

# A NEEDS ANALYSIS FOR KANJI LEARNING MEDIA FOR BEGINNERS

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## ABSTRACT

Learning media using information technology is used to improve the quality of learning. This research aims to analyze students' needs regarding teaching materials for kanji learning media for beginners to make it easier for students to understand kanji. Therefore, the author will analyze the needs of students in learning kanji at the beginner level. The method used in this research is a qualitative descriptive method. Data collection was carried out by observation and distributing questionnaires to respondents. The results of the research show that there are still obstacles faced by students, namely that apart from source books, supporting media in learning kanji have not been used optimally. Therefore, the use of multimedia to increase student motivation and achievement is needed.

**Keywords:** kanji, learning media, needs analysis

## INTRODUCTION

In this world, there are many foreign languages that we can learn, for example, Japanese. Japanese itself is a language that has its uniqueness, the letters found in Japanese are hiragana, katakana, kanji, and romaji. According to Iwabuchi in Kurniawati (2022), Japanese is a language that can be expressed in writing using letters (kanji, hiragana, katakana, romaji).

However, there is an obstacle in learning Japanese, namely learning kanji because kanji has so many ways of reading, strokes, writing order, and numbers. This was stated by Tamamura in Rabbani (2022), The difficulty in learning kanji is not only because there are so many of them, but also because there are so many rules for mastering kanji, such as writing rules, how to read more than one kanji and so on. Apart from that, students sometimes do not find the same teaching materials in learning media other than books, causing students to still depend on lecturers, especially regarding learning materials. According to Reza in Yunus (2020), teaching materials are one component that can help students and students learn smoothly. According to Prasetiani in Fauzi (2017), explaining that studying kanji, students often have difficulty memorizing the kanji they are studying because there are so many of them. According to Khoiriyah in Nugroho (2019), another reason that causes this difficulty is the fundamental difference between Indonesia, which often uses 26 letters of the alphabet, and kanji, which has complicated writing with different pronunciation, compared to Indonesian society. According to Dedi in Nugroho (2019), what is more, it is said that to be able to read a full Japanese magazine or newspaper, you need to master 2000 kanji as well as know forty-six hiragana characters. So in this case, there is a need for learning media that is designed according to the teaching materials needed by students.

Currently, many learning media utilize information technology to improve the quality of learning. This makes it easier for teachers and students to carry out learning activities, especially in learning Japanese using technology to make it easier for students to understand Japanese itself. Apart from that, it makes it easier for teachers to provide material about Japanese to students by facilitating the need for facilities and infrastructure that can increase motivation in learning. Learning media is not only limited to using computers and laptops but learning media can be used on smartphones so that it can be easily used anywhere. This research aims to analyze students' needs regarding teaching materials for kanji learning media for beginners to make it easier for students to understand kanji. This research was conducted to find out what needs are needed by students according to the results of the needs analysis seen from the student's perspective.

## LITERATURE REVIEW

In this research, the author used several theories that he felt were relevant to the research. The theories used in this research are learning, media, multimedia, and kanji.

Learning has an important role in improving the quality of a student's learning through the interaction process between educators and students. According to Setiawan in Annisa (2023), Learning is a process of conscious and deliberate change, referring to systemic activities to change for the better of an individual.

According to Fransisca in Yunus (2020), designing good media must pay attention to the important points that can make the media good for implementation in the world of education. These points are: 1) Learning media is easy to access anywhere and anytime; 2) Learning media can make work easier in understanding and studying learning material in learning media; 3) The material used must follow the curriculum used in the learning subject in that media; 4) Learning media must be easy to use for ordinary users, don't let media that are supposed to be easy make it more difficult for users in terms of appearance and other effective uses; 5) The media created must prioritize simplicity and use.

Multimedia can be defined as a combination of several media used to provide useful information to users. According to Turban in Widyaningsih (2019), Multimedia is a combination of at least two input or output media for data, this media can be in the form of audio (sound, music), animation, video, text, graphics, and images.

According to Renariah in Fajar (2020), kanji is often referred to as letters that are very difficult to learn, however, kanji is one of the most important letters in Japanese because each letter states a meaning.

## METHODOLOGY

In this research, the author used a qualitative descriptive method. According to Sugiyono in Utami (2016), qualitative research methods are methods used to examine the condition of natural objects where the researcher is the key instrument. The population in this research were all level I students of the Japanese Literature Study Program at the Universitas Komputer Indonesia. The sampling technique was carried out randomly, based on certain considerations using purposive sampling. This research will focus on an analysis of student needs regarding kanji learning media for beginners. This research aims to determine students' needs regarding the tendencies of students' preferred learning styles to foster student motivation in learning.

The data collection technique used in this research is observation. Fathoni in Ziraluo (2021), Observation is a data collection technique carried out through observation accompanied by recording the condition or behavior of the target object. In this research, the author made direct observations in the Level I kiso moji goi class of the Japanese Literature Study Program at the Universitas Komputer

Indonesia. Apart from that, the author will distribute questionnaires to strengthen research conclusions and to determine student learning needs which will later be adapted to Android-based learning media. According to Sugiyono in Prayoga (2020), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

### DISCUSSION

Research data was collected through two methods, namely observation which aims to find out how necessary it is to use kanji learning media in the learning process for students, and questionnaires to find out what needs students need in learning media.

In the Kiso Moji Goi class, the author observed the entire teaching and learning process of Level 1 students of the Japanese Literature Study Program at the Universitas Komputer Indonesia who were studying kanji N5 using the Kanji Masuta N5 book. In the teaching and learning process, students still use textbooks in the learning process and there are no other supporting media used by lecturers as an alternative learning method. Based on the results of observations made by researchers in the Kiso Moji Goi class observing students' learning behavior, it was seen that students had difficulty recognizing similar kanji. Apart from that, students have difficulty writing kanji in the correct writing order. There is a correct writing order in the material books they use, however, students are still confused about writing kanji. Some students have difficulty reading kanji because they don't know the Onyomi and Kunyomi in kanji.

The author distributes questionnaires to students to find out what needs are needed to support student learning. Based on the results of a questionnaire that was distributed to Level I students of the Japanese Literature Study Program, Universitas Komputer Indonesia.

Table 1. Learning needs for learning media

No	Question	Alternative Answers	Choice (%)
1	Do you often use an Android smartphone?	Yes	95%
		No	5%
2	Do you have difficulty learning kanji?	Yes	85%
		No	15%
4	Where do you prefer to learn kanji?	Book	50%
		Smartphone	50%
		Laptop/Computer	

5	Nowadays, is using a smartphone a necessity and makes the learning process easier for you?	Strongly agree Agree Don't agree Strongly Disagree	45% 50% 5%
6	Do you agree that Android-based learning media can make it easier for you to learn material, especially kanji?	Strongly agree Agree Don't agree Strongly Disagree	50% 50%
7	Do you agree that there is an application to learn Kanji without using the internet?	Strongly agree Agree Don't agree Strongly Disagree	40% 50%
8	Do you agree that interesting illustrations are needed to remember kanji?	Strongly agree Agree Don't agree Strongly Disagree	60% 35% 5%
9	Do you agree that there is a special feature to practice writing Kanji in an Android application?	Strongly agree Agree Don't agree Strongly Disagree	60% 40%
10	Do you agree with the existence of a quiz/game on kanji learning media?	Strongly agree Agree Don't agree Strongly Disagree	50% 45% 5%
11	Do you agree with the existence of a learning video on Android-based Kanji learning media?	Strongly agree Agree Don't agree Strongly Disagree	45% 50% 5%

12	Do you agree that the existence of Kanji learning media can simplify the learning process anywhere?	Strongly agree	60%
		Agree	40%
		Don't agree	
		Strongly Disagree	

From the results of the respondents' answers above, it can be concluded that a kanji game application will be created which is expected to increase the attractiveness of student learning and can easily carry out a Japanese language learning process, especially kanji, which can be done anywhere and without any time limit for learning.

### CONCLUSION AND RECOMMENDATION

Based on the research data and discussions that have been carried out, it can be concluded that there is an obstacle faced by students in studying kanji because there is no supporting media other than books. There is still no learning media that suits students' learning needs. It is hoped that in the future there will be a kanji learning media for beginners that can facilitate the learning process by developing material in textbooks.

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