

Game-Based Learning as Media Utilization for Student Feedback in Japanese Kanji Learning

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Abstract— Japanese language is one of the foreign language taught in Indonesia from junior high and high school. But there are several universities have Japanese language, literature and education majors. However, the Japanese language teaching in universities is not the same as that taught in junior high and high school. Although there are different majors, the material being taught is not much different, one of the subjects taught are kanji. In this 21st century media are used in learning. Through descriptive qualitative research, this paper aims to determine the media that has been used by students to learn Kanji, and to find out media that needed for learn kanji. The results obtained through questionnaire media that widely used in learning kanji a book that has a percentage more than the video or games. And some participants expect a game as a learning media. As a recommendation, game based learning development should be held to help Japanese Kanji learning.

Keywords: media, utilization, Kanji N4

I. INTRODUCTION

The utilization of various materials, including the media, is a study in learning technology. AECT in 2008 explains that instructional technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing technology, processes, and resources [1]. Based on the explanation that one of the ways to facilitate learning and improve performance is the use of technology, processes, and learning resources. Media and technology used in different ways, at different rates in the different primary domains, as in higher education, including language learning.

In Indonesia, foreign language learning was taught since junior high school to high school and college who have foreign language major. But foreign languages besides English, such as German, French, Japanese, Arabic, and Mandarin are complementary.[2] Japanese is one of the foreign languages in Asia that needed both for business, education, and training in the context of technology transfer also for ease of tourism services, especially in Indonesia.

There are several universities have Japanese language, literature and education majors. The material taught is not much different one of the subjects taught is Kanji. Kanji are letters that express the content or meaning. Kanji has approximately 50,000 letters [3]. There are several elements to consider in writing Kanji, namely *Bushu* (inside Kanji that form the basis of classification Kanji), *kakusu* (number of strokes and lines that form Kanji), *hitsujun* (order of writing Kanji), *rikushoo* (classification formation of Kanji).

There are levels of learning kanji. This level is based on the JLPT (Japanese Language Proficiency Test). There are five levels of the JLPT N5 to N1. The easiest is N5 and the most difficult is N1. Based on the level, which must be mastered, the number of Kanji letter that must be learned also increased. Learning Kanji for N4 is about 300 letters. So there are many ways to help learning kanji.

Nowadays, universities have used technology for learning that focus on computer-based media. The advent of new technologies has changed the way of understanding the world, besides the use of diverse technologies to facilitate the ability of the learner [4]. In addition to the 21st century learning a foreign language using the technology is already widely used. The use of media in learning the language has the advantage that is easily accessible, able to familiarize students with the necessary real context for language learning, and interesting to make learners familiar with the foreign language [5].

Furthermore, in the 21st century requires students to have the ability as critical thinking, communicative, etc. And for achieve those abilities, traditional learning way begun to replace slowly. To support the development of students' abilities, the use of mobile-based multimedia is used to help students practice and improve their skills. [6]

In Indonesia, smartphone users are growing rapidly. For young users (18-34 years) smartphone users increased from 39 percent to 66 percent from 2015-2018. For mobile users over 50, also rose from 2 percent in 2015 to 13 percent in 2018. [7] With lots of smartphone users, technology based learning by using smartphone as learning tool is possible.

Then 30 million children and adolescents in Indonesia are internet users, and digital media is currently the first choice of communication channels they use. [8] This proves that children and adolescents have a high interest with things that related with Internets and digital medias.

There are some media used in learning such as videos, images, audios. The learner does not only depend on the material provided by the teacher, but also the learner can get the material that has not been studied. The use of media can increase learner participation as learner-centered learning. [9] At this time, lot of research focus on developing media that can used to help learning.

Media as learning tools more widely used, for example, the use of web-based learning, the use of multimedia, and mobile phone use. The use of web-based learning is combination of technology (computers) and the Internet that

used for learning. Web-based learning using internet as a medium to provide appropriate materials used for vocational education, because it can improve students' critical thinking skills. [10]

Multimedia learning can be used to improve student learning. Therefore, the development of multimedia learning more increased. English language learning is using videos, audios, back-sounds and images in multimedia learning support desired by the students to help understand the material in recount text. [11]

Mobile phones are not only used to communicate and seek information via the Internet, but can be used for learning. Mobile phone used for immigrants to help pronunciation Swedish language practice, culture and Swedish society. [12] Also the use of mobile phone as a medium of language learning also showing good results. The use of mobile phone in learning English not only improve, but one of the best and effective ways of learning with and without the teacher. [13]

This time learning to use the software widely researched and developed. Mobile devices can be used to redesign the traditional learning outside the classroom with more adaptive, interactive, and able to reach the student needs in order to achieve optimal learning experience [14]. The use of smart-phones in learning has several advantages such as a larger screen than the old phone, and input buttons or joystick has been replaced with a touch screen feature. [15]

Not only take advantage of mobile phone, this time the game has been used in learning. There are some genres of game, such as adventure, role-play, action, strategy, and many more.[16] Today, games are not only used as a reliever of boredom, but game can be used for learning, known as the educational game. Used games in learning can improve students interactive. The use of mobile phone games is interesting because of the combination of a dynamic mobile phone and games that can increase motivation. [17]

There is lot of educational games that used for learning. The use of the educational game with an interesting shape can reduce the problem of demotivation for the educational game challenges the learner. [18] As eMgag, a mobile game-based learning that developed intending to increase students' motivation. [19]

Game as tool for learning can be applied in Japanese learning. The use of media in learning the Japanese language can enhance the activity of the students to learn and used Japanese language expression. [20] Optimization of Japanese language learning using mobile phones more interactive and easily understood by students [21]

Since in every subject of learning is important to know what students' needs and learning objectives to be achieved. Sometimes, teacher just sets up learning objective to be achieved, but the teacher does not notice what student needs to be able achieved these goal.

Based on these explanations, for discover a learning media that appropriate with the students need, an analysis must be held. After found out the aspects of the teaching material, teachers could provide material appropriately and easier to understand.

This paper aims to determine the media that has been used by students to learn Kanji. And to find out media that needed to learn Kanji. Through this paper result can help teacher to find out or developing media that suitable with student needs.

II. METHOD

In this research used analysis with qualitative descriptive. The data source used was a questionnaire and also literature review. The descriptive method used to describe the results of questionnaires and the data obtained from the literature, then presented in a systematic, factual, and accurate. This study was conducted to students of Japanese Language Education 2013-2014 Muhammadiyah University of Yogyakarta.

III. RESULTS AND DISCUSSION

Kanji is one of the difficult subjects for Japanese language learner. Due to lots of Kanji letters, different letters shapes, and different way on reading Kanji. So, learning Kanji is boring. Beside, kanji had target must be conceive by learners. The target will increase in line with the level that learner owned. To pass JLPT N4, learners must conceive around 300 kanji.

There are several ways to learn kanji with own styles. But media that used for learning kanji is not too much. Based on the questionnaires we could obtain answers about response of students about the media used in learning kanji N4.

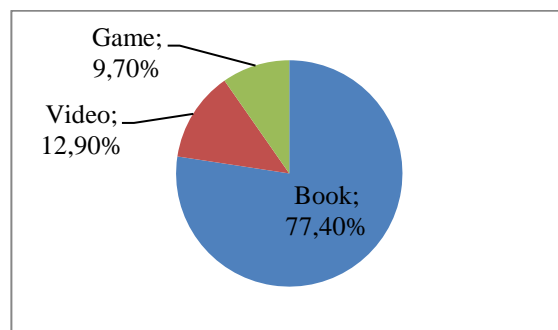


Fig. 1 Media used for learn Kanji

As a result, the media are widely used for learning kanji is book with a percentage more than half the use of video and game. After book, media that most widely used is video, and in the last position is game with fewest percentage. Analysis obtained from these results is that most students use the book as the media to learn kanji N4. There are still few students who use video, even used game as a media for learning kanji. Although there are many game used for learning, participants who utilized game as media for learning kanji are still few.

Even though The Japan Foundation as a Japanese-owned institution established to provide facilities and information related to Japanese language learning have developed games for learning kanji. But that game is not known very well by Japanese language learners.

The next question is used to find out media that needed for learn kanji N4. Students who want the game for learning is increasing.

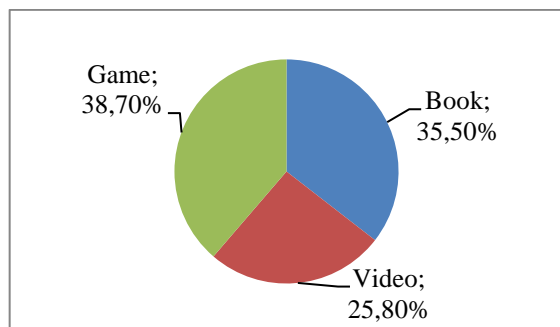


Fig. 2 Media who needed for learn Kanji

Based on student responses, media that needed for learning kanji N4 is game. These results increased compared to the previous question media used in learning kanji N4.

Students who vote for game increase from 9.7% up to 38.7%. And response of students who want video as media for learning kanji N4 up from 12.9% to 25.80%. However, there was a slight decrease in response to students who want the book as a media for learning kanji of the initial response of 77.4% to 35.5%.

Despite a decrease in the response, the result of using a book as a media for learning kanji N4 has that not much different from the game as a learning media for kanji N4.

The last question is about students' reason in selecting media for learning kanji. The students who select games for learning kanji N4 state that learning using the game has its challenges when it can completed a mission, therefore it makes learner more interactive to continue to learn and more curious. Therefore, the learning process is not boring.

IV. CONCLUSION

This study has analyzed more than half the participant answer book as media for learning kanji. Book has a percentage higher than the video or games. And as an answer for media that needed for learning kanji, games have high percentage. Although there are many learners who want book as a media for learning kanji, there are increasing responses from learners who want video in learning kanji N4. There are some reasons for choosing game as a media for learning kanji, such as game more interactive and the learning process not boring while using game. As a student feedback from this paper is there must be game based learning development as media utilization Japanese Kanji Learning.

V. ADVICE

Therefore, as an advice, there is a need for the development of game based learning as media that interesting, provokes curiosity, and not boring to assist students in learning kanji N4.

VI. ACKNOWLEDGMENTS

The author would like to express gratitude to Muhammadiyah University of Yogyakarta for the helps during this research.

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