

# Japanese Compound Verbs 「～*dasu*」 「～*deru*」 「～*komu*」 : Exploring Meaning and Illustrated Pedagogy for Japanese Learners

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**Abstract**—Research on the use of compound verbs in learning the Japanese language becomes crucial as previous studies have not fully addressed aspects related to the necessity of categorizing compound verbs clearly and accurately with a simple understanding. Although Satou (2002) divides verbs based on morphophonology, the research remains incomplete without considering morphosemantic aspects. Therefore, doubts arise regarding the result of combining the two verbs, whether the Verbs Group 1 ‘*Godan Doushi*’ (V1), referred to as the initial verb element ‘*zenkouyouso*’, or the Verbs Group 2 ‘*Ichidan Doushi*’ (V2), referred to as the final verb element ‘*gokouyouso*’, still adhere to the status of the final verb as a *jidoushi* or *tadoushi*. Kageyama's (1993) study on the meaning and usage of compound verbs [-*dasu*] is divided into two groups, indicating a change of place ‘*ichihenka*’ and aspect ‘*aspekuto*’, observed in Japanese sentences. The concepts of compound verbs developed by Satou (2002) and Kageyama (2016) are combined eclectically in this research, aiming to obtain accurate data. The results of this analysis may not be well understood without additional support. Therefore, the analysis is presented with the illustrations of compound verbs 「～*dasu*」 「～*deru*」 「～*komu*」, which are drawn based on example sentences. This research aims to categorize the meanings of compound verbs in Japanese and illustrate them in pictures. Thus, Japanese language learners will optimally understand the use of those verbs based on both the inherent meaning of verbs and sentence structure.

**Index Terms**—illustration, inherent verbs, transitive-intransitive, compound verbs

## I. INTRODUCTION

In order to qualify for the Specified Skilled Workers (SSW) visa/residence permit status for foreigners in Japan, Japanese language learners need to achieve a minimum proficiency level of N3 on the Japanese Language Proficiency Test. Consequently, learners preparing for this proficiency need innovative approaches, such as self-directed learning outside the classroom. The preparation process for this test is now easily accessible to the current Z generation through social media platforms, for instance, using the Irodori book, a product of The Japan Foundation. Furthermore, Japanese language learners must comprehend compound verbs, which we explore by providing easily understandable illustrations. The research findings also indicate that utilizing video games and films for foreign language learning has a specific appeal and plays a clear role in enhancing foreign language skills.

The morphology of the pairs of transitive-intransitive verbs in the Japanese language, known as “*jita*”, is divided into 12 groups and is considered quite challenging for foreign Japanese language learners, especially in Indonesia. Therefore, in this study, the author seeks to reinforce Satou's (2002) perspective, which categorizes the derivation of paired verbs “*jita*” into seven groups through the application of morphosemantic analysis, subsequently facilitating morphosyntactic studies.

The compound above verb forms need clarification regarding their origins, whether they originate from intransitive or transitive verbs. Satou's (2002) research will underpin the morphosemantic analysis. For instance:

a. 「食べる + 歩く (*taberu* ‘to eat’ + *aruku* ‘walk’) 「食べ歩く (*tabearuku* = Eating the typical foods of the places visited)

Another example that warrants attention involves compound verbs [-*dasu*] and [-*deru*], which carry two meanings: ‘movement to the outside’ and ‘the starting point of an action.’ These are exemplified in the words below:

b. 「抜く + 出す (*nuku* ‘to pull out’ + *dasu* ‘to begin to; to start to; to burst into; ... out’), for example: 「ぬき出す (*nukidasu*) ‘to pull out and to extract’ / ‘to draw (a weapon)’」

c. 「抜ける + 出す (*nukeru* 'to be released or to be removed' + *dasu* 'to take out'), for example: 「ぬけ出す」 (*nukedasu*) 'to sneak out'

d. 「ぬく + 出る (*nuku* 'to pull out' + *deru* 'to come out') for example: 「ぬきんでる (*nukinderu*), 'to come out prominently'

For Japanese language learners in Indonesia, the three meanings mentioned above, are challenging to understand due to compound verb examples (c) and (d) having V1 and V2 that are nearly identical, differing only in the addition of 'n'. Therefore, further research is necessary to facilitate better comprehension and gain a more thorough understanding of their optimal usage.

The suffixes present in paired verbs "jita" exhibit significant variations. This aspect has been examined by Japanese linguists such as Sakuma (1936), Hashimoto (1959), Okutsu (1969), Matsushita (1974), and Kageyama (1997). Kageyama (1997, pp. 183-203) delineates the morphological changes in paired verbs, both the transformation from *tadoushi* 'transitive' to *jidoushi* 'intransitive' and from *jidoushi* 'intransitive' to *tadoushi* 'transitive'. Besides, in the phonological domain, sound changes in the suffixes of these verbs give rise to stems, which convey the meaning inherent in the compound "jita" verbs. This study is closely related to compound "jita" verbs with suffixes such as *-aru* and *-eru*; *-ru* and *-su*; *-u* and *-asu/osu*.

There is a morphological classification of paired verbs "jita" into several groups by Hashimoto (1959), which was later simplified into four morphological groups by Iori (2000). This categorization is accompanied by a more comprehensive understanding of morphology and semantics. The morphosemantics of compound verbs in Japanese, particularly in *fukugoudoushi* or compound verbs, require careful precision in comprehension, as they are extensively used in literary works.

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According to the Transitivity Harmony Principle (THP) theory by Kageyama (1993), if both verbs, specifically the unaccusative verbs, i.e., between V1 and the verb "komu" as V2, combine to form a compound verb, then the argument structure is a theme. This principle aligns with what Jackendoff (1990) proposed, stating that unaccusative verbs typically depict a change of state/location in which the subject assumes a semantic role as a patient/theme.

The domain utilized by an expression provides its conceptual content. However, linguistic meaning is not solely determined by content, as we can interpret the same content in alternative ways, resulting in significantly different meanings. Despite being largely overlooked in traditional semantics, construal is crucial for semantic structure and grammar. It is a multifaceted phenomenon with various dimensions reflecting basic cognitive abilities. These dimensions can be categorized under five general headings: specificity, background, perspective, scope, and prominence.

Langacker (1999) argues that specificity is related to the human ability to comprehend and depict an entity at various levels of precision and detail. Such a hierarchy indicates that the process of schematization—necessary for acquiring any lexical item—can be performed at different levels.

Satou (2002) categorizes the compound verbs based on morphophonology. However, the research still needs to consider the morphosemantic aspects. Therefore, doubts arise regarding the result of combining the two verbs, whether the verbs Group 1 (V1), referred to as the initial verb element 'zenkouyouso', or the verbs Group 2 (V2), referred to as the final verb element 'gokouyouso', still adhere to the status of the final verb as a *jidoushi* or *tadoushi*.

Furthermore, Kageyama's (1993) research on the meaning and usage of compound verbs [-dasu] categorizes them into two groups: indicating a change of place 'ichihenka' and the aspect 'aspekuto'. See the scheme of compound verbs proposed by Kageyama in the diagram below.



Figure 1. Compound Verb [-dasu] Scheme According to Kageyama (1993)

The meaning conveyed in the sentences presented in this research is closely related to the structure of sentences. Thus, if the concepts developed by Satou (2002) and Kageyama (1993) in the study of compound verbs are essentially aimed at obtaining optimal results, it is essential to examine the data of compound verbs based on the inherent meaning of compound verbs themselves, known as '*goi tekina fukugoudoushi*', as well as considering the meaning in sentences, referred to as '*tougo tekina fukugoudoushi*'.

The semantic relationship between V1 and V2 is a construction by examining the essence of compound events, explaining why V1 and V2 can only become compound verbs when they have a specific semantic relationship. Chen Yiting's (2017) research result shows that compound verbs expressing complex events are cognitively motivated by "cause and effect relationships" and "simultaneous occurrences that strongly require cause and effect relationships". Furthermore, the research has analyzed the non-composite nature of compound verbs from a usage-based model perspective, and it has been found that non-composite compound verbs require high usage frequency. Also, non-composite compound verbs are used throughout V1-V2 to clarify the need for a comprehensive list in the lexicon.

In their writing, Yang Luo and Yuewu Lin (2017, p. 1) state, "*Illustrations are capable to express the meaning of unfamiliar language or a great deal of information in the reading materials, such as by vivid pictures, tables, drawings, paintings. As a result, illustrations are applied to many different fields, including English language teaching*". This idea aligns with the opinion of Aashay Lule (2022) that illustrations enhance various aspects of learning, such as comprehension, memory, problem-solving, and other critical thinking skills, contributing to the refinement of a broader range of literacy skills.

Based on previous research regarding the usefulness of illustrations in foreign language learning, we attempt to collaborate Japanese compound verbs with illustrations of example sentences. This collaboration aims to facilitate the understanding of Japanese compound verbs, which are widely used in daily life, especially those analyzed with 128 data instances in the pattern [V1+*dasu*], 51 instances in [V1+*deru*], and 163 instances in the pattern [V1+*komu*] (Kadir & Sidiq, 2019).

## II. RESEARCH METHODOLOGY

The method used in this research is descriptive. The selection of this method is based on the focus on the natural characteristics of grammar, aiming to generate actual data. The data extracted from Kageyama's (1993) research book on compound verb sentences is authentic and suitable for examination. Furthermore, this research relies solely on existing facts or natural phenomena found in the speakers' lives and is not concerned with their correctness.

Furthermore, Kageyama (2013) explains that there are compound lexical verbs and compound syntactic verbs as described below.

- a. Compound Lexical Verbs (LCV)  
Post-fix verbs (V2) are directly combined with prefix verbs (V1) in their conjunctive Post-fix form. This means two lexically categorized words are directly complex.
- b. Compound Syntactic Verbs (SCV)  
V2 does not attach directly to the connecting form of V1, but rather serves as a complement (in some records) with V1 as its main part (in some levels of phrase). In other words, this is syntactic because it is attached to a syntactic phrase.

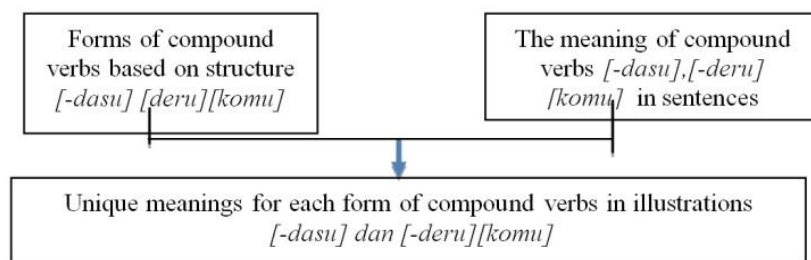


Figure 2. Scheme of the Implementation Mechanism of Compound Verb Research Analysis

Meanwhile, the result of the research is presented in the form of a narrative (textual method) that consists of 5W and 1H. In other words, the results of this research are presented in a description and elaboration of the sentence structure scheme accompanied by supporting illustrations.

In the context of compound verbs, the comprehension of a Japanese sentence is enhanced through the use of illustrations, as explained by Aashay Lule and Mrs. Aditi (2022) in their work titled "Illustration is an Effective Teaching Aid in the Process of Learning".

## III. RESULTS AND DISCUSSION

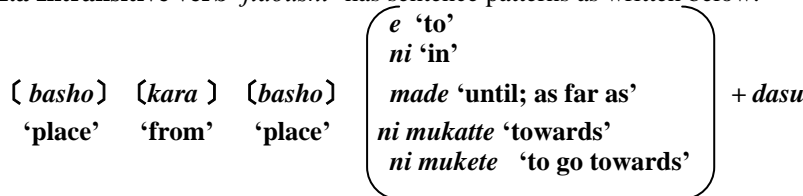
The data obtained from 179 compound verbs [-*deru*] and [-*dasu*], which have undergone translation, are categorized based on the possibility of having pairs or not and how the meaning content is on verbs group 1 (V1) referred to as **the**

**initial verb element ‘zenkouyouso’**, and the meaning content on verbs group 2 (V2) is referred to as **the final verb element ‘gokouyouso’**. The categorization of compound verbs [-*dasu*] and [-*deru*], both in terms of verb forms (whether transitive tadoushi or intransitive jidoushi), can be observed from the sentence structures they form. Himeno's (1977, p. 79) research reinforces the categorization of compound verbs [-*dasu*], [-*deru*], and [-*komu*].

Another reference considered in this study is the exposition by Suga and Hayatsu (2001), which describes the distinction between transitive and intransitive verbs, as determined by the accompanying particles. Transitive verbs are accompanied by the particle "o," while intransitive verbs are accompanied by the particle “ga”.

A. The Structure and Meaning of Compound Verbs [-*dasu*]

1.a Intransitive verb ‘*jidoushi*’ has sentence patterns as written below.



Compound verbs with the pattern above convey a sense of intransitive sentences that depict a change in the condition of a liquid substance 'overflowing' from one place to another, and these compound verbs are formed according to the pattern below.

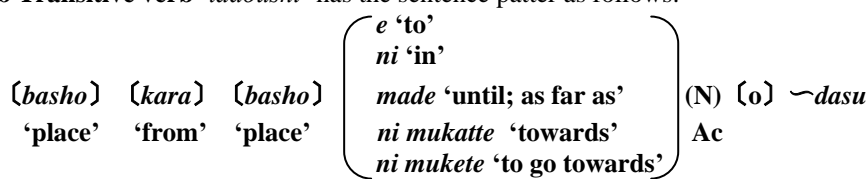
$V_i + dasu = V_i$  *afureru* ‘to overflow + *dasu* ‘to take out’=> *afure*( stem) + *dasu* ‘means a change outward (surface or outer part)’



Example:  
 水がバケツからあふれ出した。  
*Mizu ga baketsu kara afuredashita.*  
 ‘water **overflowing** from the bucket.’

Figure 3. Overflowing (*Afuredasu*)

1.b Transitive verb ‘*tadoushi*’ has the sentence patter as follows.



The transitive sentence above illustrates the structure of moving an animate object from one place to another with the activity verb ‘to follow’ *ou*. This verb is formed from  $V_t + dasu = V_t$  (*ou* ‘to follow’ + *dasu* ‘take out’ => *oi* (stem) *dasu*), which means ‘there is a change outward’.



Example:  
 彼は野良犬を家から外へ追い出した。  
*Kare wa norainu o ie kara soto e oidashita.*  
 ‘He **drove** the stray dog out of the house.’

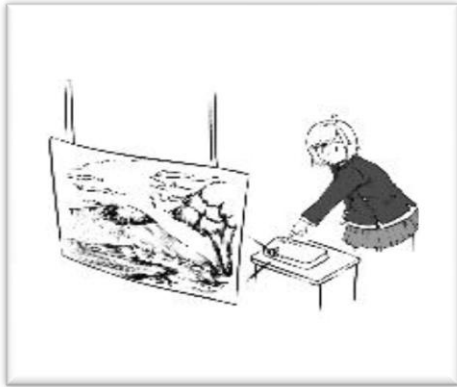
Figure 4. To Drive Out (*Oidasu*)

2. Transitive verb '*tadoushi*' has the sentence pattern as follows.

(*basho*)                     $\left. \begin{array}{l} e \text{ 'to'} \\ ni \text{ 'in'} \\ made \text{ 'until; as far as'} \end{array} \right\} \text{ (yuujobutsu) (O) -dasu}$   
 'place'                    'target object'    Ac

Transitive sentences using the verb *utsushidasu* 'to reveal; to show; to reflect; to project' are formed from the structure of the occurrence location and the target object. This compound verb originates from a pattern like the one below.

$V_t + dasu = V_t$  (*utsutsu* 'to copy' + *dasu* 'to take out' => *utsushi* (stem) + *dasu* 'means to show something in a specific place')



Example:

彼は美しい景色をスクリーンに映し出した。  
*Kare wa utsukushii keshiki oukurin ni utsushidashita.*  
 'He projected the beautiful scenery on the screen.'

Figure 5. To Project (*Utsushidasu*)

3.a Transitive '*tadoushi*' has the sentence pattern as follows.

(N)                    (O) [ - *dasu* ]  
 (animate/inanimate)    Ac

Transitive sentences use the verb *terasu* 'to shine on' function as a transitive verb and have a form like the one below.

$V_t + dasu = V_t$  (*terasu* 'to shine on; to illuminate' + *dasu* 'to take out' => *terashidasu* 'means reality')



Example:

スポットライトが彼女を照らし出した。  
*Spottoraito ga kanojo o terashidashita.*  
 'Spotlight illuminated her.'

Figure 6. To Illuminate (*Terashidasu*)

3.b Transitive verb '*tadoushi*' has the following sentence pattern.

(*hito*) (ga) (N) (O) (-*dasu*)  
 Person Nom Noun Ac

The verb *umidasu* means 'to create' in the sentence structure above. This compound verb is formed from the pattern  $V_t + 出す = V_t$  (*umu* 'to produce' + *dasu* 'to bring out' => 'means creativity').



Figure 7. To Create; To Produce (*Umidasu*)

Example:

彼らは新しい製品を生み出した。

*Karera wa atarashii seihin o umidashita.*

‘They have **created** a new product.’

3.c The transitive verb ‘*tadoushi*’ is the same sentence pattern as 3.b above.

{*hito*} {*ga*} {*N*} {*O*} {*-dasu*}

‘Person’ Nom Noun Ac

The sentence structure in data (3.c) is not much different from the transitive sentence in data (3.b), where an animate object/person becomes the subject with the verb *sagasu* ‘to search; to look for; to seek’, making this a transitive sentence. The compound verb pattern becomes like this: *Vt + だす* = *Vt sagasu* ‘to search; to look for; to seek’+ *dasu* ‘to bring out’ => *sagashidasu* ‘means discovery’.



Figure 8. To Find Information (*Sagashidasu*)

Example:

インターネットを使うと、欲しい情報をすぐに見出すことができる。

*Intānetto o tsukauto, hoshii jōhō o sugu ni sagashidasu koto ga dekiru.*

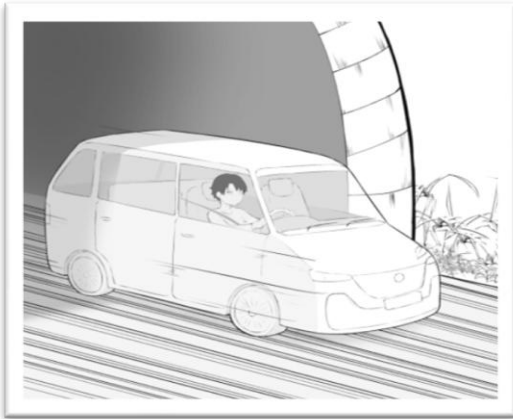
‘If using the internet, we can quickly find the desired information.’

4. The transitive-intransitive verb ‘*jidoushi-tadoushi*’ has the following sentence pattern.

{*N*} {*ga*} {*~dasu*}

The structure of this intransitive sentence conveys the state of a noun experiencing the beginning of a movement. The compound verb consists of *ugoku* ‘to move’ and *dasu* ‘to bring out’. Note the pattern below.

$V_i + \text{だす} = V_i$ ;  $V_t + \text{だす} = Vt$  *ugoku* ‘to move’ + *dasu* ‘to bring out’ => *ugokidasu* ‘means starting to move’



Example:

**車が動き出す。**

*Kuruma ga ugokidasu*

‘The car starts to move.’

Figure 9. Starting to Move (*Ugokidasu*)

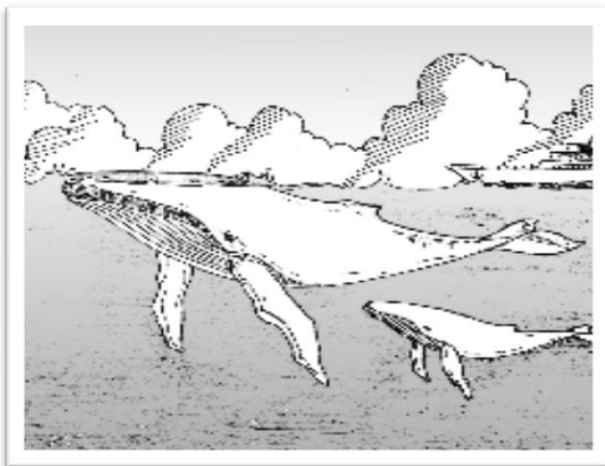
### B. Structure and Meaning of Compound Verbs [-*deru*]

1. As explained below, The intransitive verb ‘*jidoushi*’ almost has the same sentence pattern as [-*dasu*].

{ <i>basho</i> }	{ <i>kara</i> }	{ <i>basho</i> }	}	+ ~ <i>deru</i>
‘Place’	‘from’	‘place’.		
$\left( \begin{array}{l} e \text{ ‘to’} \\ ni \text{ ‘in’} \\ made \text{ ‘until; as far as’} \\ ni \text{ mukatte ‘towards’} \\ ni \text{ mukete ‘to go towards’} \end{array} \right)$				

The intransitive sentence structure above uses the compound verbs *ukabu* ‘to float’ + *deru* ‘to emerge’, indicating a change from one place to another that more explicitly conveys a change of state from one position to another. This compound verb follows the pattern outlined below.

$V_i + \text{deru} = V_i$  (*ukabu* ‘to float’ + *deru* ‘to bring out’ => *ukabideru* ‘Meaning a change to the outside



Example:

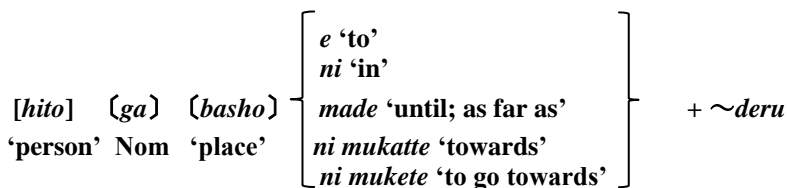
**くじらが水面に浮かび出た。**

*Kujira ga suimen ni ukabideta.*

‘A whale emerges on the water’s surface.’

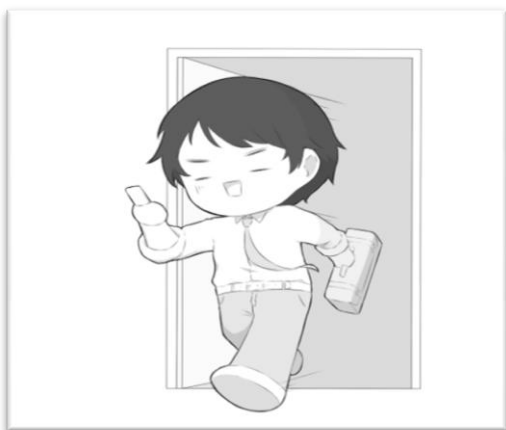
Figure 10. Emerging to the Surface (*Ukabideru*)

2. The intransitive verb *'jidoushi'* has a different sentence pattern compared to sentence pattern one above, as seen below.



The above-structured intransitive sentence uses markers such as *e* 'to', *Ni* 'in', *made* 'until; as far as', *ni mukatte* 'towards', *ni mukete* 'to go towards' with verbs that follow the following pattern.

$V_i + \text{-deru} = V_i$  *korogaru* 'to roll' + *deru* to 'bring out' 'Means a change outward (surface of outer part).



Example:

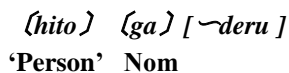
彼は慌てて家から外に転がり出た。

*Kare wa awatete ie kara soto ni koro-garideta.*

'He hurriedly left the house.'

Figure 11. Rushed Out (*Korogarikomu*)

3. Transitive verb *'tadoushi'* has the following sentence pattern.



The transitive sentence structure above follows the compound verb pattern using ~*deru*. For example: the verb *ukareru* 'expresses joy' so the pattern becomes as follows:  $V_i + \text{deru} = V_t$  *ukareru* 'to be joyful' + *deru* 'to come out' 'means 'signifies an expression of a joyful attitude.



Example:

春の陽気に誘われて、人々は花見に浮かれ出た。

*Haru no yōki ni sasowa-rete, hitobito wa hanami ni ukaredeta.*

'Prompted by the cheerfulness of spring, people looked joyful as they enjoyed the beauty of cherry blossoms.'

Figure 12. To Be Joyful Enjoying the Beauty of Cherry Blossoms (*Ukarederu*)



### C. Structure and Meaning of Compound Verbs [-komu]

In this study, the authors successfully collected 254 data of *fukugodoushi* [-komu], consisting of 81 syntactic compound verbs and 163 lexical compound verbs, with the remaining categorized as compound verbs that could be categorized into both types. All syntactic compound verbs with -komu cannot be paraphrased, while for lexical compound verbs, all of them can be paraphrased using verbs like *ireru* or *hairu*, which have meanings intersecting with *komu* (Himeno, 1998). Additionally, when looking at the verbs occupying V1, the data indicates that both transitive and intransitive verbs have a similar ratio. See the following example.

#### 1. Intransitive 'jidoushi' [-komu] verbal compound pattern 1 is as follows.

V1 + komu = *agaru* 'to come up' + *komu* 'full', meaning 'entering someone else's house or property as if entering one's own home'. Generally, it appears in sentences structured as [hito/N1] [ga] [N2] [ni/e] + [-komu]



Example:

彼がに休業日にお菓子屋に上がりんだ。

*Kare ga enryo ni kyugyou ni okashiyani agarikonda.*

'The man **entered** the close pastry shop without hesitation.'

Figure 13. Entering the Close Shop (*Agarikomu*)

In the above data, the verb *agarikonda* is the past tense form of the verb *agarikomu*. This compound verb consists of two free morphemes, namely the intransitive verb *agaru*, which means 'to come up' and *komu*, which carries the meaning of 'to enter'. This compound verb falls under lexical compound verbs that can be paraphrased as a consecutive action, *agaru* followed by *hairu*, meaning 'to come up and then enter'.

The next example of a lexical compound verb with the pattern V1 (*utau* 'to sing'+ *komu* 'full' = *utaikomu* carries the meaning, 'to repeatedly practice singing in order to sing well'. The intransitive sentence in the example below has the structure as written below.

[hito] [ga] [N] [O] [-komu]  
'Person' Nom Noun Ac



Example:

合唱団は課題曲(かだいきょく)を歌(うた)い込(こ)んだ。

*Gasshō-dan wa kadai kyoku o utai konda.*

'The choir **continues to practice** the predetermined song.'

Figure 14. To Continue to Practice (*Utaikomu*)

The syntactic compound verb found in the example below which generally follows the pattern:

V1 + komu = *uru* 'to sell' + *komu* 'full', means 'to explain clearly for selling goods to new customers'



Figure 15. To Sell New Products (*Urikomu*)

Example:

彼は新(あたらしい)しい製品(せいひん)を取引先(とりひきさき)に安(やすい)い価格(かかく)で売り込(こ)んだ。

*Kare wa atarashii seihin o torihikisaki ni yasui kakaku de urikonda.*

‘He sells new products to his customers at a low price.’

The following show that [*~komu*] has several meanings (polysemy), whether it is in the form of a **transitive** or **intransitive** sentence.

{*hito*/N1} {*ga*} {N2} {O} {*~komu*}

- (1) The structure of this transitive sentences uses the compound verb ***uchikomu***, which comes from V1 + ***komu***= ***utsu*** ‘to hit’ + ***komu*** ‘full’, means ‘to insert something by hitting’. Please observe the example below.

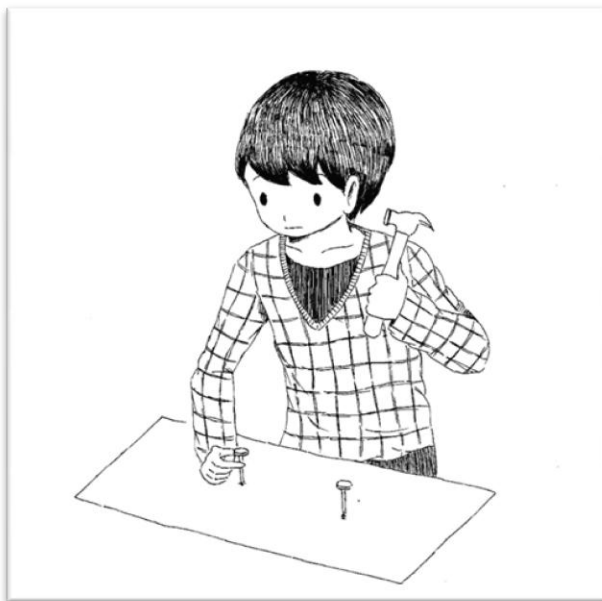


Figure 16. To Hammer (*Uchikomu*)

Example:

柱(はしら)にくぎ(くぎ)を(を) ; 打ち込(こ)んだ。  
*'Hashira ini kugi o uchikonda.'*  
 ‘I hammered a nail into the post.’

- (2) Furthermore, observe the sentence structure below.

{*hito*/N1} {*ga*} {N2} {*ni*} {N3} {O} + {*~komu*} uses three particles, namely {*ga*} , {*ni*} , and {*o*} which with each particle attached to N1 with {*ga*} as Nom marker; to N2 as the target marker with {*ni*} , and to N3 as the object marker with {*o*} , along with the compound verb *uchikomu*, which means ‘to hit, causing something to enter.’ Please observe the example below.

ちからづよ  
 彼女は ; 力強く相手のコートにスマッシュを打ち込んだ。  
*'Kanojo wa chikarazuyoku aiteno ko-to ni sumasshu o uchikonda.'*  
 ‘He hit a powerful smash towards the opponent’s tennis court.’

(3) The structure like this *hito/N1* {*ga*} {*N2*} {*ni*} {*~komu*}

With the compound verb *uchikomu* means ‘to pour energy into something or to be obsessed with something’. The particle {*ni*} attached to N2 carries the meaning ‘on’. This can be seen in the example below.

彼は<sup>りゅうがく</sup>留学のための<sup>べんきょう</sup>勉強に<sup>こ</sup>打ち込んだ。  
 ‘Kare wa ryuugaku no tame no benkyou **ni uchikonda.**  
 ‘He **concentrates** on his studies for further education abroad.’

The verb *uchikomu* in data (1) tends to fall into lexical verbs, while data (2) dan (3), it can be categorized as syntactic verbs. Furthermore, we will examine compound verbs using the verb *utsumuku* ‘to look down’, which is an intransitive verb with the sentence structure like this:

{*hito*} {*ga*} [*utsumukikomu*].  
 ‘Person’ Nom

The structure of this intransitive sentence tends to indicate the intention/purpose of the subject to do so, where [*utsumukikomu*] which comes from the pattern V1+ *komu*= *utsumuku* ‘to bow down’ + *komu* ‘full’. Thus, it means ‘bowing deeply’. Please observe the example sentence below.



Example:

少年はうつむき込(こ)んだ。  
 Shounen wa **utsumukikonda.**  
 ‘(A) little boy **bowed** his head deeply.’

Figure 17. To Bow Deeply (*Utsumukikomu*)

#### D. The Compilation and Presentation of Compound Verbs Meaning 「*~dasu*」 「*~deru*」 「*~komu*」

In the following table, we can observe the morphological forms of compound verbs [*-dasu*] and [*-deru*], which combine V1 and V2. It is noteworthy that while V2 in its transitive form [*-dasu*] does not always remain transitive in compound verbs, similarly, V2 in its intransitive form [*~deru*] does not necessarily become an intransitive compound verb.

With this specific structure, illustrations have been created to assist learners in understanding these compound verbs easily. There are 51 instances of the compound verb 「*~deru*」, with almost **94%** (48 instances) having an **intransitive** V1 with the pattern: (**Vi + Vi = Vi**). Meanwhile, only **6%** (3 instances) have a **transitive** V1 with the pattern: (**Vt + Vi = Vt**). For the compound verb 「*~dasu*」, which has 128 instances, intransitive V1 has 2 patterns: (**Vi + Vt = Vi**) with 14 instances (**10%**) and (**Vi + Vt = Vt**) with 27 instances (**21%**). On the other hand, transitive V1 in the compound verb 「*~dasu*」 follows the pattern: (**Vt + Vt = Vt**) with 14 instances (**69%**).

TABLE 1  
THE PERCENTAGE OF COMPOUND VERBS [~*dasu*] [~*deru*] BASED ON V1+V2

Verbs V1 + V2	Compound Verbs [~ <i>Deru</i> ] (51 data)	Compound Verbs [~ <i>Dasu</i> ] (128 data)
Intransitive+ Intransitive	( <i>hashiru</i> ) + ( <i>deru</i> ) <i>hashirideru</i> 'to run out' (V <sub>i</sub> + V <sub>i</sub> = V <sub>i</sub> ) => 94% (Intransitive)	X X X X
Intransitive + Transitive	X X X X	<i>tobu</i> 'to fly' + <i>dasu</i> 'to bring out' <i>tobidasu</i> 'to jump' (V <sub>i</sub> + V <sub>t</sub> = V <sub>i</sub> ) => 10% (Intransitive)
		<i>nukeru</i> 'to release' + <i>dasu</i> 'to take out' <i>nukedasu</i> 'to leave' (V <sub>i</sub> + V <sub>t</sub> = V <sub>t</sub> ) => 21% (Transitive)
Transitive + Transitive	X X X X	<i>hamu</i> 'to eat' + <i>dasu</i> 'to bring out' <i>hamidasu</i> 'to throw up' (V <sub>t</sub> + V <sub>t</sub> = V <sub>i</sub> ) => 1% (Intransitive)
		<i>nuku</i> 'to release' + <i>dasu</i> 'to bring out' <i>nukidasu</i> 'to draw (a weapon)' (V <sub>t</sub> + V <sub>t</sub> = V <sub>t</sub> ) => 68% (Transitive)
Transitive + Intransitive	<i>todokeru</i> 'to send' + <i>deru</i> 'to bring out' <i>todokederu</i> 'to report' (V <sub>t</sub> + V <sub>i</sub> = V <sub>t</sub> ) => 6% (Transitive)	X X X X

Note: X X X X: unacceptable

The verb [*komu* 'full'] is not included in paired verbs compared to the verbs [-*dasu* 'to take out'] and [-*deru* 'come out'], so the compound verbs [-*komu*] which amounts to about 254, can be grouped based on lexical meanings, which are approximately 163. Among them, there are meanings of 'movement inward' *naibu idou* with a total of 102 (62%) and meanings of 'intensity' *teido shinkou* with a total of 61 (37%).

E. Benefits of Understanding the Construction of Compound Verbs 「~*dasu*」 「~*deru*」 「~*komu*」 for Foreign Learners of the Japanese Language

Understanding the construction of compound verbs 「~*dasu*」 「~*deru*」 「~*komu*」 provides benefits by enhancing vocabulary skills through visual aids or illustrations. Learners who comprehend the meaning of 「*dasu*」 'to take out' 「*deru*」 'to come out' 「*komu*」 'full' and apply V1 before these verbs will broaden their knowledge of compound verbs through illustrations that align with the meanings and example sentences provided.

The illustrations in the book '*Verba Gabung Bahasa Jepang*' or Japanese Compound Verbs are very helpful for foreign learners in understanding the various meanings of compound verbs. We hope this book benefits Japanese language learners, especially in Indonesia.

The visual illustrations provide a powerful tool that facilitates learning, especially in studying Japanese compound verbs. Illustrations enhance various aspects of learning, such as comprehension, retention, problem-solving, and more. Additionally, illustrations include diagrams and graphics that aid in understanding a substantial amount of data through minimal and precise visual language. Hopefully, this research contributes to developing visual literacy among Japanese language learners and refining critical thinking skills, assisting in honing various abilities.

IV. CONCLUSION

The morphological forms of compound verbs [-*dasu*] and [-*deru*] result from the combination of V1 and V2, where V2, in its base form, is transitive for [-*dasu*] but does not always retain its transitivity in compound verbs. Similarly, for V2, in its intransitive form for [-*deru*], it does not always maintain its intransitivity in compound verbs. The basic meaning of the compound verb [-*dasu*] encompasses three nuances: manifestation, creating something, and the sense of beginning to do something. On the other hand, [-*deru*] carries the nuance of a spontaneous change in activity.

The analysis of the meaning of compound verbs V1+*komu*, it can be divided into two groups: (1) the meaning of compound verbs V1+*komu* (that does not lose its basic meaning) relates to **physical movement**, and (2) the meaning of compound verbs V1+*komu* (that loses its basic meaning) **expresses a state (physical/psychological)**. The meaning of physical movement involves activities like entering into a closed space (such as a room), indicating the 'how,' while the verb *komu* as V2 expresses the **process** of that movement.

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