



The effect of Naver Dictionary as a Korean learning medium: Focused on students' ability to classify predicative word classes

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ABSTRACT

Mastery of word classes is fundamental to learning Korean grammar, because a word's class determines how it inflects, which particles it takes, and how it functions in a sentence. Some words belong to more than one class depending on context. As a result, Korean language learners often misclassify words, which can lead to errors in sentence construction. One possible way to address this difficulty is to use a digital dictionary such as Naver Dictionary, which labels the word class of each entry and illustrates its use with example sentences. Classifying word classes is challenging for Korean language learners. One possible way to address this difficulty is to use a digital dictionary such as Naver Dictionary. This study examines learners' ability to classify word classes and the extent to which their performance improves after Naver Dictionary is implemented as a classroom learning medium. The study used a quantitative, quasi-experimental one-group pre-test-post-test design involving 20 Korean Language Education students. The students' post-test scores were higher than their pre-test scores. The mean score increased from 29.00 on the pre-test to 52.50 on the post-test, representing an increase of 23.50 points. The paired-samples t-test produced a *t*-value of 4.438, which was greater than the critical value of 2.093. The mean N-gain score was 30.10%, indicating a moderate level of improvement. The findings suggest that Naver Dictionary may support students' ability to classify Korean word classes.

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1. INTRODUCTION

Word classes are central to learning Korean grammar, yet classifying them correctly remains a persistent difficulty for Korean language learners in Indonesia. The difficulty matters because, in Korean, the word class of a word determines the grammatical structures that can be built around it. This is especially true for words that occupy the predicate position (서술어; G. G. Lee, 2017). The ending a predicate takes, the way it conjugates, and the constructions it can enter all depend on whether it is a verb, an adjective, or a noun combined with the copula. A learner who misidentifies the word class of a predicate is therefore likely to produce ungrammatical phrases and clauses, even when the meaning of the word is correctly understood. The ability to classify word classes is thus not merely theoretical knowledge but a prerequisite for accurate sentence production.

For Indonesian learners, this difficulty is compounded by differences between the word class systems of the two languages. A concept expressed by a verb in Korean is not always expressed by a verb in Indonesian, and vice versa. Learners who rely on the word class of the Indonesian equivalent are therefore likely to misclassify Korean words. In addition, the two languages build predicates differently. Korean applies grammatical rules that depend on the word class of the predicate. Indonesian relies mainly on affixation, such as the prefix *me-*, which adapts to the initial sound of the base word rather than to its word class. Because of these differences, learners cannot simply transfer their knowledge of Indonesian grammar to Korean. They need explicit support in recognizing the word class of each Korean word they learn.

When discussed further according to the predicative word class, Korean has grammatical rules that adjust to the word class that occupies the predicate part in a sentence. Meanwhile, Indonesian does not have grammatical rules based on its word class, but rather affix conjugation rules such as *me-* which adjust to the beginning of the syllable that forms a word. The predicate position or '서술어' [seosureo] (G. G. Lee, 2017) in Korean is occupied by 동사 [dongsā] 'verb', 형용사 [hyeongyongsā] 'adjective'. In addition, 체언 [che-eon] or nouns (Encyclopedia of Korean Culture, n.d.) can also occupy this position with the help of 계사 [gyesa] or the copula, namely '어' [-i]. These three word classes occupying the predicate position are then called predicative word classes. In Korean sentence formation, the form of the predicate changes according to the word class of the predicative word.

This contrast reveals differences in the word-class systems of Indonesian and Korean. This difference is recorded in both Korean and Indonesian dictionaries. Regarding the comparison of Korean and Indonesian morphology, Megasari and Widyana (2020) previously examined the differences in time-marking adverbs between Korean and Indonesian. Korean has particles that can modify the expression of time in sentence formation. Meanwhile, Indonesian only has time-marking adverbials to add time expressions in sentence formation. The study also found that time-marking adverbials in Korean are nouns that convey time when translated into Indonesian.

Research comparing Korean and Indonesian was also conducted by Nurnovika (2019), who examined the comparison between prepositional particles in Korean and Indonesian. She found that prepositional particles in Indonesian are words, while in Korean, they are attached units or morphemes. Furthermore, Nurnovika also found that prepositional particles in Indonesian are generally placed before the word they describe, while prepositional particles in Korean are always attached after the word they describe. In the context of subjects, Prismayanti and Mulyadi (2022) found that in Korean, the subject is marked by a subject marker, also known as the particles 이 /i/, 가 /ga/, 은 /eun/, and 는 /neun/. Subjects can be positioned alongside adverbs, objects, and predicates. The word classes found in the subject of a sentence consist of nouns and noun phrases. Meanwhile, in Indonesian, the subject of a sentence does not have a subject marker. The subject is always positioned alongside the predicate. The word class categories found in the subject of a sentence consist of nouns, pronouns and noun phrases.

This paper is targeted to introduce students with Naver Dictionary app. The dictionary is accompanied with word-class features that observed to make easier for learners to identify parts

of speech of a word accurately. By using these tool, Korean language learners can determine word classes which is important for attaching grammatical elements, such as particles and sentence endings.

Studies on Naver Dictionary have so far focused mainly on how the service was developed and how learners use digital dictionaries in general. Kim and Han (2016) traced the development of Naver's dictionary services. They showed that the service expanded quickly with the spread of smartphones and now draws its entries from several sources, including learner dictionaries and user contributions, which makes it widely accessible to learners of Korean. In a survey of 475 Korean language learners from 29 countries, E. Lee (2015) found that most learners relied on free internet and smartphone dictionaries because these are fast, portable, and rich in information. However, learners consulted these dictionaries mainly to look up word meanings and much less often for grammatical information. These studies confirm that digital dictionaries such as Naver Dictionary are already part of learners' everyday study practice. However, they describe the features of the service and general patterns of use rather than its effect on specific learning outcomes. In particular, the word class information that Naver Dictionary provides for every entry has received little attention, and no study has yet tested whether deliberately using this information in class improves learners' ability to classify Korean word classes. The present study addresses this gap by implementing Naver Dictionary as a classroom learning medium for word class classification and measuring its effect on learners' performance.

Compared to similar dictionaries like the Standard Korean Language Dictionary (표준국어대사전), Naver Dictionary offers a broader range of features, including synonyms (유의어) and antonyms (대립어) (G. Y. Lee, 2020). It also makes searching much easier—if users are unsure of the exact spelling or phrasing, Naver Dictionary suggests relevant search results automatically. In contrast, the Standard Korean Language Dictionary only generates results that strictly match the user's input against its database, meaning any small typo leads to a failed search. These advantages position Naver Dictionary as a highly practical digital tool for supporting language learning, particularly in helping students accurately classify Korean word classes. Based on the background described above, this study addresses the following research questions:

1. How are Indonesian students of Korean able to classify Korean word classes?
2. To what extent does the use of Naver Dictionary as a learning medium improve Indonesian students' ability to classify Korean word classes?

2. METHOD

2.1. Research design

This study used a quantitative approach with a quasi-experimental design. Quantitative approach, is a form of scientific inquiry that examines problems within a phenomenon and explores potential relationships between specified variables (Indrawan & Yaniawati, 2014). Furthermore, Priyono (as cited in Sahir, 2021) described that quantitative approach is a structured scientific framework where ideas and concepts are developed through deductive reasoning.

2.2. Research participants

A research subject refers to any person, object, or institution being studied (Jakaria, 2015). For this study, the participants were students from Class A of the 2021 Korean Language Education major, chosen based on these criteria:

1. Understands the concept of Korean target endings and particles: Participants had already studied how to use endings like -는다 and -는데요/나요?, as well as the modifier particle -는. This was important to make sure they could attach grammar points to predicative words based on their word class.

2. Understands the conjugation rules: Participants know the theoretical rules for any of Korean word changes when adding -ㄴ다, -ㄴ가요/나요?, and -ㄴ/는. With this ability, they could apply these rules correctly.
3. Passed intermediate coursework: Participants have reached intermediate level by passing the 'Grammar 4 (문법 4)' course and 'TOPIK I (Test of Proficiency in Korean 1)' course which are studied in the fourth semester in the curriculum of department Korean Language Education in Universitas Pendidikan Indonesia. This was used to set a clear boundary for the sample.
4. Certified proficiency: Participants must hold a TOPIK I (Test of Proficiency in Korean 1) certificate with at least Level 2 to ensure every participant met the same basic proficiency standard in Korean.
5. Enrolled in TOPIK II class: Participants were taking the 'TOPIK II (Test of Proficiency in Korean 2)' course during the odd semester of 2023/2024 of the department Korean Language Education in Universitas Pendidikan Indonesia. This allowed the treatment procedure (Naver Dictionary usage) to be given directly during class hours.
6. Full attendance: Participants must complete the entire research process from the pre-test, to the treatment, and finally to the post-test.

In this research, the sample was chosen with purposive sampling method. This means that sample relies on the researcher's judgment. Berndt (2020) noted that purposive sampling is a technique of sampling that the researcher selects participants based on specific criteria.

Based on the criteria outlined earlier, the total population consisted of 75 students. Through purposive sampling, 24 students initially met all the specified conditions. However, 4 of them were unable to complete the entire research process. As a result, the final sample size for this study was 20 students.

2.3. Research instruments

The test instruments in this study were designed with specific formats: multiple-choice and short-answer questions. Multiple-choice tests provide several answer options for participants to choose from (Ardania et al., 2022), while short-answer items require concise responses such as symbols, numbers, phrases, or single words (Khotimah, 2022). The multiple-choice questions consist of 10 items. These questions focused on identifying Korean word classes and selecting the correct grammatical conjugations. Meanwhile, the short-answer questions contain 20 items: 15 items are focused to obtain information on the students' ability to identify word classes and conjugate them across three different grammar patterns. The remaining 5 items focused on identifying sentence structures and applying the appropriate conjugations. In total, the test instrument consisted 30 items.

Three grammar patterns were selected for the test: the present tense attributive modifier -ㄴ/는/인, the plain written ending -(ㄴ/는/이)다, and the interrogative ending -나요/-ㄴ가요/인가요?. These specific patterns were chosen because of their conjugation rules. Specifically, they depend directly on the word class of the root word. Therefore, identifying the word class is important to answer each question accurately. The test items were distributed in 10 questions for each of the three grammar patterns. These questions are divided into assessing word-class classification and conjugation practice.

The test items were designed regarding to Cognitive Domain levels C1 through C4. Before being used for the pre-test and post-test, the test blueprint underwent validity testing. The questions were organized with their basic competencies, competency indicators, and cognitive levels to define the structure of each test item. Basic Competency 1 (KD 1) is based on G. G. Lee's (2017) theory of Korean word classes, with a specific focus on predicative word classes. Meanwhile, Basic Competencies 2 and 3 (KD 2 and KD 3) are aligned with the textbooks that

have been studied by the participants: *Korean Integrated for Indonesian (Bahasa Korea Terpadu untuk Orang Indonesia)* Volume 2 by Ahn et al. (2013) and Volume 3 by J. H. Lee et al. (2013).

The questionnaire in this research consists of seven statements using a 4-point Likert scale (1–4). As Aisyah et al. (2021) pointed out, a 4-point Likert scale prevents respondents from choosing a neutral or undecided answer. This force them to lean toward either agreeing or disagreeing with each statement. In this study, the questionnaire was designed to explore students' experiences when using Naver Dictionary app as a learning tool.

The questionnaire is made by four key aspects. The first aspect is ease of use. This aspect is grounded in 'technology usability' theories by Hakim (2020) as well as criteria for digital learning media from Syahroni et al. (2020). They stated that learning tools or learning media should not be overly complicated for students to use. The second aspect is usefulness. This aspect is based on findings from previous studies on the benefits of Naver Dictionary in writing activities by Naidoo and Lee (2020) and Pyo (2020). Additionally, this 'usefulness' aspect is based on Zahwa and Syafli' (2022), who noted that learning media should be able to help students in achieving their learning objectives more easily than without learning media. The third aspect is app performance. This aspect is based on theories regarding the functions and the roles of the app. Specifically, learning media (Adam, as cited in Anjarani et al., 2020) has to serve connecting, manipulative, and psychological functions that make it suitable for classroom instruction. Furthermore, learning media must allow students to access supplementary information (Widianto et al., 2021). Finally, the fourth aspect, overall impact. This aspect draws on theories about how instructional media functions in the classroom. In other word, it must help students in acquiring new knowledge (Abi et al., 2020) and increases success rate of the learning goals (Anjarani et al., 2020).

2.4. Research procedure

This study used an analysis method to the processed dataset to test the research hypotheses by using SPSS 25.0 in the form of descriptive statistics. Descriptive statistics, as noted by Martias (2021), refers to the presentation of data designed to convey clear and easily understandable information to readers. Essentially, descriptive statistics focuses solely on summarizing, describing, and characterizing data, conditions, or observed phenomena.

A normality test is conducted in this study in order to determine whether a dataset is normally distributed (Widana & Muliani, 2020). Normality can be assessed using the Shapiro-Wilk test, which Mishra et al. (2019) describe as an ideal method for analysing data normality in small sample sizes (under 50 samples). Next, a homogeneity test is also used to check whether the population variances are similar across groups (Usmadi, 2020). Homogeneity can be tested using the F-test or Hartley's test by comparing the largest and smallest variances. Once the prerequisite test results are established, the procedure will move forward from data analysis to hypothesis testing. A paired sample t-test is utilized for hypothesis testing (Jakaria, 2015). In this study, this analysis measures improvements in Korean language learners' ability to combine predicative words with endings and attributive particles based on their word classes. This analysis is held to address the core research questions formulated for this study.

3. RESULTS AND DISCUSSION

3.1. How proficient are 2021 Korean Language Education students in classifying Korean word classes?

Data among the research participants is summarized using SPS 25.0. The data includes data mean, maximum value, minimum value, and standard deviation. These data points are presented in Table 1 below.

Table 1.

The result of pre-test and post-test

Statistic	Pre-test	Post-test
N (valid)	20	20
N (missing)	0	0

Mean	29.00	52.50
Median	30.00	50.00
Std. deviation	18.89	19.43
Minimum	0	20.00
Maximum	60.00	100.00

The result shows that the pre-test included 20 valid sample responses, with a mean score of 29.00, a median of 30.00, a standard deviation of 18.89, a minimum score of 0, and a maximum score of 60.00. Following the post-test, all 20 valid samples were analysed. It means that every participant completed both assessments. The result shows a mean score of 52.50, indicating about 20.00 score higher. The result also indicates median of 50.00, a standard deviation of 19.43, a minimum score of 20.00, and a maximum score of 100.00. To map out the score distribution from the pre-test and post-test results, the scores were tabulated into frequency distributions as presented below on Table 2.

Table 2.

Frequency distribution of pre-test results

Interval	Frequency	Relative frequency (%)	Interpretation
0–25	9	45.0	Very low
26–50	9	45.0	Low
51–75	2	10.0	High
76–100	0	0	Very high
Total	20	100.0	Low ($\bar{X}$ = 29.00)

Based on the frequency distribution above, a total of four intervals were analysed. The first interval (0–25) included 9 students (45%). The second interval (26–50) also included 9 students (45%). The third interval (51–75) consisted of 2 students (10%). Meanwhile, the fourth interval (76–100) contained 0 students (0%). The frequency distribution for the post-test results is shown in Table 3. below.

Table 3.

Frequency distribution of post-test results

Interval	Frequency	Relative frequency (%)	Interpretation
0–25	1	5.0	Very low
26–50	11	55.0	Low
51–75	7	35.0	High
76–100	1	5.0	Very high
Total	20	100.0	High ($\bar{X}$ = 52.50)

Based on the frequency distribution, same method is executed. In case of pre-test, the first interval (0–25) contained 1 student (5%). The second interval (26–50) included 11 students (55%). The third interval (51–75) consisted of 7 students (35%). Finally, the fourth interval (76–100) contained 1 student (5%), which has the same number as the first interval.

Based on the findings in this section, students' ability to classify word classes remains relatively low. This difficulty may come from several challenges that learners face. In particular, the struggle to organize words according to their word classes. This aligns with the findings of Baquerizo and Sofia (2020), who observed that learners showed low reading comprehension due to two primary obstacles. They noted that about 60% of learners struggled with categorizing words into correct word classes, while the rest of them faced difficulty looking up word meanings and classifying them properly.

These findings are also consistent with research by Sari (2020) and Usman (2020), which highlighted that learners face difficulties in identifying word classes, particularly adjectives within

sentences. These obstacles primarily stem from limited vocabulary knowledge. This could be assumed to be weak grasp of grammar, and confusion when distinguishing adjectives from adverbs.

Additionally, [Ramadhani and Ovilia \(2022\)](#) similarly found that learners remain confused about the practical function of word classes and continue to struggle with sentence structure. Therefore, solid knowledge in sentence components is essential for students to construct a well-formed sentence. This observation is further aligned with [Fitri \(2021\)](#), who noted that mastering word classes is one of the most challenging aspects of vocabulary learning.

Similar findings were reported by [Nguyen et al. \(2021\)](#), in which 84.4% of participants agreed that they commit grammatical errors related to word classes when writing. [Putra et al. \(2020\)](#) further support this, observing word-class usage errors at a rate of 64.40%. In conclusion, the low level of word-class proficiency found in this study aligns with prior research highlighting the difficulties learners face with word-class concepts.

3.2. How does the implementation of Naver Dictionary as a learning medium improve the word-class classification ability of 2021 Korean Language Education students?

In this section, the normality test is used to evaluate whether the gathered data follows a normal distribution. Data normality is assessed using the Shapiro-Wilk test, where distribution normality is determined by the significance level. Theoretically, if the significance value is ≥ 0.05 the data is considered normally distributed; conversely, if the significance value is < 0.05 , the data is not normally distributed. This study utilized SPSS 25 to analyze data normality, with the results summarized below.

Table 4.

Results of normality test using Shapiro-Wilk test

Group	W value	Interpretation
Pre-test	0.195	Normal
Post-test	0.169	Normal

Based on the normality test results obtained, the data for both tests is normally distributed. This is evidenced by the W values in the Shapiro-Wilk test, which are all greater than 0.05. Consequently, the decision for the normality hypothesis is to accept the null hypothesis (H_0), confirming that the data follows a normal distribution for both the pre-test and post-test.

After determining the normality of the data, this research implemented a homogeneity test to assess the equality of variances between two groups. The condition for homogeneity is that if the calculated F-value is less than the critical F-table value, the data is declared homogeneous. Conversely, if the calculated F-value is greater than the critical F-table value, the data is considered non-homogeneous or heterogeneous.

This study utilized SPSS 25 to evaluate data homogeneity through an independent samples t-test analysis. The results of the homogeneity assessment are presented below.

Table 5.

Results of homogeneity test using t-test

Learning outcome	Calculated F-value	Critical F-table value	Interpretation
	0.108	3.24	Homogeneous

The homogeneity test results for the research variables revealed a calculated Hartley's F-value of 0.108 against a critical F-table value of 3.24. Comparing these figures shows that the calculated

F-value of 0.108 is less than the critical F-table value of 3.24. Consequently, it can be concluded that the learning outcome data exhibits homogeneous variance.

To test the hypothesis regarding whether Naver Dictionary serves as an effective learning medium for improving students' word-class classification skills, a paired t-test was conducted by comparing the pre-test and post-test results. The analysis performed using SPSS 25 is presented in Table 6. below.

Table 6.
Results of the mean difference test

Group	N	Mean	Calculated t-value	Critical t-table value	Sig.
Pre-test	20	29.00	4.438	2.093	0.000
Post-test		52.50			

Based on the paired t-test results, the mean pre-test score was 29.00, while the mean post-test score reached 52.50. The analysis yielded a calculated t-value of 4.438 with a p-value of 0.000. Given these outcomes, the calculated t-value of 4.438 exceeds the critical t-table value of 2.093, and the p-value of 0.000 is lower than the critical threshold of 0.05. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, there is a statistically significant difference showing an increase from the pre-test to post-test average scores following the intervention.

Based on the hypothesis testing above, this study concludes that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, these findings indicate that there is a significant difference in learning outcomes following the integration of Naver Dictionary into the learning process.

To determine the extent of the learning medium's effect on increasing average learning outcomes, an N-Gain test was conducted for all respondents. The mean N-Gain score from the pre-test was then compared with that of the post-test. Subsequently, this comparison directly addressed the research question regarding the impact of the Naver Dictionary on the research sample. In this study, the N-Gain was calculated using SPSS 25, yielding the following results.

Table 7.
N-Gain test result

Learning outcome	Minimum N-Gain	Maximum N-Gain	Average N-Gain
	-25%	100%	30.10%

Based on the average N-Gain scores, the values ranged from a minimum of -25% to a maximum increase of 100%. The SPSS 25 analysis revealed an average N-Gain of 30.10%, which falls into the moderate growth category ($0.30 < G < 0.70$). These calculations indicate that the Naver Dictionary has a moderate effect on improving Korean word-class classification skills.

In the descriptive statistics section, Korean Language Education students showed a difference in mean score increases. The average learning score rose from 29.00 to 52.50, an increase of 23.50 points. This finding aligns with Pyo (2020), who demonstrated improved student learning outcomes after implementing the Naver Dictionary application.

Based on the hypothesis testing results, this study accepts the alternative hypothesis. In other word, this study confirms a significant effect on learning outcomes after implementing Naver Dictionary in instruction. These findings align with prior research (Aliyah & Rofiah, 2020; Fadly et al., 2020; Farah, 2019; Fauzi & Rosliyah, 2020; Nuristiqomah & Anistyasari, 2021; Wahdah et al., 2023), which similarly pointed out that digital dictionary usage enhances student learning outcomes.

Student feedback regarding the Naver Dictionary ranged from good to excellent. Ease of use was evaluated through two indicators: internet accessibility and feature usability. Internet accessibility received a mean score of 3.65 ('Excellent'), while feature usability averaged 3.25 ('Excellent'). The perceived benefits of the Naver Dictionary were assessed based on its usefulness in constructing Korean sentences and its role in TOPIK II writing instruction. Results showed that its usefulness for sentence construction received a score of 3.30 ('Good'), whereas its benefit for TOPIK II writing instruction scored 3.40 ('Excellent').

Application performance was assessed through two indicators: suitability as a learning medium for the target participants and the availability of word-class information. Findings indicated that the Naver Dictionary is highly suitable as a learning medium, scoring 3.55 ('Excellent'), and provides adequate word-class information with a score of 3.60 ('Excellent'). The final aspect evaluated the overall impact of the Naver Dictionary on word-class diversification between Korean and Indonesian, yielding an impact score of 3.75 ('Excellent').

In conclusion, results across the four questionnaires demonstrate that overall students view Naver Dictionary as an effective classroom learning medium. This is reflected in the overall mean score of 3.50 ('Excellent'), indicating strong student satisfaction with the Naver Dictionary. These questionnaire results align with findings by [Arifin and Mulyani \(2021\)](#), who reported that students exhibit weak translation skills compounded by difficulties in effectively using dictionary features. This is further supported by [Alhafidz \(2023\)](#), who observed that 53% of students experience challenges with translation skills. Thus, digital dictionary usage appears directly linked to learners' translation proficiency. Therefore, the difficulty of navigating a dictionary may explain the modest improvements in learning outcomes observed in this study.

4. CONCLUSION

This study concludes that Korean Language Education students' ability to classify predicative word classes remains relatively low, as reflected in initial results indicating suboptimal performance. Nevertheless, students showed moderate progress following instruction, indicating that the teaching process positively affected their understanding of Korean predicative word classes. Furthermore, using the Naver Dictionary significantly improved these classification skills. Statistical analysis via SPSS 25.0 supports this outcome, leading to the acceptance of the alternative hypothesis and confirming the medium's instructional effectiveness. Additionally, student feedback regarding Naver Dictionary as a learning medium was highly positive. The questionnaire evaluations scored in the 'excellent' category. Overall, these findings proved that Naver Dictionary has an impact in enhancing learning capabilities. Also, Naver Dictionary receives strong acceptance among learners.

This study offers both theoretical and practical implications. First, in theoretical part, this study provides an initial framework for studying Korean word classes, specifically predicative word classes, through digital dictionary. Thus, this study serves as a reference for future research while encouraging contrastive analysis between Korean and Indonesian. Second, in the practical part, the results showed that Naver Dictionary could be used as an effective instructional tool for educators and learners, reinforcing prior research on digital dictionary integration. However, this study has limitations, including an uneven sample gender distribution and a brief research duration. Future research should aim for balanced sampling and extended timelines. Alternative instructional approaches, such as predicative word-class dictionaries, inquiry-based methods, or drilling techniques could also be implemented. Additionally, non-experimental studies on conjugation error analysis, corpus linguistics, and cross-linguistic comparative analysis are recommended. Such research may include conjugation error analysis, corpus linguistics, and cross-linguistic word-class comparisons. These studies can help Indonesian learners gain a deeper understanding of conjugations and word-class variations in both everyday contexts and standardized assessments like TOPIK II.

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