

## The Problems in Kaiwa Learning Faced by Students

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**Abstract.** This study aimed to describe the problems faced by students in learning Kaiwa and how the efforts of lecturers to overcome the problems. The research design was action research. The data were taken through a questionnaire to the students and documentation studies. The respondents in this study are 54 students of 1st grade of the Japanese Department at Universitas Komputer Indonesia for the academic year 2022/2023. The results showed that the problems that occur when learning Kaiwa are a lack of student motivation, limited learning resources, lack of variety of teaching methods, lack of opportunities to speak with native speakers, lack of language skills, and a less conducive learning environment. These problems can be addressed using various teaching techniques such as role-playing, interviews, extensive reading, retaining Kaiwa learning, and incorporating material that has been studied into the learning management system provided by the university so that students can see the material and can study it anywhere and anytime. Improving the quality of Kaiwa learning by using various approaches, methods, and learning media are urgently needed.

### 1. Introduction

Karyati stated that speaking ability or in Japanese called Kaiwa is one of the elements of four language skills that have an important role in mastering the language that functions to be able to speak orally [1]. The ability to speak Japanese is a person's ability to use Japanese orally to communicate with other people. Budiani explained that the ability to speak Japanese includes the ability to make correct sounds according to Japanese phonemic rules, as well as the ability to use correct sentence structures and grammar according to Japanese grammatical rules [2]. The ability to speak Japanese also includes the ability to express the meaning and purpose of communication appropriately, as well as the ability to adjust language style according to the context and purpose of communication.

The ability to speak is included in the category of soft skills that must be owned by every individual, especially language learners. Schulz said that soft skills can be regarded as a subject that can be considered soft skills in one particular field and can be considered hard skills in other fields [3]. Alex also stated that soft skills play an important role in a person's success in life, especially in his field [4]. Setiana explained that successful Japanese learning involves both hard and soft skills aspects [5]. One of them is his ability to communicate well in Japanese, both orally and in writing. Heckman also emphasized that soft skills bring

success in life and that they can pursue success by strengthening soft skills [6]. Nonaka also says that hard skills are probably at least as important to success as soft skills [7].

Furthermore, Kobayashi pointed out that speaking is one of the four language skills he uses as a means of everyday communication [8]. The ability to speak is one of the communication skills that convey different kinds of ideas, messages, intentions, and opinions to others. According to Wuisang, the ability to speak is one of the productive language skills and is an important activity in everyday life [9]. Therefore, the ability to speak every individual's language is needed for language learners.

Empirical experience proves this for foreign students who study Japanese in Indonesia, speaking skills, or Kaiwa is one of the language skills that is considered sufficiently difficult, as can be seen from the low number of foreign students using Japanese in their daily lives, which can be seen in the environment around the Japanese Literature Study Program at the Indonesian Computer University. This is in line with what Wuisang said, that oral communication using Japanese is still very rare between students and other students, as well as when meeting teachers; guests from Japanese-speaking communities and native Japanese themselves are still very rare. Every day, when communicating on campus during study hours and outside of study hours, students usually use everyday language or their native language. This is also experienced by first-grade students. From a first-year student at the Indonesian Computer University as a foreign learner learning Japanese. According to Setiana, lecturers need to apply the right strategy when providing feedback to students to increase their understanding of Japanese language learning [10]. For this reason, an analysis is needed. And solve problems in learning Kaiwa to improve students' ability to use speaking skills by using action research. This study aims to describe the problem. Faced with students learning Kaiwa and how to do it lecturer to solve this problem. As stated by Fitriani, Apriliawati, and Wardah, speaking ability is an important part that must be owned by learners when learning languages, especially foreign languages, and students also play an important role in the success of learners in speaking the language being studied [11].

However, although Kaiwa is an important practical subject for learning Japanese, there are some obstacles to its practice. Therefore, this study aims to obtain comprehensive information on student perceptions, problems in implementing Kaiwa learning, and solutions to overcome these problems. To answer these questions, an evaluative descriptive research method is employed by conducting an online survey via Google Forms. The findings provide information to help Kaiwa educators improve the quality of learning at Kaiwa.

## 2. Method

The method used is Evaluative descriptive. Respondents in this study were 54 students of the 1st grade of the Japanese Department Faculty of Humanities, Universitas Komputer Indonesia Academic Year 2022/2023. Data collection was carried out on January 30 - February 10, 2023, by distributing online questionnaires through a google form to find out perceptions about the problems faced by students in Kaiwa learning. In addition, interviews were also conducted with lecturers of the Kaiwa course to find out how the efforts made by the lecturers in overcoming obstacles in Kaiwa learning.

## 3. Results and Discussion

Based on the results of a questionnaire, it is known that the Student perceptions about the implementation of Kaiwa learning are presented in Table 1.

**Table 1.** The implementation of Kaiwa learning

Responses	Percentage (%)
Do not Agree	4.0
Agree	35.8
Strongly Agree	60.2

From table 1, it can be described that 4.0% do not agree, 35.8%, agree, and 60.2% strongly agree about the implementation of Kaiwa learning. It can be assumed that students only have a few problems learning Kaiwa and can follow it well. This is in line with research findings from Fadzilah in Kaiwa learning, students often experience several difficulties, including difficulties when thinking of ideas with specific themes and still having difficulty constructing sentences due to a lack of understood vocabulary [12].

Furthermore, student responses regarding the effectiveness of Kaiwa learning, it is presented in Table 2 below:

**Table 2.** The effectiveness of Kaiwa learning

Responses	Percentage (%)
Strongly Disagree	10.3
Do not Agree	24.8
Agree	41.2
Strongly Agree	23.7

Based on table 2, it can be seen that 10.3% of students strongly disagree, 24.8% do not agree, 41.2%, agree, and 23.7% strongly agree about the effectiveness of online Kaiwa learning. It can be assumed that more than half of the respondents stated that learning Kaiwa could help their Japanese language skills. This means that even if students have some issues with Kaiwa learning, they can still follow it well. This is in line with Toliwongi's opinion in Bailey, which states that speaking is the most important skill that must be mastered in language activities [13]. Rao also said that speaking is the most important ability among the other four language skills to be able to communicate well in this globalization era [14].

Furthermore, based on an open questionnaire, it is known that the problems that occur when learning Kaiwa are: 1. Lack of student motivation, 2. Limited learning resources, 3. Lack of variety of teaching methods, 4. Lack of opportunities to speak with native speakers, 5. Lack of language skills, and 6. Less conducive learning environment. Lack of motivation possessed by students and monotonous learning methods can affect Kaiwa's learning. This is in line with what was said by Idris and Barazi, that the learning method is how teachers organize learning and how students learn. This was reinforced by Tamrin, who said that if the teacher is not able to make variations in the learning in each meeting, it will become boring for the students and the lecturers [15]. From the explanation above, it can be concluded that the learning method is the way the teacher conveys lessons in a way that is easy for students to understand.

Based on the results of the interviews, Kaiwa lecturers tried to overcome these problems by encouraging students to continue to be enthusiastic about attending Kaiwa lectures, using variations of Kaiwa learning techniques such as role-playing, interviews, extensive reading, and retaining Kaiwa learning and incorporating material that had been studied into the learning management system provided by the university so that students can see the material and can study it anywhere and anytime. In line with what Kida said, the techniques commonly used in Kaiwa learning include interviews, speeches, discussions, extensive reading, and role-playing. In addition, the results of Setiana's research explain the need to integrate asynchronous online language activities as an additional learning tool to improve students' speaking skills [16]. Adaniyah also said that only lecturers can make this happen with the help of various

learning media and the application of learning methods [17]. This is in line with what Supriatnaningsih said, that by using learning media, students can more easily understand the subject matter provided by the teacher [18]. Mayasari also said, that during the teaching and learning process, a teacher is required to have creativity in providing material in class so that the teaching process can run as desired [19]. Then Ganyaupfu continued the notion of teaching is a continuous process to achieve what is desired from Student change with the right method [20].

#### 4. Conclusion

Based on the results of the study, it can be concluded that the problems that occur when learning Kaiwa are a lack of student motivation, limited learning resources, lack of variety of teaching methods, lack of opportunities to speak with native speakers, lack of language skills, and less conducive learning environment. These problems can be addressed using various teaching techniques such as role-playing, interviews, extensive reading, retaining Kaiwa learning, and incorporating material that has been studied into the learning management system provided by the university so that students can see the material and can study it anywhere and anytime. Improving the quality of Kaiwa learning by using various approaches, methods, and learning media are urgently needed.

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