 2.3	Karakteristik Penguasaan Bahasa	28
Gambar 2.4	<i>Semiotic Triangle</i> Ogden dan Richards (1923)	40
Gambar 2.5	Alur Proses Informasi Kognitif ( <i>Cognitive Information Processing/CIP</i> )	51
Gambar 2.6	<i>Working Memory Model</i> Baddeley & Hitch (1974)	56
Gambar 2.7	Teori <i>The Multi-Store Memory</i> Atkinson & Shiffrin (1968)	58
Gambar 2.8	Teori <i>The Working Memory Model</i> Baddeley dan Hitch (1974)	59
Gambar 2.9	Struktur Otak Manusia	61
Gambar 2.10	Perbedaan Fungsi Otak Kanan dan Otak Kiri	63
Gambar 2.11	Lokasi Kemampuan Bahasa dalam Otak	65
Gambar 2.12	Kerangka Teoritis antara ‘Pemerolehan’ dan ‘Belajar’ Diadopsi dari Arung (2016)	68
Gambar 2.13	Teori-teori Penguasaan L2 Orang Dewasa	69
Gambar 2.14	Model Pemrosesan Informasi diadaptasi dari Atkinson, R.C. dan Shiffrin, R.M. (1968)	71
Gambar 2.15	Huruf Alfabet Roman, Cyrillic, Greek	92
Gambar 2.16	Perbedaan <i>Kanji</i> dan Huruf Kana	102
Gambar 2.17	Perubahan bentuk <i>kanji</i> kelompok <i>Pictographs</i>	107
Gambar 2.18	Contoh <i>kanji</i> kelompok <i>Pictographs</i>	107
Gambar 2.19	Contoh <i>kanji</i> kelompok <i>Ideographs</i>	108
Gambar 2.20	Contoh <i>kanji</i> kelompok <i>Compound Ideographs</i> (1)	109
Gambar 2.21	Contoh kelompok <i>kanji Compound Ideogram</i> (2)	109
Gambar 2.22	Contoh <i>kanji</i> kelompok <i>Phonetic Ideographs</i>	110
Gambar 2.23	Pemetaan Kajian Penelitian yang Relevan 10 tahun terakhir (2010-2021)	126
Gambar 2.24	Pemetaan Gap Penelitian	127
Gambar 3.1	Desain Metode Penelitian Kualitatif dengan Pendekatan Studi Kasus	131
Gambar 3.2	Jenis Desain Penelitian Studi Kasus	132
Gambar 3.3	Usia Responden Penelitian	135

Gambar 3.4	Lama Belajar Bahasa Jepang	135
Gambar 3.5	Sumber Data Penelitian dalam Proses Pengumpulan Data	138
Gambar 3.6	Proses Pengumpulan Data	143
Gambar 3.7	Alur Langkah-langkah Pengumpulan dan Analisis Data	147
Gambar 3.8	Alur Triangulasi	151
Gambar 4.1	Contoh urutan penulisan <i>kanji</i>	160
Gambar 4.2	Asosiasi <i>Kanji</i> ‘ban’ (peringkat/nomor)	160
Gambar 4.3	Asosiasi <i>Kanji</i> ‘yama’	161
Gambar 4.4	Asosiasi <i>Kanji</i> ‘kawa’ (sungai)	161
Gambar 4.5	Asosiasi <i>Kanji</i> ‘me’ (mata)	162
Gambar 4.6	Asosiasi <i>Kanji</i> ‘kokoro’ (hati)	162
Gambar 4.7	Asosiasi <i>Kanji</i> ‘ue’ (atas)	162
Gambar 4.8	Asosiasi <i>Kanji</i> ‘asa’ (pagi)	162
Gambar 4.9	Asosiasi <i>Kanji</i> ‘tsuchi’ (tanah)	163
Gambar 4.10	Ilustrasi pembentukan <i>kanji</i> 話 ‘hanasu’	169
Gambar 4.11	Video Belajar dengan Menulis Berulang (#IR29_17 Oktober 2018)	175
Gambar 4.12	Video Belajar dengan Menulis Berulang (#IR32_11 Oktober 2018)	175
Gambar 4.13	Taksonomi LLS Oxford (1990)	185
Gambar 4.14	Hasil Kategorisasi dan Koding pada Transkrip Wawancara 3	211
Gambar 4.15	Tanda dari Kata ‘gunung’ berdasarkan <i>Triadic Pierce</i>	215
Gambar 4.16	<i>Semantic Triangle</i> untuk konsep ‘gunung’	216
Gambar 4.17	Lokasi Proses Ortografi pada Sistem Multiskrip dalam Bahasa Jepang (Cremaschi & Dujovny (1996)	217
Gambar 4.18	Peta Aktivasi Otak Pembelajar Cina untuk Karakter Huruf Cina (Logografi) (Yoon dkk., 2006)	217
Gambar 4.19	Peta Aktivasi Otak Pembelajar Cina saat Belajar Bahasa Inggris (Alfabet) (Yoon dkk., 2006)	218
Gambar 4.20	Ilustrasi Proses Informasi dan Beban Kognitif dalam Pikiran Manusia	230
Gambar 4.21	Proses Kognitif dalam Akuisisi <i>Kanji</i> bagi Pembelajar I- JFL yang berlatar belakang pengguna huruf Latin- Alfabet	231
Gambar 4.22	Proses Kognitif Pemelajar I-JFL ketika Merekognisi <i>Kanji</i>	233
Gambar 4.23	Pola Akuisisi <i>Kanji</i> pada Pembelajar I-JFL	235
Gambar 4.24	Pola Rekognisi <i>Kanji</i> Kelompok Kemampuan Bahasa Jepang Level N0	237
Gambar 4.25	Pola Rekognisi <i>Kanji</i> Kelompok Kemampuan Bahasa Jepang Level N5	238
Gambar 4.26	Pola Rekognisi <i>Kanji</i> Kelompok Kemampuan Bahasa Jepang Level N4	240





## DAFTAR LAMPIRAN

Lampiran 1	Contoh Pernyataan Kesiediaan Responden
Lampiran 2	Angket 1 <i>Kanji Recognition</i>
Lampiran 3	Tes Pengenalan <i>Kanji</i>
Lampiran 4	Panduan Wawancara 1
Lampiran 5	Contoh Dokumentasi Video Belajar <i>Kanji</i>
Lampiran 6	Angket 2 SILL ( <i>Strategy Inventory of Language Learning</i> )
Lampiran 7	Angket SILL Oxford (1989)
Lampiran 8	Angket 3 SILK ( <i>Strategy Inventory of Learning Kanji</i> )
Lampiran 9	Angket SILK Bourke (2006)
Lampiran 10	Panduan Wawancara 2
Lampiran 11	Contoh Transkrip Wawancara 1_Pertanyaan 1
Lampiran 12	Contoh Transkrip Wawancara 1_Pertanyaan 2
Lampiran 13	Contoh Transkrip Wawancara 2 – Grup N3
Lampiran 14	Contoh Transkrip Wawancara 2 – Grup N4
Lampiran 15	Contoh Transkrip Wawancara 2 – Grup N5
Lampiran 16	Contoh Transkrip Wawancara 2 – Grup N0
Lampiran 17	Daftar Riwayat Hidup

## DAFTAR SINGKATAN

FL	<i>Foreign Language</i>
CBT	<i>Cognitive Behavior Theory</i>
CLT	<i>Cognitive Load Theory</i>
CIP	<i>Cognitive Information Process</i>
I-JFL	<i>Indonesian – Japanese as Foreign Language</i>
LLS	<i>Languauge Learning Styl</i>
LTM	<i>Long-Term Memor</i>
L1	<i>First Language</i>
L2	<i>Second Language</i>
L(2+n)	<i>Second Language, Third Language etc.</i>
SILK	<i>Strategy Inventory for Learning Kanji</i>
SILL	<i>Strategy Inventory of Language Learning</i>
STM	<i>Short-Term Memory</i>
WM	<i>Working Memory</i>

## DAFTAR PUSTAKA

- Afriansyah, E. A. (2012). *Design Research: Konsep Nilai Tempat pada Penjumlahan Bilangan Desimal*. Tesis yang tidak dipublikasikan berasal dari Beasiswa DIKTI dengan program IMPoME (International Master Program on Mathematics Education). Universitas Sriwijaya Palembang – Universitas UTRECHT Belanda.
- Afriansyah, E. A. (2016). Penggunaan Software ATLAS.ti sebagai Alat Bantu Proses Analisis Data Kualitatif. *Jurnal "Mosharafa", Volume 5. Nomor 2, Mei 2016*, pp.53-63.
- Akamatsu, N. (2002). A Similarity in Word-Recognition Procedures among Second Language Readers with Different First Language Backgrounds. *Applied Psycholinguistics* 23, pp.117-133. DOI: 10.1017.S0142716402000061.
- Alwasilah, A.C. (2002). *Pokoknya Kualitatif*. Bandung: PT Kiblat Buku Utama.
- Anderson S.R. (2004). *Doctor Dolittle's Delusion*. New Haven, CT: Yale University Press.
- Anderson, L.W & Krathwohl, D.R. (2015). Terjemahan oleh Agung Prihantoro, *Kerangka Landasan untuk: Pembelajaran, Pengajaran, dan Asesmen (2001)*. Yogyakarta: Pustaka Belajar.
- Aoki, Masahiko. (2010). *Corporations in Evolving Diversity: Cognition, Governance, and Institutional Rules*. 10.1093/acprof:oso/9780199218530.001.0001.
- Aro, Mikko. (2004). Learning to Read: The Effect of Orthography. *JYVÄSKYLÄ STUDIES IN EDUCATION PSYCHOLOGY AND SOCIAL RESEARCH* 237.
- Arung, Fernandes. (2016). Language Acquisition ang Learning on Children. *Journal of English Education, Vol.1, No.1, March 2016*, 1-9.

- Atkinson, R.C. & Shiffrin, R. M. (1968). *Human Memory: A Proposed System and Its Control Processes*. New York: Academic Press.
- Ayu, Dhaniswari A. (2013). Makna Kanji dan Jukugo Berkarakter Dasar Sanzui Hen yang tidak Berhubungan dengan Air dalam Shogakkou Kanji Jiten. *Japanology, Vol. 1, No.2*, Maret-Agustus 2013: 172-183.
- Baddley & Hitch. (1974). Working Memory. *Psychology of Learning and Motivation. Academic Press, Volume 8*, Pages 47-89, ISSN 0079-7421, ISBN 9780125433082, [https://doi.org/10.1016/S0079-7421\(08\)60452-1](https://doi.org/10.1016/S0079-7421(08)60452-1). (<https://www.sciencedirect.com/science/article/pii/S0079742108604521>)
- Baddley, A. (2003). Working memory and language: An overview. *Journal of Communication Disorders* 36(3):189-208. DOI:10.1016/S0021-9924(03)00019-4.
- Bassetti, B. (2017). Orthography affects second language speech: Double letters and geminate production in English. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43(11), 1835–1842. <https://doi.org/10.1037/xlm0000417> .
- Baddley, A. (2003). Working memory and language: An overview. *Journal of Communication Disorders* 36(3):189-208. DOI:10.1016/S0021-9924(03)00019-4.
- Bassetti, B. (2017). Orthography affects second language speech: Double letters and geminate production in English. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43(11), 1835–1842. <https://doi.org/10.1037/xlm0000417> .
- Belkhir, Sadia (ed.). (2020). *Cognition and Language Learning*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2020. Pp xiv + 157, including tables, references and appendix. ISBN 978-1-5275-4482-6.
- Berwick, R.C. & N. Chomsky. (2016). *Why Only Us*. Cambridge, MA: MIT Press

- Bolhuis, J., . Tattersall, I., N. Chomsky, N. & R.C. Berwick, R.C. (2014). How Could Language Have Evolved? *PLoS Biology* 12: e1001934.
- Bourke, B. (1996). *Maximising efficiency in the kanji learning task*. Unpublished doctoral dissertation, The University of Queensland, St. Lucia.
- Budianingsih, T. (2015). Peran Neurolinguistik dalam Pengajaran Bahasa. *Jurnal AL-AZHAR INDONESIA SERI HUMANIORA*, Vol .3, No. 2, 137-149, September 2015.
- Carroll, David W. (2005). *Psychology of Language*. Beijing: Foreign Language Teaching and Research Press.
- Casanave, Christine. (2010). Taking risks?: A case study of three doctoral students writing qualitative dissertations at an American university in Japan. *Journal of Second Language Writing*. 19. 1-16. 10.1016/j.jslw.2009.12.002.
- Chaby, L., George, N., Renault, B. & Fiori, N. (2013). Age-related changes in brain responses to personally known faces: an event-related potential (ERP) study in humans. *Neurosci. Lett.* 349, 125–129 (2003).
- Chaer, Abdul dan Leoni Agustina. (1995). *Sosiolinguistik : Suatu Pengantar*. Jakarta : Rineka Cipta.
- Chamot, Anna-Uhl, & Kupper, L. (1989). Learning strategies in foreign language instruction. *Foreign-Language-Annals* 22(1): 13-24.
- Cherry, Kendra. (2020). What is Cognition - Theories Cognitive Psychology. *In Verywell Mind*. Retrieved June, 17 2021. <https://www.verywellmind.com/what-is-cognition-2794982>
- Christians, Clifford G. (2000). “*Ethics and Politics in Qualitative Research*”, dalam *Handbook of Qualitative Research*. Second Edition. Thousand Oaks, California: Sage.
- Chiu, H. C. (2002). The processing routes of Japanese Kanji words for the Taiwanese learners of Japanese: The comparison of cognates and non-

cognates between Japanese and Chinese. *Hiroshima University* 2.51, 357-365.

Chikamatsu, Nobuko. (1996). The effects of L1 orthography on L2 word recognition: A study of American and Chinese learners of Japanese. *Studies in Second Language Acquisition*, 18(4), 403-432.

Chikamatsu, N. (2006). Developmental Word Recognition: A Study of L1 English Readers of L2 Japanese. *The Modern Language Journal*, Volume 90, Issue 1, Spring 2006, pp.67-85. <https://doi.org/10.1111/j.1540-4781.2006.00385.x> .

Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin and Use*. New York, NY: Praeger.

Chomsky, Noam. (2004). *Cartesian Linguistics A chapter in the History of Rationalist Thought*, Third Edition, (New York: Cambridge University Press, 2004), p. 101.

Chomsky, Noam. (2005). *Language and Mind* , Third Edition, (New York: Cambridge University Press 2005 ), p. 102.

Chomsky, N. (2012a). Some Simple Evo-devo Theses: How True Might They Be for Language? In R.K. Larson, V. Déprez & H. Yamakido (eds.). *The Evolution of Human Language: Bilingual Perspectives*, 45-62. Cambridge: Cambridge University Press.

Chomsky, N. (2012b). Foreword. In Á.J. Gallego (ed.). *Phases*, 1-7. Berlin: De Gruyter.

Chomsky, N. (2013). Problems of Projection. *Lingua* 130: 33-49.

Chomsky, N. (2017). The Language Capacity: Architecture and Evolution. *Psychonomic Bulletin and Review* 24: 200-203.

Clarke, A., Taylor, K. I. & Tyler, L. K. (2011). The evolution of meaning: spatio-temporal dynamics of visual object recognition. *J. Cogn. Neurosci.* 23, 1887–1899.

- Clarke, A. & Tyler, L. K. (2015). Understanding What We See: How We Derive Meaning From Vision. *Trends Cogn. Sci.* 19, 677–687.
- Cremaschi, Fabián & Dujovny, Eial. (1996). The Japanese language and brain localization. *Neurological research.* 18. 212-6. 10.1080/01616412.1996.11740406.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Merrill Prentice Hall
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage Publications, Inc.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* California: Sage Publication.
- Creswell, J. W. (2010). *Research Design: pendekatan kualitatif, kuantitatif, dan mixed.* Yogyakarta: PT Pustaka Pelajar.
- de Mendoza Ibáñez, F. J. R. (1997). Metaphor, metonymy and conceptual interaction. *Atlantis: Revista de la Asociación Española de Estudios Anglo-Norteamericanos*, 19(1), 281-295.
- Deng, Y., Xie, Y., Zou, K., & Ji, X. (2016). Review on recent advances in nitrogen-doped carbons: preparations and applications in supercapacitors. *Journal of Materials Chemistry A*, 4(4), 1144-1173.
- Denzin, K. (1978). *Sociological Methods.* New York: McGraw-Hill.
- Derakhshan, A., & Karimi, E. (2015). The interference of first language and second language acquisition. *Theory and Practice in language studies*, 5(10), 2112.
- Devereux, B. J., Clarke, A. & Tyler, L. K. (2018). Integrated deep visual and semantic attractor neural networks predict fMRI pattern information along the ventral object processing pathway. *Sci. Rep.* 8, 10636.



- Dornyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Routledge. ISBN 9780805860184.
- Dornyei, Z. Sekhan, P. (\_\_\_\_). Individual Difference in Second Language Acquisition. In Blacwellpublishing.
- Douglas, M. O. (1992). *Development of orthography-related reading/writing strategies by learners of Japanese as a foreign language*. Unpublished doctoral dissertation, University of Illinois at Urbana Campaign, Illinois.
- Duff, Patricia A. (2008). *Case study research in applied linguistics. In the series Second language acquisition research: Theoretical and methodological issues*. New York/London: Lawrence Erlbaum.
- Duff, P, A. (2014). Case Study Research on Language Learning and Use. *Annual Review of Applied Linguistics*, 34, 233–255. Cambridge University Press, 2014, 0267-1905/14 \$16.00. doi: 10.1017/S0267190514000051
- Ellias, L.J. & Saucier, S.M. (2006). *Neuropsychology Clinical and Experimental Foundations*. Boston: Pearson Education, Inc
- Ellis, Rod. (1986). *Understanding Second Language Acquisition*. New York: Oxford University Press.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. doi: 10.1002/piq.21143.
- Esposito, J. (2017). Mnemonic networks: multiple paths to learning Sino-Japanese characters. *The Reading Matrix: An International Online Journal* 17(2), September 2017, 96-116. Retrieved from <http://www.readingmatrix.com/files/17-798967kw.pdf>.
- Everson, M. E. (1997). Best Practices in Teaching Logographic and Non-Roman Writing Systems to L2 Learners. *Annual Review of Applied Linguistics*, 31, 249–274. doi:10.1017/s0267190511000171

- Flaherty, M., & Noguchi, M.S. (1998). Effectiveness of Different Approaches to Kanji Education with Second Language Learners. *JALT Journal*, Vol.20, No.2, November, 1998, pp.60-78.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906 - 911.
- Freeman, D. (1998). *Doing teacher research. From inquiry to understanding*. Boston: Heinle and Heinle.
- Friedenberg, Jay & Silverman, Gordon. (2006). *Cognitive Science – An Introduction to the Study of Mind*. United States of America: Sage Publications, Inc.
- Fujiyoshi. (1996). *Kanji learning strategies used by Australian learners of Japanese*. Unpublished M.A dissertation, Monash University, Melbourne.
- Foppoli, Julio. (\_\_\_). *Language Acquisition vs Language Learning*. [tersedia daring di <https://www.eslbase.com/teaching/language-acquisition-vs-language-learning>]
- Gamage, G. H. (2003a). Issues in Strategy Classifications in Language Learning: A Framework for Kanji Learning Strategy Research. *ASAA e-journal of Asia Linguistics & Language Teaching*, 5, December 2003, p.1-14.
- Gamage, G.H. (2003b). Perceptions of kanji learning strategies: Do they differ among Chinese character and alphabetic background learners? *Australian Review of Applied Linguistics*, 26(2), 2003, 17-31. Copyright Applied Linguistics Association of Australia ALAA.
- Gass, S. M., & Selinker, L. (Eds.). (1992). *Language transfer in language learning: Revised edition* (Vol. 5). John Benjamins Publishing.
- Gerjets, P., Scheiter, K., & Cierniak, G. (2008). The Scientific Value of Cognitive Load Theory: A Research Agenda Based on the Structuralist View of Theories. *Educational Psychology Review*, 21(1), 43–54. doi:10.1007/s10648-008-9096-1.

- Geva, E. & M. Wang. (2001). The development of basic reading skills in children: A cross-language perspective. *Annual Review of Applied Linguistics* 21, 182-204.
- Goh, Christine C. M., and Lin, Liu Xue. (1999). Learning environments and metacognitive knowledge about language learning. *Hong Kong Journal of Applied Linguistics* 4(2): 41-56.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- Hadley, Alice O. (1993). *Teaching Language in Context*. Boston: Heinle and Heinle, pp. xi + 532.
- Harianja, N. (2009). Hubungan Bahasa dan Otak. *Bahas Jurnal Unimed FBS*, No 74TH XXXVI (2009). DOI: <https://doi.org/10.24114/bhs.v0i74TH%20XXXVI.2504>
- Harris, Catherine. (2006). *Language and Cognition*. In book: Encyclopedia of Cognitive Science, DOI: 10.1002/0470018860.s00559.
- Haristiani, N & Aryadi, S. (2017). Development of Android Application in Enhancing Learning in Japanese Kanji. *Pertanika J. Sci. & Technol.* 25 (S): 157 - 164 (2017). Journal homepage: <http://www.pertanika.upm.edu.my/Development>
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: SUNY Press.
- Hauser M.D., N. Chomsky N. & W.T. Fitch. (2002). The Faculty of Language: What is It, Who Has It, and How Did It Evolve? *Science* 298: 1569-1579.
- Hayes. (1988). Encoding strategies used by native and L2 readers of Chinese Mandarin. *Modern Language Journal*, 72, 188-195.
- Hayes & Falnigan, (2014). *Developing Word Recognition*. 232 pp. Published Guilford Press. ISBN 9781462514151,

- Heick, Terry. (). *What Is The Cognitive Load Theory? A Definition For Teachers*. Retrieved online in <https://www.teachthought.com/learning/cognitive-load-theory-definition-teachers/> [online 27 Juni 2021].
- Hergenhahn & Olson. (2008). *Theories of learning (teori belajar)*. Jakarta: Kencana Prenada Media Group.
- Herrera, H. & White, M. (2000). Cognitive linguistics and the language learning process: a case from economics. *Estudios Ingleses de la Universidad Complutense*, 8, 55-78.
- Hermalin, Noah. (2015). *The processing and structure of kanji and their implications for kanji acquisition: a theoretical approach to kanji literacy*. (Unpublished doctor ditertation), The Dietrich College of Humanities and Social Science, December.
- Hilles, S. (1991). Access to Universal Grammar in second language acquisition. In L. Eubank (Ed.), *Point counterpoint: Universal Grammar in the second language* (pp. 305-338). Amsterdam: John Benjamins.
- Ho, C. S. H. & P. Bryant. (1997). Learning to read Chinese beyond the logographic phase. *Reading Research Quarterly* 32, 276-289.
- Ho, C.S.-H, Ng, Ting-Ting, Ng, Wing-Kin. (2003). "A radical approach to reading development in chinese: the role of semantic radicals and phonetic radicals", *Journal of Literacy Research*, vol.35 no.3, pp.849-878.
- Huan, TQM. (2019). Japanese language learners' perceptions of strategies use and their effectiveness in kanji learning. *Ho Chi Minh City Open University Journal of Science*, 9(2), 65-74. DOI:10.46223/HCMCOUJS.soci.en.9.2.262.2019.
- Ishida, T. (1986). Eigo, chuugokugo kankokugo kenbetsu nihongo gakuryoku no bunseki [The analysis of the Japanese language proficiency of English, Chinese and Korean students]. *Nihongo kyooiku [Journal of Japanese language teaching]*, 58, 162-164.
- Ivarsson, Fusae. (2016). *A Study of L2 Kanji Learning Process: Analysis of reading and writing errors of Swedish learners in comparison with level-matched Japanese schoolchildren*. Unpublised Ph.D. dissertation at the University of

Gothenburg, Sweden, 18 March, 2016. [from  
<http://hdl.handle.net/2077/41585> ]

Jarvis, S. & Pavlenko, A. (2008). *Crosslinguistic Influence in Language and Cognition*. New York: Routledge.

Kapnick, Amber M. (2004). "Visual-Motor Integration Skills Impact on Handwriting". Masters Thesis. 4677.  
[https://scholarworks.wmich.edu/masters\\_theses/4677](https://scholarworks.wmich.edu/masters_theses/4677)

Kappler Mikk, B., Cohen, A.D. & Paige, R.M. (2009). "Language strategy use inventory" *Maximizing study abroad: An instructional guide to strategies for language and culture learning and use*. pp. 163–172.

Kidder. (1981). *Research Methods in Social Relations*. New York : Rinehart & Winston.

Kim, SA., Packard, J., Christianson, K. dkk. (2016). Orthographic consistency and individual learner differences in second language literacy acquisition. *Read Writ* **29**, 1409–1434 <https://doi.org/10.1007/s11145-016-9643-y>

Koda, Keiko. (1988). *Cognitive process in second language reading - transfer of L1 reading skills and strategies*. The University of Iowa Libraries on June 7, 2015.

Koda, K. (1992). The effects of lower-level processing skills on FL reading performance: Implications for instruction. *Modern Language Journal*, *76*(4), 502-512.

Kövecses, Z. (2001). A cognitive linguistic view of learning idioms in an FLT context. In M. Pütz, S. Niemeier, & R. Dirven (Eds), *Applied cognitive linguistics: Language Pedagogy* (vol. 2 pp. 87-108). Berlin & New York: Mouton de Gruyter.

Krashen & Terrell, (1983). *The Natural Approach: Language acquisition in the classroom*. Oxford: Pergamon, 1983.

- Kuhn, D. & Siegler, R. (2006). *Handbook of Child Psychology 6th Edition, Volume Two: Cognition, Perception, and Language*. New Jersey: John Wiley & Sons, Inc.
- Lado, (1957). *Linguistics Across Culture: Applied Linguistics and Language Teachers*. University of Michigan Press, Ann Arbor.
- Lakoff. (1990). The Invariance Hypothesis: is abstract reason based on image-schemas? *Cognitive Linguistics, 1 (1)*, 39-74.
- Lakoff & Johnson. (1989). *Metaphor We Live By*. The University of Chicago Press.
- Langacker (1987). *Foundations of cognitive grammar, vol. 1: Theoretical prerequisites*. Stanford: Stanford University Press.
- Langacker, R.W. (2001). Cognitive linguistics, language pedagogy, and the English present tense. In M. Pütz, S. Niemeier, & R. Dirven (Eds), *Applied cognitive linguistics: Theory and language acquisition* (vol.1, pp. 3-40). Berlin & New York: Mouton de Gruyter.
- Lavine, H., Borgida, E. & Sullivan, J.L. (2000). "On The Relationship Between Attitude Involvement and Attitude Accessibility: Toward A Cognitive-Motivational Model of Political Information Processing". *Political Psychology, 21(1)*, 81-106.
- Lee, C-K. (2010). An Overview of Language Learning Strategies. *ARECLS, Vol.7, p.132-152*.
- Lenneberg, E. (1967). *Biological Foundations of Language*. New York: John Wiley.
- Littlemore, J. (2009). *Applying cognitive linguistics to second language learning and teaching*. London: Palgrave Macmillan.
- Lyons, John. (1977). *Semantics: Volume, 2*. Cambridge: University Press.
- Matlin, M. W. (2005). *Cognition*. Hoboken, NJ: John Wiley and Sons.

- Matsumoto, K. (2013). Kanji recognition by second language learners: Exploring effect of first language writing system second language exposure. *The Modern Language Journal*, 97 (1), 393-410.
- Mayer, R. E. (1999). *The Promise of Educational Psychology: Learning in The Content Areas (Vol. II)*. Upper Saddle River, NJ: Prentice Hall.
- Merriam, S. (Ed.) (2002). *Qualitative research in practice: Examples for discussion and analysis*. New York, NY: Jossey-Bass.
- Merriam-Webster. (n.d.). Cognitive. In *Merriam-Webster.com dictionary*. Retrieved June 17, 2021, from <https://www.merriam-webster.com/dictionary/cognitive>
- Mishna, F., Schwan, K.J., Lefebvre, R., Bhole, P., Johnston, D. (2014). Students in distress: Unanticipated findings in a cyber bullying study. *Children and Youth Services Review Volume 44*, September 2014, Pages 341-348. <https://doi.org/10.1016/j.childyouth.2014.04.010>
- Mori, Yoshiko. (1998). Effects of first language and phonological accessibility on kanji recognition. *Modern Language Journal*, 82(1), 69-82.
- Mori, Y. (1999a). Epistemological Beliefs and language learning beliefs: What do language learners believe about learning? *Language Learning* 49: 377-415.
- Mori, Y. (1999b). Beliefs about language learning and their relationship to the ability to integrate information from word parts and context in interpreting novel kanji words. *The Modern Language Learning* 83: 534-547.
- Mori, Y. (2002). Individual differences in the integration of information from context and word parts in interpreting unknown kanji words. *Applied Psycholinguistics* 23, 375-397.
- Mori, Y. (2003). Vocabulary acquisition in Japanese. In Y. Hatasa (ed.), *Daini gengo kenkyuu eno shootai [Introduction to second language acquisition research]*. Tokyo: Kuroshio-shuppan, (47–66 in Japanese, 171– 186 in English).
- Mori, Y. (2012). Five Myths about "Kanji" and "Kanji" Learning. *Japanese Language and Literature*, 46(1), 143-169.

- Mori, Y & Shimizu, H. (2007). Japanese language students' attitudes toward kanji and their perceptions on kanji learning strategies. *Foreign Language Annals* 40: 472-490.
- Moriyama, Tae. (2008). *Petunjuk Praktis Memahami Tanda Berhuruf Kanji – Bagian 1*. Jakarta : Keseint Blanc.
- Muljani dkk., (1988). The development of word recognition in a second language. *Applied Psycholinguistics* 19, 99-11
- Naka, M., & Naoi, H. (1995). The effect of repeated writing on memory. *Memory and Cognition*, 23(2), pp.201-212.
- Neisser, E. (1967). *Cognitive Psychology*. New York: Appleton-Century-Crofts.
- Nur'aini, Ratna D. (2020). Penerapan Metode Studi Kasus Yin dalam Penelitian Arsitektur dan Perilaku. *Inersia*, Vol.XVI, No.1. Mei 2020, pp. 92-104.
- Noguchi, Mary Sisk. (2004). Practical Advice and Inspiration to Learners from Non-Kanji Backgrounds to Break through the Seemingly Impenetrable Kanji Wall. *Nihongo Journal*, April 2004, pp.50-100.
- Ogden dan Richard. (1923). *The Meaning of Meaning*. London: Routledge & Kegan Paul Ltd.
- Okita, Yoko. (1995). Kanji gakushuu sutoratejii to gakusei no kanji gakushuu ni taisuru shinnen [Kanji learning strategies and student beliefs on kanji learning]. *Sekai no Nihongo Kyooiku [Japanese Language Education Around the Globe]*, 5, 105-124.
- O'Malley dan Chamot. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge, England: Cambridge University Press.
- Oxford, R., dan Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *Modern Language Journal* 73 (3): 291- 300.
- Oxford, R, L. (1990). *Language Learning Strategies: What every teacher should know*. New York: Newbury House publishers.



- Oxford, R. L. (1992). Who are our students? A synthesis of foreign and second language research on individual differences, with implications for instructional practice. *TESL Canada Journal / Revue TESL du Canada* 9(2): 30-49.
- Oxford, R. L. (1993). Research on second language learning strategies. *Annual Review of Applied Linguistics* 13: 175-187.
- Oxford, R. L. (2016). *Teaching and Researching Language Learning Strategies*. Taylor & Francis.
- Oxford, R. L., and Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the Strategy Inventory for Language Learning (SILL). *System* 23(1): 1-23.
- Owens, Robert E. (2012). *Language Development: An Introduction, 8<sup>th</sup> Edition*. College of St. Rose: Pearson.
- Palmer & Bolderstone. (2006). A Brief Introduction to Qualitative Research. *The Canadian Journal of Medical Radiation Technology, March 2006*. DOI: 10.1016/S0820-5930(09)60112-2.
- Patton, MQ. (1999). "Enhancing the quality and credibility of qualitative analysis." *HSR: Health Services Research*. 34 (5) Part II. pp. 1189-1208.
- Perfetti, (2007). Reading in two writing systems: Accommodation and assimilation of the brain's reading network. *Bilingualism: Language and Cognition* 10 (2), 2007, 131–146. Cambridge University Press. doi:10.1017/S1366728907002891.
- Phillips, M. L., Ladouceur, C. D., & Drevets, W. C. (2008). A neural model of voluntary and automatic emotion regulation: implications for understanding the pathophysiology and neurodevelopment of bipolar disorder. *Molecular psychiatry*, 13(9), 833-857.
- Prima, Ellen. (2016). Cognitive Science dan Cognitive Development dalam Pemrosesan Informasi. *KOMUNIKA, Vol. 10, No. 2*, pp.219-230, Juli - Desember 2016.

- Pütz, M. & Sicola, L. (Eds.). (2010). *Cognitive processing in second language acquisition: Inside the learner's mind*. Amsterdam & Philadelphia: John Benjamins.
- Radford. A. (1988). *Transformational Grammar*. Cambridge: Cambridge University Press.
- Radford, A. (1997). *Syntactic theory and the structure of English: a minimalist approach*.  
Cambridge: Cambridge University Press.
- Rasiban, Linna M. (2013). Penerapan Student Centered Learning (SCL) Melalui Metode Mnemonik dengan Teknik Asosiasi pada Mata Kuliah Kanji Dasar. *Jurnal Pendidikan Bahasa dan Sastra 13 (2), Oktober 2013. p.180-189*.
- Rasiban, Linna M. (2017). "Understanding the Basic of Kanji's Meaning through Mnemonic Method Learning." *Advances in Social Science, Education and Humanities Research (ASSEHR), CONAPLIN 9 vol.82*, Publish by Atlantis Press, pp.17-21.
- Rasiban, L. M., Sudana, D., & Sutedi, D. (2019). Indonesian students' perceptions of mnemonic strategies to recognize Japanese kanji characters. *Indonesian Journal of Applied Linguistics*, 8, 691-697. doi: 10.17509/ijal.v8i3.15256.
- Renariah. (2002). Bahasa Jepang dan karakteristiknya. *Jurnal Sastra Jepang Fakultas Sastra Universitas Kristen Maranatha vol 1 No.2*, hlm.1-16, edisi Februari 2002.
- Renariah. (2004). Mengingat kanji melalui bushu. *Jurnal Pendidikan Bahasa Asing FOKUS, Vol.1 No.2, April 2004*.
- Robinson, P. & Ellis, N.C. (Eds.) (2008). *Handbook of cognitive linguistics and second language acquisition*. New York & London: Routledge.
- Roger, Hawkins. (1991). "Review on Linguistic Theory in Second Language Acquisition by  
Suzanne Flynn and Wayne O'Neil." *Journal of Linguistics 27*: 211-215.
- Rose, H., & Harbon, L. (2013). Self-regulation in second language learning: An investigation of the kanji learning task. *Foreign Language Annals, 46 (1)*, 96-107.

- Rubin, J. (1981). Study of cognitive processes in second language learning. *Applied Linguistics* 2(2): 117-131.
- Salsabila, N.H. (2001). Proses Kognitif dalam Pembelajaran Bermakna. *Prosiding Konferensi Nasional Penelitian Matematika dan Pembelajarannya II (KNPMP II) 434*, Universitas Muhammadiyah Surakarta, 18 Maret 2017.
- Savion-Lemieux, T & Penhune, V.B. (2004). The Effect of Practice and Delay on Motor Skill Learning and Retention. *Exp Brain Res* (2005) 161: 423–431. DOI 10.1007/s00221-004-2085-9.
- Sayeg, Yuki. (1996). The role of sound in reading kanji and kana. *Australian Review of Applied Linguistics*, Vol. 19:2 (1996), pp. 139–151. <https://doi.org/10.1075/aral.19.2.07say> .
- Schram, T. H. (2003). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall
- Schendan, H. E. & Maher, S. M. (2009). Object knowledge during entry-level categorization is activated and modified by implicit memory afer 200 ms. *NeuroImage* 44, 1423–1438.
- Schunk, D. H. (2008). Metacognition, self-regulation, and self-regulated learning: Research recommendations. *Educational Psychology Review*, 20(4), 463-467.
- Segalowitz, N. (2010). *Cognitive bases of second language fluency*. London & New York: Routledge.
- Serre, Wolf & Poggio. (2005). Object Recognition with Features Inspired by Visual Cortex. In *Computer Vision and pattern recognition*.
- Simanjuntak, Mangantar. (1990). *Teori Linguistik Chomsky dan Teori Linguistik Wernicke. Kearah satu teori bahasa yang lebih sempurna*. Jakarta: Radar Jaya Offset.

- Sinha, A., Banejee, N., Sinha, A., & Shastri, R. (2009). Interference of first language in the acquisition of second language. *Journal of Psychology and Counseling, 1*(7), 117-122.
- Skinner, B.F. (1957). *Verbal behavior*. New York: Appleton-Century Croft
- Skehan, P. (1991). Individual Differences in Second Language Learning. *Studies in Second Language Acquisition 13*(02):275 – 298. DOI: 10.1017/S0272263100009979
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Stake, R. (1995). Data Gathering. *The Art of Case Study Research*, pp.49-68. Thousand Oaks, CA: Sage.
- Stanovich, K. E. (2000). Progress in Understanding Reading: Scientific Foundations and New Frontiers. New York: Guilford Press.
- Stern, H. H. (1975). What can we learn from the good learner? *Canadian Modern Language Review / La Revue des langues vivantes 31*: 304-318.
- Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. New York: Cambridge University Press.
- Sternberg (2012). *Cognitive Psychology* (6<sup>th</sup> ed.). Wadsworth Cengage Learning.
- Suharno. (2010). Cognitivism and Its Implication in the Second Language Learning. *Parole, Vol.1*, pp.48-51, Oktober 2010.
- Sutedi, D. (2003). Pengenalan pendekatan linguistik kognitif dalam penelitian bahasa. *Makalah dalam Temu Ilmiah Pendidikan dan Linguistik Bahasa Jepang II, 26 September 2003, Bandung*.
- Sweetman, D., Badiee, M., Creswell, J.W. (2010). Use of the Transformative Framework in Mixed Methods Studies. *Qualitative Inquiry 16* (6), pp.441-454. Qualitative Inquiry 16(6) 441 –454 © The Author(s) 2010 Reprints and permission: [sagepub.com/journalsPermissions.nav](http://sagepub.com/journalsPermissions.nav)  
DOI:10.1177/1077800410364610 <http://qix.sagepub.com>

- Sweller, J., & Sweller, S. (2006). Natural information processing systems. *Evolutionary Psychology*, 4(1), 147470490600400135.
- Syah, Muhibbin,. (2006). *Psikologi Belajar*. Jakarta: PT. Raja Grafindo Persada.
- Taele, Paul & Hammond, Tracy. (2009). "Hashigo: a next-generation sketch interactive system for japanese kanji." *Proceeding of the Twenty-First Innovative Applications of Artificial Intelligence (2009)*, pp.153-158.
- Takebe, Yoshiaki. (1989). *Kanji no oshiekata [How to teach kanji]*. Japan: NAFL.
- Talmy, L. 1983. *How language structures space*. In H. L. Pick and L. P. Acredolo (Eds.), *Spatial Orientation: Theory, Research, and Application*, (225-282). New York/London: Plenum Press.
- Tamaoka, K., & Yamada, H. (2000). The effects of stroke order and radicals on the knowledge of Japanese kanji orthography, phonology, and semantics. *Psychologia*, 43 (3), 199-210.
- Tamaoka, K. (2004). The Japanese writing system and lexical understanding. *Japanese Language and Literature*, 48, 431-471.
- Tanaka, M. (2015). Japanese Kanji Word Processing for Chinese Learners of Japanese: A Study of Homophonic and Semantic Primed Lexical Decision Tasks. *Theory and Practice in Language Studies*, Vol.5, No.5, pp. 900-905, May 2015. DOI: <http://dx.doi.org/10.17507/tpls.0505.03>
- Taylor, K. I., Devereux, B. J., Acres, K., Randall, B. & Tyler, L. K. (2012). Contrasting effects of feature-based statistics on the categorization and basic-level identification of visual objects. *Cognition* 122, 363–374 (2012).
- Taylor, Insup & Taylor M. Martin. (2014). *Writing and literacy in chinese, korean and japanese: revised edition*. John Benjamins Publishing Company.
- Tollini, A. (1994). The importance of form in the teaching of kanji. *Sekai no Nihongo Kyōiku*, 4, 107-116.
- Toyoda, Etsuko. (1995). Learner's feelings toward kanji study. *Nihongo Kyouiku*, 85, 101-113.

- Toyoda, E. (1998). Teaching kanji by focusing on learners' development of graphemic awareness. *Australian Review of Applied Linguistics* 21(15): 155-168.
- Toyoda, E. (2009). *Learning to Read Non-Alphabetic Script*. VDM Verlag Dr. Müller.
- Toyoda, E., & McNamara, T. (2011). Character recognition among English speaking L2 readers of Japanese. *International Journal of Applied Linguistics*, 21 (3), 383-406.
- Tzeng, OJL. (1980). Cognitive Processing in Various Orthographies. *Professional Papers, National Institute of Education Educational Resources Information Center (ERIC)*.
- Van Herreweghe, Mieke & Ellen, Simon. (2010). The relation between orthography and phonology from different angles: insights from psycholinguistics and second language acquisition. *Language and Speech*. 53. 303-306. 10.1177/0023830910372486.
- VanPatten, Bill, & Williams, Jessica. (2015). *Theories in Second Language Acquisition –An Introduction-*. Taylor & Francis, Routledge.
- Von Eckardt, B., (1993). *What is Cognitive Science?*, Cambridge, MA: MIT Press.
- Wagner, R. K., & Torgesen, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin*, 101, 192-212.
- Wang, Koda & Perfetti. (2003). Alphabetic and nonalphabetic L1 effects in English word identification: a comparison of Korean and Chinese English L2 learners. *Cognition* 87, 129-149.
- Wenden, A. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515–537.

- Wenden, A & Rubin, J. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, N.Y.: Prentice/Hall International.
- Widjaja, W. (2008). *Local Instruction Theory on Desimals: The Case of Indonesian Pre-Service Teachers*. Unpublished PhD thesis. Australia: University of Melbourne.
- Wong, L. L., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39, p.144-163.
- Yamashita, H. (2014). Recognition of Japanese Phonographic Kana (Hiragana) and Logographic Kanji Characters by Passive Finger Tracing. *Psychology* 5(3):213-219, March 2014. DOI: 10.4236/psych.2014.53032.
- Yamashita, H., & Maru, Y. (2000). Compositional features of kanji for effective instruction. *The Journal of the Association of Teachers of Japanese*, 34(2), 159-178. <http://dx.doi.org/10.2307/489552>
- Yardley, L. (2000). Dilemmas in qualitative research. *Psychology and Health* 15(2):215-228. DOI: 10.1080/08870440008400302.
- Yin, Robert. K. (2009). *Case Study Research Design and Methods* (4th ed. Vol). Sage Publication.
- Yin, R. K. (2018). *Case Study Research and Applications – Design and Methods*. (6th ed. Vol). Los Angeles: Sage Publications Inc.
- Yoon, Hyo & Chung, Jun-Young & Kim, Kyung Hwan & Song, Myung-Sung & Park, Hyunwook. (2006). An fMRI study of Chinese character reading and picture naming by native Korean speakers. *Neuroscience letters*. 392. 90-5. 10.1016/j.neulet.2005.09.027.
- Yoshimura, K. (1995). *Ninchi Imiron no Houhou (Keiken to Douki no Gengogaku)*. Tokyo: Jinbu Shoin.
- Zafar, Shahila & Meenakshi, K. (2012.) Individual Learner Differences and Second Language Acquisition: A Review. *Journal of Language Teaching and Research*, Vol.3, No.4, pp.639-646, July 2012. doi:10.4304/jltr.3.4.639-646

Zhang, D., and Goh, C. (2006). Strategy knowledge and perceived strategy use: Singaporean students' awareness of listening and speaking strategies. *Language Awareness, 15*,199-219.

Zhang, D. (2019). *Cognitive Functions of the Brain: Perception, Attention and Memory*. IFM LAB TUTORIAL SERIES # 6, COPYRIGHT c IFM LAB, 30 May.

## **Kamus**

KBBI, 2003

<https://kbbi.web.id>

<https://dictionary.cambridge.org/>

Merriam-Webster. (n.d.). *Cognitive*. In Merriam-Webster.com dictionary. Retrieved June 17, 2021, from <https://www.merriam-webster.com/dictionary/cognitive>

## **Laman**

<https://kanjialive.com/214-traditional-kanji-radicals/> Mainichi Shinbun, Maret 2008.

[https://en.wikipedia.org/wiki/Language\\_processing\\_in\\_the\\_brain](https://en.wikipedia.org/wiki/Language_processing_in_the_brain)

<https://www.kompasiana.com/aliffiadi/552a0fba6ea834f564552d1e/mnemonik-itu-unik>

<https://belajarpsikologi.com/pengertian-persepsi-menurut-ahli/> 18 April 2019

[http://id.termwiki.com/ID/orthography\\_%E2%82%81](http://id.termwiki.com/ID/orthography_%E2%82%81)

<http://id.dbpedia.org/page/Ortografi>

<https://richarddpetty.files.wordpress.com/2010/03/sill-english.pdf> → angket SILL

[https://is.muni.cz/el/1421/podzim2017/CJVAEA/um/students\\_folder/Metacognitive\\_Awareness\\_Inventory.pdf](https://is.muni.cz/el/1421/podzim2017/CJVAEA/um/students_folder/Metacognitive_Awareness_Inventory.pdf) → angket MAI

[https://carla.umn.edu/maxsa/documents/LanguageStrategyInventory\\_MAXSA\\_IG.pdf](https://carla.umn.edu/maxsa/documents/LanguageStrategyInventory_MAXSA_IG.pdf) → angket LSUI

Linna Meilia Rasiban, 2021

**PROSES KOGNITIF DAN POLA PENGUASAAN KANJI DALAM BAHASA JEPANG BAGI PEMELAJAR BERLATAR BELAKANG PENGGUNA HURUF LATIN-ALFABET**

Universitas Pendidikan Indonesia

repository.upi.edu

perpustakaan.upi.edu



<https://www.italki.com/article/1125/understanding-the-writing-system-hiragana-katakana-and-japanese-kanji-explained?hl=ja>

<https://dictionary.cambridge.org/dictionary/english/cognitive> . Retrieved June 17, 2021.

<https://plato.stanford.edu/entries/cognitive-science/>. Stanford: Encyclopedia of Philosophy

<https://www.teachingenglish.org.uk/article/cognitive-theory> Retrieved June 17, 2021.