

# The Effectiveness of Using Picture Card as Learning Media to Teaching of Japanese Tadoushi and Jidooshi

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**Abstract**-This research was conducted to describe the effectiveness of using picture card as learning media in *tadoushi* teaching and *jidooshi* by Japanese Language Education Study Program students. Based on the purpose of this study, namely (1) to find out how the use of picture card learning media in *tadoushi* and *jidooshi* teaching, and (2) to determine the effectiveness of using picture media in teaching *jidooshi* and *tadoushi*. The research method used is quantitative with true experimental design. The form of the research is an experiment with two sample groups namely the experimental group is a group of students who get learning with picture card media, while the control group is a group of students who get learning with conventional models (expository). In this study two types of data collection instruments were used, namely tests to answer the pre-test and post-test hypotheses. Test data were tested using the test formula -t (t-test).

Based on the processing of test results data, it shows that learning by using effective drawing card learning can help ease learning for students and ease of teaching for lecturers. Through the learning media of picture cards, teaching abstract concepts / subject matter can be realized in concrete forms.

**Keywords:** *Tadoushi and Jidooshi teaching; Picture Card; Learning Media.*

## I. INTRODUCTION

### Background of the study

In learning Japanese about verbs (*dooshi*), one of the subjects that is quite difficult for both teachers and learners is about *jidooshi* (transitive verb) and *tadooshi* (intransitive verb). Even if it is viewed in terms of form, the Japanese verb is very orderly and easy to recognize.

The verb in Japanese is called *dooshi*. *Jidooshi* is a transitive verb which is followed by particles *o* if there is a patient object in the sentence. Whereas *tadooshi* is an intransitive verb, usually followed by particles *ga*, but that does not mean that every transitive verb has an intransitive verb pair or vice versa.

In terms of its form, the Japanese verb has a regular form with its characteristic, but that is precisely what causes

problems. Like for example, *aku - akeru, shimaru - shimeru*, learners then get confused because of the similarity of shapes.

The problems of *jidooshi* and *tadooshi* are not like *ukemi* (passive), *kanoo* (ability) and *shieki* (causative) which change their shape regularly and regularly. Because of that contrasting *jidooshi* and *tadooshi* is a matter of words. *Jidooshi* and *Tadooshi* cannot be separated from the problem of the particles that follow it.

In teaching it is found that learners also often confuse *tadooshi* and *shieki* (causative), also often confused with problems *ukemi* (passive), *kanoo* (ability), and *jidooshi*. So it is very important for the instructor to master the *jidooshi* and *tadooshi* problems that are paralleled with the problems of *ukemi*, *kanoo* and *shieki*. Teachers must be able to clearly see the similarities and differences of each part.

In Japanese language textbooks, such as on *Nihongo Shoho* and *Shin Nihongo no Kiso*, no division of *jidooshi* and *tadooshi* was found in detail, other than just given examples of usage. In *Nihongo Shoho's* textbook, it is not explained in detail about *jidooshi* and *tadooshi*. This is what causes difficulties for Japanese learners to understand and master *jidooshi* and *tadooshi*, because the discussion and presentation are incomplete. Teaching Japanese, especially in terms of study hours is a big problem.

The use of instructional media in teaching activities, especially Japanese, is not intended to replicate teaching methods but to supplement and assist teachers in delivering subject matter. Picture is a media that can be enjoyed by the senses of the eye and is able to cause stimulation to reflect[1]. In many existing learning media, one of the very simple media is picture. If the picture is used effectively, it will make it easier for students to understand the lesson.

With regard to the manifestation above, try to review the teaching problem regarding *jidooshi* and *tadooshi* by using learning media in this case the image media as a tool to make it easier for learners to understand *jidooshi* and *tadooshi* material, increase learner attention, increase learner activity and enhance learner memory.

Regarding this background, this study aims to describe the effectiveness of the use of picture in teaching *Tadooshi* and *Jidooshi* students of the FBS Unima Japanese language study program.

The results of this study are expected to be useful, for Japanese learners in understanding the rules and aspects of using *jidooshi* and *tadooshi* so that they can provide a way out to overcome errors, errors in linguistic and contextual terms in their realization.

For Japanese language instructors, the results of this study can be used as a reflection in the use of learning media in the learning process of the FBS Unima Japanese Language Education Study Program especially in the teaching of *jidooshi* and *tadooshi* to achieve the objectives of the teaching program.

## II. THEORETICAL STUDY

### *Jidooshi and Tadooshi*

According to Najoan examples of the use of *jidooshi* and *tadooshi* in the *Nihongo Shoho* and *Shin Nihongo no Kiso* textbooks show that there is regularity in each pair so that it seems easy to recognize it. But if seen more closely, then it actually creates chaos in the generalization of transitive and intransitive traits.

To facilitate mastery of *jidooshi* and *tadooshi*, it can be divided into 4 groups, namely:

- *Jidooshi* groups that have *tadooshi* pairs,
- *Jidooshi* that doesn't have a *tadooshi* pairs,
- *Tadooshi* that doesn't have a *jidooshi* partner, and
- The same word can be used both as *jidooshi* and *tadooshi*.

The paired *jidooshi* and *tadooshi* classifications are grouped as follows[2]:

#### A. 1. -eru → -asu

- *Deru* ----- *dasu*
- *Nigeru* ----- *nigasu*
- *Tokeru* ----- *tokasu*
- *Kareru* ----- *karasu*

#### A. 2. -eru → -yasu

- *Hieru* ----- *hiyasu*
- *Haeru* ----- *hayasu*

#### B. -iru → -osu

- *Okiru* ----- *okosu*
- *Oriru* ----- *orosu*
- *Ochiru* ----- *otosu*
- *Sugiru* ----- *sugosu*

#### C. -u → -eru

- *Aku* ----- *akeru*
- *Todoku* ----- *todokeru*
- *Chijimu* ----- *chijimeru*
- *Sodatsu* ----- *sodateru*
- *Tatsu* ----- *tateru*

#### D. -ru → -seru

- *Noru* ----- *noseru*
- *Yoru* ----- *yoseru*

#### E. -ru → -su

- *Kaeru* ----- *kaesu*
- *Tooru* ----- *toosu*

- *Mawaru* ----- *mawasu*

- *Naoru* ----- *naosu*

#### F. -reru → -su

- *Hanareru* ----- *hanasu*
- *Taoreru* ----- *taosu*
- *Tsubureru* ----- *tsubusu*
- *Yogoreru* ----- *yogosu*
- *Arawareru* ----- *arawasu*
- *Kowareru* ----- *kowasu*

#### G. 1. -aru → -eru

- *Agaru* -- *ageru*
- *Kimaru* - *kimeru*
- *Shimaru* -- *shimeru*
- *Atsumaru* -- *atsumeru*
- *Hajimaru* -- *hajimeru*
- *Takamaru* -- *takameru*
- *Katamaru* -- *katameru*
- *Mitsukaru* -- *mitsukeru*
- *Kakaru* -- *kakeru*
- *Tasukaru* -- *tasukeru*

#### G. 2. -waru → -eru

- *Kawaru* ----- *kaeru*
- *Tsutawaru* ----- *tsutaeru*
- *Kuwawaru* ----- *kuwaeru*

#### H. -eru → -u

- *Yakeru* ----- *yaku*
- *Ureru* ----- *uru*
- *Toreru* ----- *toru*
- *Kireru* ----- *kiru*
- *Yabureru* ----- *yaburu*
- *Oreru* ----- *oru*
- *Wareru* ----- *waru*
- *Nukeru* ----- *nuku*
- *Hodokeru* ----- *hodoku*
- *Nugeru* ----- *nugu*

#### I. Others

- *Mieru* ----- *miru*
- *Kikoeru* -- *kiku*
- *Kieru* ----- *kesu*
- *Hairu* ----- *ireru*
- *Wakareru* -- *wakeru*
- *Owaru* -- *oeru / owaru*

The classification of *jidooshi* and *tadooshi* is even simpler by Watanabe namely:

- 1) The verb that ends - *ru* is mostly *jidooshi* (*shimaru*, *agaru*, *sagaru*). If the ending -*aru* is changed to - *eru* it will become *tadooshi* (*shimeru*, *ageru*, *sageru*).
- 2) Verbs ending in - *eru* are mostly *jidooshi* (*kireru*, *wareru*, *kowareru*). Except: *Ireru* is a *tadooshi* group.
- 3) The verb ending in - *su* is *tadooshi* (*kaesu*, *dasu*, *naosu*)[3].

In Japanese, sometimes there are pairs of verbs which are essentially the same namely *tadooshi* and *jidooshi* verbs. The difference is that *tadooshi* verbs involve action by active actors while in *jidooshi* verbs action occurs without direct actors. In Indonesian language can be used affixes to distinguish it, for example "I dropped the ball" (the actor "I") vs. "the ball falls" (without the actor). In Japanese it becomes (ボールを落とした) vs. (ボールが落ちた). Another example is "inserting into a box" (箱に入れる) vs. "enter the box" (箱に入る). It can also be used in Indonesian for different words for the pair, for example "delete" (消す) vs. "disappears" (消える). The most difficult thing is if the same word is used in Indonesian, for example "I open the door" vs. "the door opens". Using Japanese thinking, *Tadooshi's* and *Jidooshi's* verbs actually describe the same action. Knowing the term is not important, but you have to know which one to choose the correct verbs and particles.

Because the basic meaning and kanji are the same, you can learn two verbs at the price of one starch. Below, an example of some *Tadooshi* verbs. and *jidooshi*

<i>tadooshi</i> and <i>jidooshi</i>			
<i>tadooshi</i>		<i>jidooshi</i>	
落とす	Dropping	落ちる	dropped
出す	Issuing	出る	Issued
入れる	Inserting	入る	Inserted
開ける	Opening	開く	Opened
閉める	Closing	閉まる	Closed
付ける	Sticking	付く	Sticked
消す	Deleting	消える	Deleted
抜く	Removing	抜ける	removed

The most important thing here is about the correct particles for the verbs in question. Of course the main prerequisite is to know whether the verbs are *tadooshi* and *jidooshi*. For example, by looking at the example sentence (付ける), it can be seen that it is a *tadooshi* verb because there is a particle (を).

#### Definition of Learning Media

There is a lot of understanding of learning media expressed by the characters, but according to the

terminology the word media comes from the Latin "medium" which means intermediary. Umar Hambali states learning media as a tool, method and technique that can be used in order to give more effective communication and interaction between teacher and students in the teaching process in school. While Nana Sudjana placing teaching media as teaching aids that exist in the component methodology as one of the learning environment regulated by the teacher[4]. Heinich argues that learning media are media that carry messages or information aimed at learning or contain learning purposes[5]. Learning earning media is everything that can be used to channel messages (learning materials), so it can stimulate the learner's attention, interests, thoughts and feelings in learning activities to achieve certain learning goals. Mudhoffir states that in choosing media there must be: (1) conformity with the purpose of teaching, (2) the level of ability of students, (3) availability of media, (4) costs and (5) the quality of the technique. So, the media as a tool in the teaching and learning process[6].

Function of Teaching Media The use of learning media is in the components of the teaching method as an effort to enhance the teacher-student interaction process and the interaction of students with their learning environment. Therefore the main function of learning media is as a teaching aid used by the teacher.

Media Card The card media includes:

- a) Letter / alphabet cards,
- b) Word cards,
- c) Sentence cards, and
- d) Picture card.

#### Use of Picture Cards

The use of visual cards is to help grammar understanding, measure the level of understanding, and increase oral practice. But the purpose of using the display card will be different according to the time when it is carried out in the class.

If you use a visual card when you open a lesson for about 10 minutes, it can be used to ensure a level of understanding of vocabulary and grammar structure. When used at the time of introducing new vocabulary, illustrated display cards can be used to understand meaning. After the learner memorizes these words, the vocabulary display card can be used to strengthen his mastery.

If a picture card is used in a training activity, it can be used to practice *jidooshi* and *tadooshi*, as well as the sentence structure. The last 5 to 10 minutes when closing a lesson, a picture card can be used to check again until the learner's understanding of the teaching.

#### How to use pictures

The use of image media is very effective for guiding learners about the use of particles with verbs,

changes in verb forms, expressions or sentences that use verbs and particles or auxiliary verbs.

### 1) Connecting verbs with particles

When introducing new vocabulary, sentences that use appropriate particles should be introduced, because this introduction will be the basis for further learning. It must be endeavored that learners memorize correctly so that they can automatically pronounce each verb followed by the correct particle.

### 2) How to Teach Jidooshi and Tadooshi with Picture

After stabilizing the new vocabulary, the picture can be used for the introduction of the conjunctions. First, show the learners the example of a change from the form that has been learned to a new form that will be introduced. Then let them with their own reason to make a conjugation according to the example. Finding yourself a rule is the same as learning activities in general from everyday life. Especially if an example is memorized well, then the learner can do it for other verbs. That is the main point.

### 3) Picture to teach Jidooshi and Tadooshi With Particles That Follow It

After the learner understands the use of transitive and intransitive verbs with their particles, and understands about their conjunctions, students can make sentences using jidooshi and tadooshi with the right particles. Simply by establishing one example, the pattern can be applied to other jidooshi and tadooshi verbs, so that learners can have competencies regarding the basic pattern. For example:

#### a. Aru -te form

- 付けてある。
- 消してある。

N が V-te arimasu The form "-te" transitive verb plus "arimasu" states that N exists in certain circumstances as a result of a person's action.

1. だれかが) まどをあけました  
(Someone) opened the window)
2. まどがあけてあります  
(Window opens (as a result of opening it)
1. かぎをかけました  
(Someone) locked it)
2. かぎがかけてあります  
Locked (As a result of being locked)

The "o" particles in the base pattern are replaced by "ga" in the "N no V-te arimasu" pattern .

1. 電気が付けてあります。(The electric light is on.)
2. まどドアがしめてあります (Window closed.)



b. -Te iru form

- a. ついている。
- b. 消えている。

N が V-teimasu



The form "-te" verb jidooshi added "imasu" states that N is in certain circumstances as a result of actions by verbs.

- a. ドアがあきました The door has been opened
- b. ドアがあいています Door (open)

### III. RESEARCH METHODS

Based on the purpose of this study, namely to determine the effectiveness of card props in the teaching of *jidooshi* and *tadooshi*, the method used is an experiment. The form of his research was an experiment with two sample groups, namely the experimental group and the control group. Ruseffendi said that experimental or experimental research is really research to see a causal relationship. The experimental group is a group of students who get learning with card props, while the control group is a group of students who get learning with conventional models (expository)[7]. The grouping of subjects was

initially carried out randomly, after which initial tests were carried out to determine the normality and homogeneity of the two classes. Based on the results of the initial test, if the two classes are not normally distributed and not homogeneous, then a new class is determined until the initial test results are obtained stating that both classes are normally distributed and homogeneous. If both classes have been distributed normally and homogeneously, then conventional teaching is done for the control class and teaching by using card props for the experimental class[8].

The subjects of this study were students who attended the Bunpoo 2 Japanese Language Education Study Program FBS UNIMA, on the grounds that the teaching of jidooshi and tadooshi were taught in beginner learning. By using 2 groups, namely the experimental group and the control group, random sampling from one class is available to serve as the research sample. Each as an experimental group and a control group.

The independent variables in this study were the initial test and the final test in both classes. The dependent variable is the effectiveness of jidooshi and tadooshi's mastery of students after using card props.

*Data collection technique*

In this study two types of data collection instruments were used, namely tests to answer the pre-test and post-test hypotheses.

- *Pre-Test*

Pre-Test is used to measure the mastery of jidooshi and tadooshi before using a card prop. This test is constructed in the form of objective tests of multiple choice models with a number of choices (options) of four, amounting to 20 items. Each question was made to test the students' mastery of the concepts covered in jidooshi and tadooshi material. This test is done twice, namely at the time of the initial test before using the card props and the final test after the learning has been completed. This initial test aims to see students' initial abilities towards jidooshi and tadooshi, while the final test aims to measure the mastery of student concepts as a result of using card props in learning. The question for concept mastery test if the student answers correctly is given a score of 1, and if he answers incorrectly is given a score of 0.

- *Post-Test*

Post-Test is used to measure mastery of student concepts. This test is constructed in the form of an objective multiple-choice model test with a number of choices (options) of four, amounting to 20 items. Aim to measure the mastery of the concept of students as a result of using card props in learning. The question for concept mastery test if the student answers correctly is given a score of 1, and if he answers incorrectly is given a score of 0.

*Data Processing Techniques*

[9]Before data processing is carried out, scoring of the research data first and calculating the normalized gain level are carried out. The effectiveness of conventional teaching and teaching using card props in the teaching of jidooshi and tadooshi was calculated from the initial test scores and final tests which were expressed in normalized gains with the formula factor g (normalized gain score).

$$g = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{pre}}}$$

Notes:

- $S_{\text{post}}$  : Final test score
- $S_{\text{pre}}$  : Initial test score
- $S_{\text{maks}}$  : Ideal maximum score

The criteria for obtaining a g score can be seen in the following table:

*Score Scoring Category*

Interval	Category
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

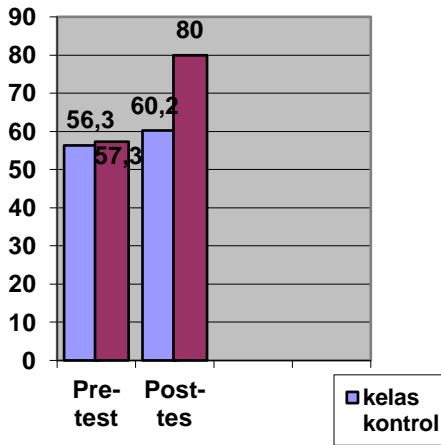
The quantitative data in this study are the scores obtained by the control group students and the experimental group on the initial test or the final test.

**IV. RESULT AND DISCUSSION**

The results of data analysis showed the influence of the use of picture in the concepts / material of Japanese *jidooshi* and *tadooshi* by showing the concentration and activeness of students during the teaching and learning process. With the use of media this is very helpful in the learning process, making the material taught will lag behind in the memory of students.

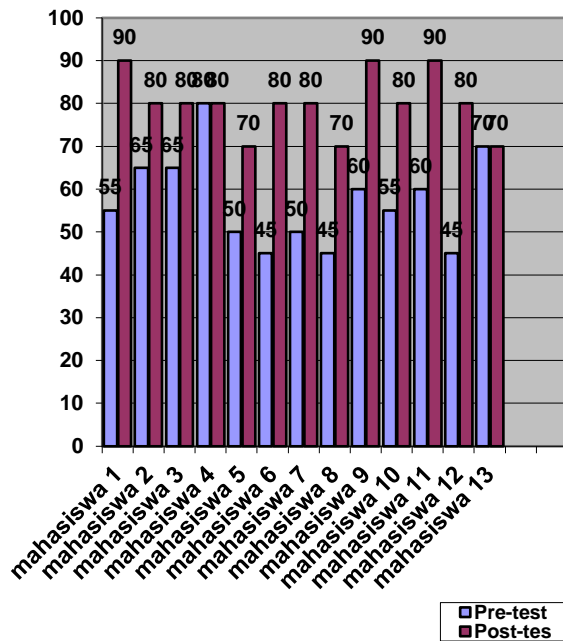
Based on the direct observation of the author in teaching and learning activities in the classroom. By using picture show student learning outcomes that are different from those that do not use picture media. In the class that uses picture active students develop their reasoning and are motivated to learn.

By using picture students can pay attention and observe directly the material presented by the lecturer, which in the end the material taught will last longer, this means that the influence is very large on the memory of students, especially in mastering Japanese *jidooshi* and *tadooshi*, this can be seen in the diagram below this:



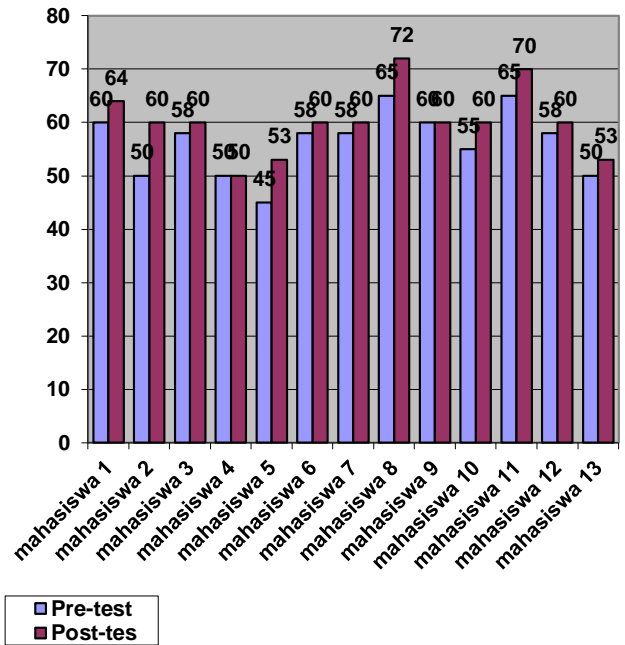
The diagram above shows that the previous test or pre-test, which is a test conducted before the treatment was held in both classes, namely the control class and experimental class, showed that there was no significant difference between the ability of the control class students and the ability of the experimental class students. However, after the different teaching treatments were carried out, namely using picture in the experimental class and not using picture in the control class, it turned out to make a significant difference from the ability of experimental class students to control class students' ability to master Japanese *jidooshi* and *tadooshi*. The positive influence that results from the use of picture in the experimental class makes the development of experimental class student learning progress rapidly.

Diagram of experimental class



The diagram above shows that Japanese *jidooshi* and *tadooshi* teachings. The influence of using picture is very influential on almost all existing students, there are only a few students who have no influence.

Diagram of control class



From the diagram above, there is no prominent influence from the teaching of Japanese *jidooshi* and *tadooshi*.

## V. CONCLUSION

This research is expected to provide information on what is formulated and what is the purpose. Based on the research data analysis presented, it can be concluded that there is a significant effect of the use of media on the use of *Tadooshi* and *Jidoushi*'. The use of picture in *Tadooshi* and *Jidoushi*' teachings has a huge influence on students. *Tadooshi* and *Jidoushi*' which are usually considered difficult to understand in addition to the existence of its use is very contrary to the mother tongue of students, so it is required to be able to master the rules of the applicable language in Japanese.

But with the use of picture as a tool in presenting subject matter to the experimental class, clarifying the concept of abstract subject matter can be realized in a concrete form so as to increase the attractiveness and interest in learning. The role of picture is very helpful in teaching and learning activities between lecturers and students as students. The media presents a concrete and real picture so that the lessons presented with the right information by the lecturer become more clear, the students

more easily understand it so that the lesson becomes interesting, impressive and easy to remember.

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