Need Analysis of Japanese Grammar Learning Media

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Abstract. This study aims to analyze the needs of grammar learning media in Kiso Nihongo Course. This study used a quantitative descriptive method using a questionnaire research technique. The questionnaire used is a closed-type questionnaire with several statements distributed via Google Forms. The respondent for this study was 25 students of the Japanese Department Faculty of Humanities Universitas Komputer Indonesia for the academic year 2022/2023. The results showed that learning Japanese grammar which is currently taking place in the Japanese Department at the Universitas Komputer Indonesia is going well. However, students feel that Japanese grammar learning media is needed to help the Japanese grammar learning process become better. Most of the students said that Japanese grammar learning media was needed to help them understand the material in the Kiso Nihongo Course. Learning media that are believed to be effective in helping the Japanese grammar learning process are video tutorials type. To improve the quality of learning Japanese grammar, the use of various media is needed. By conducting this study, the expected outcome is learning media for Japanese grammar that suit the needs of students can be created to make the learning process at the Kiso Nihongo Course better.

1. Introduction

Setiana stated that nowadays, mastering a foreign language is very necessary for someone to face global competence [1]. Japanese is a foreign language in very high demand in Indonesia. Based on data from The Japan Foundation in 2018, Indonesia is the coun;+ptry with the second most Japanese language learners in the world, after China. The data states that the number of Japanese language education institutes in Indonesia has also increased from 2,496 institutes in 2015 to 2,879 institutes in 2018 in line with the increasing number of interested Japanese learners [2]. This is due to the high demand for graduates who must master Japanese in the Indonesian workforce. To be able to produce graduates who meet these demands, in 2021 Universitas Komputer Indonesia made a new policy for study programs to review and develop the Indonesian National Qualifications Framework curriculum to become an Outcome-Based Education curriculum. The Japanese Department from the Faculty of Humanities at the Universitas Komputer Indonesia is one of the institutions that produce Japanese language graduates every year. This study program also continuously develops the curriculum and evaluates learning outcomes in each of its courses. One example is the Kiso Nihongo course in the first semester of the Japanese Department. The Kiso Nihongo course teaches students to compose basic-level sentence patterns according to Japanese grammar (*Bunpou*). However, students have difficulty mastering the material taught in the Kiso Nihongo course. According to Mohamad, Japanese grammar has differences from Indonesian [3]. The arrangement of Indonesian sentence patterns is patterned from "Subject –

Predicate - Object", but the Japanese sentence pattern is patterned "Subject - Predicate" or "Subject-Object - Predicate". Apart from that, in Japanese, there is also a change in verbs related to time, while in Indonesian only a statement of time is added [4]. This study discusses students' difficulties in learning Japanese grammar and the need for alternative learning media to help students understand Japanese grammar. Therefore, the researchers are interested in conducting a needs analysis for students in the Japanese Department of the Faculty of Humanities on the problems above.

This study method is similar to Eslami's method, namely by using a questionnaire distributed to 30 student respondents and 5 instructors [5]. Understanding the needs of the student is very important to determine the right material for the student's learning process. This is consistent with the opinion of Wiggins and Mothighe in Kapoh which states that the needs analysis is the first step to understanding the needs of students for a learning program [6]. in Serafini, Lake, and Long's comprehensive methodological review, the authors surveyed the design, methods, and procedures reported in needs analysis conducted for specialized English learner populations over the 30 years, from 1984 to 2014. Their findings showed that, although needs analysis has improved over time, various shortcomings remain, as does a lack of consistency in the methods that decreases the reliability and validity of needs analysis [7]. Unlike the earlier studies, the majority of the current studies on needs analysis use a mixed-methods design, by combining qualitative and quantitative methods [8]. The main purpose of the analysis is to get an understanding of the information that has been obtained and apply it to several contexts and relevant/appropriate perspectives, and factors of existence [9].

By conducting this study, the expected outcome is learning media for Japanese grammar that suit the needs of students can be created to make the learning process at the Kiso Nihongo Course better. Sudjana and Rivai explain that there are several reasons, learning media can improve the learning process of students: (l) learning will attract more students' attention so that it can foster learning motivation (2) learning materials will be clearer in meaning so that they can be more understood by students and allows students to master learning objectives better (3) teaching methods will be more varied (4) students carry out more learning activities because they not only listen to the teacher's explanation but also carry out activities such as observing, demonstrating and others, all of this can be done by using learning media based on the Development of Science and Technology [10]. Therefore, interesting media can determine the effect and can also help students improve vocabulary mastery [11]. However, This study discusses students' difficulties in learning Japanese grammar and the need for alternative learning media to help students understand Japanese grammar. The researchers assume that alternative learning media will be needed by students to understand Japanese grammar.

2. Method
The method used in this research is descriptive quantitative with a questionnaire research technique. The descriptive analysis method is a method that describes facts and information in the current situation or event in a systematic, factual and accurate manner. This is in line with Arikunto's opinion which states that the quantitative descriptive approach aims to describe a symptom, event, or event that is currently happening by using numbers, starting from data collection, data interpretation, and display of results [12].

Questionnaires were distributed via Google Forms directly to students in October 2022. Respondents in this study were 25 first-grade students of the Japanese Department at the Universitas Komputer Indonesia for the academic year 2022/2023 who took the Kiso Nihongo course. The type of questionnaire used by the researcher is a closed questionnaire. The questions in the questionnaire included students' opinions on the learning process for the Kiso Nihongo course in class, the need for alternative learning media to help understand the material, and the types of learning media that were suitable. The collected data will be presented with tables and narrative sentences, which will then be drawn conclusions

PROCEEDING BOOK
The 6th International Conference on Business, Economics, Social
Sciences, and Humanities 2023
E-ISSN: 2830-0637

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3. Results and Discussion

Based on the results of the questionnaire distributed via Google Form, it is known that student responses to the statement *Bunpou* learning process that is currently being carried out are going well presented in Table 1.

Table 1. Student responses to the current running Japanese grammar the learning process is going well

Responses	Percentage (%)
Strongly Agree	20 %
Agree	68 %
Disagree	12 %
Strongly Disagree	0%

From table 1, it is known that 20% of students strongly agree with the statement that the process of learning Japanese grammar is currently going well. 68% of students agree, and 12% disagree. From these results, it can be concluded that the Japanese grammar learning process in the Kiso Nihongo course is going well. This is in line with Amril's explanation that the quality of education is not only seen in the learning outcomes but can be seen in the learning process [13]. This may enable learning outcomes from a good learning process to increase.

Student responses to the statement of the need for interactive learning media to help the Japanese grammar learning process are presented in table 2.

Table 2. The use of Learning Media in the form of interactive media to learn Japanese grammar is very necessary.

Responses	Percentage (%)
Strongly Agree	32 %
Agree	64 %
Disagree	4 %
Strongly Disagree	0%

Based on table 2, 32% of students strongly agree and 64% of students agree with this statement. Only 4% of students disagreed with this statement. It can be concluded that almost all students feel that interactive learning media is needed to help the process of learning Japanese grammar. This is in line with Surawiredja et al. that stated the use of multimedia for learning the Japanese language is very helpful for learners to improve their Japanese language skills [14].

Students' responses to the statement the use of multimedia will improve my Japanese grammar skills are presented in Table 3.

Table 3. The use of multimedia will improve my Japanese grammar skills

Responses	Percentage (%)
Strongly Agree	24 %
Agree	68 %
Disagree	8 %
Strongly Disagree	0%

Based on table 3, it can be seen that 24% of student respondents strongly agree, 68% of students agree, and 8% of students disagree with the statement The use of multimedia will improve my Japanese grammar skills. This is in line with Moroz's opinion in Manoppo which states that interesting learning media can determine learning outcomes and can also help understand Japanese grammar material [10].

PROCEEDING BOOK
The 6th International Conference on Business, Economics, Social
Sciences, and Humanities 2023
E-ISSN: 2830-0637

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Student responses to statements video tutorial are an effective type of multimedia learning Japanese grammar presented in table 4.

Table 4. Tutorial videos are an effective type of multimedia learning Japanese grammar

Responses	Percentage (%)
Strongly Agree	24 %
Agree	76 %
Disagree	0%
Strongly Disagree	0%

From table 4, 24% of students strongly agree and 76% agree with the statement that video tutorials are effective learning multimedia for learning Japanese grammar. It can be concluded that all students think that multimedia in the form of video tutorials is an effective multimedia for students to learn Japanese grammar. This is in line with the findings of Huang et al. who confirmed that the use of video interactions promoted pragmatics to recall more of the grammatical function of the target word, as well as more awareness and recall of its meaning [15].

Student responses to the statement It is easier for me to study independently with video tutorials presented in table 5.

Table 5. It is easier for me to study independently with video tutorials

Responses	Percentage (%)
Strongly Agree	48 %
Agree	52 %
Disagree	0%
Strongly Disagree	0%

Based on the results in table 5, 48% of students gave responses that strongly agreed and 52% of students gave responses that agreed with my statement that it is easier to study independently using video tutorials. From the results in table V, it can be concluded that all students thought it would be easier to learn Japanese grammar independently if there were video tutorials as a helpful alternative learning media. This is in line with Winarni's findings which state that for Japanese, Youtube has a very positive impact on the world of education because many students like to use videos on Youtube as a learning medium [16]. This was reinforced by Wibawa's opinion which stated that video media could improve student learning outcomes, especially during the previous pandemic. He also suggested that teachers in tertiary institutions could use similar media to help improve learning outcomes.[17]

4. Conclusion

Based on the results of the research, it can be concluded that learning Japanese grammar which is currently taking place in the Japanese Department at the Universitas Komputer Indonesia is going well. However, students feel that Japanese grammar learning media is needed to help the Japanese grammar learning process become better. Learning media that are believed to be effective in helping the Japanese grammar learning process are video tutorials. To improve the quality of learning Japanese grammar, the use of various media is needed.

Acknowledgement

PROCEEDING BOOK
The 6th International Conference on Business, Economics, Social
Sciences, and Humanities 2023
E-ISSN: 2830-0637

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PROCEEDING BOOK
The 6th International Conference on Business, Economics, Social
Sciences, and Humanities 2023
E-ISSN: 2830-0637

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