

Effectiveness of Using Challenge Card Game in Improving Japanese Language Proficiency

Veena Valentin¹, Nazla Iftinan A.², Emilia Fortuna I.³, Elisabeth Sekar T⁴, Tri Mulyani Wahyuningsih

Dian Nuswantoro University

Semarang

(312202000948@mhs.dinus.ac.id, 312202000950@mhs.dinus.ac.id,
312202000951@mhs.dinus.ac.id, 312202201086@mhs.dinus.ac.id,
tri.mulyani@dsn.dinus.ac.id)

Abstract: This study examines the effectiveness of learning Japanese by using the challenge card method in improving basic Japanese language learning skills. The purpose is to find out how effective Japanese language learning using the challenge card method is in improving basic Japanese language learning skills. Many Japanese learners have difficulties in implementing the three skills of reading, writing and translation. The research phase was conducted by evaluating the test results carried out before and after the game with descriptive analysis method. The results of this challenge card research show that the use of challenge card games is very effective for improving Japanese language learning skills, as evidenced by the 15 partitions there was an increase in grades in 13 participants (87%), 2 participants (13%) showed neither an increase nor a decrease in grades, and there were no participants who showed a decrease in grades.

Keywords: Japanese, edutainment, educational cards, learning method, education.

RESEARCH BACKGROUND

Based on the results of a survey conducted by The Japan Foundation in 2019, there are more than 700 thousand Japanese language learners in Indonesia. This number is the second largest in the world after China. Beyond that, there are still many learners in non-formal education who have not been counted in the survey. This shows how much interest there is in learning Japanese in Indonesia, both those who take formal education specifically to learn Japanese, as well as learners in non-formal education, from young ages to adults.

In formal Japanese language education institutions, the learning process is academic, emphasizing learners' ability to read, write, and translate (Krisnawa, 2023). Many Japanese learners have difficulties in implementing these three skills in their daily lives, especially elementary Japanese learners. This can happen due to feelings of insecurity or embarrassment to apply the material that has been taught in conversations with fellow Japanese learners. Often, Japanese dialog is only done because of the demands of the assignment, which is a small frequency with a narrow topic of discussion.

This research will examine efforts to overcome these problems, namely by developing interactive learning media in the form of Japanese challenge card games that can bridge basic Japanese learners to practice Japanese language skills in a fun way.

REVIEW OF RELATED LITERATURE

1. Learning Media

Learning media consists of two words, namely media and learning. Based on the Big Indonesian Dictionary, media literally means a tool (means) of communication, while learning has the meaning of process, way, making, being a living being learning. So that learning media can be interpreted as a means used in the learning process.

According to Mashuri (in Abi Hamid et al., 2020), learning media is a connecting container or information intermediary, be it in the form of materials, tools, or techniques that can be used to stimulate participants in finding the meaning of learning. In other words, learning media acts as an intermediary to convey learning so that it is more easily understood by learners. Everything (whether humans, objects, or the surrounding environment) that can be used to convey or distribute messages in learning so that it can stimulate the attention, interests, thoughts, and feelings of participants in learning activities to achieve goals is learning media (Daryanto, 2016).

Learning media is designed in such a way as to assist learning in achieving learning objectives. The variety of learning objectives requires different learning media with their respective characteristics, advantages, and disadvantages. Therefore, it needs systematic and targeted design. From this explanation, it can be said that learning media has an important role in achieving learning objectives.

2. Edutainment

According to Fadlillah (2016), edutainment consists of two words, namely education and entertainment. Education means education, and entertainment means entertainment. So, edutainment can be interpreted as a learning process designed by combining educational content and entertainment harmoniously so as to create fun learning activities. Based on the concept of edutainment, fun learning can be done by inserting games into the learning process. In addition, it can also use roleplay, demonstration and multimedia methods.

Basically, edutainment is a means to facilitate social interaction to learners by incorporating various teaching materials in the form of entertainment that is familiar to them, such as movies, music, games, literary works, and other types of entertainment (Shodiqin, 2016).

Hamruni (2009) states that the concept of edutainment-oriented learning was formally introduced in the 1980s. He also explained that there are 3 reasons underlying the emergence of the edutainment concept, namely:

- a) Positive feelings (happy/excited) will accelerate learning, while negative feelings, such as sadness, fear, and feeling inadequate, will slow down or even stop learning.
- b) If someone is able to use their reasoning potential and emotions appropriately, it will improve learning achievement.
- c) Learners will be able to achieve optimal learning outcomes when motivated and taught in a way that respects their learning styles and modalities.

3. Application of cooperative learning jigsaw model in teaching introduction to japanese literature course

The previous implementation of teaching Japanese literature tends to still use the old teaching paradigm of the Teacher Learning Center, where the lecturer is positioned as a person who knows everything and is the only center of information. With this method, although the lecturer has tried to explain as clearly as possible, but for most students it is considered unclear. Therefore, the researcher is interested in conducting further research to apply other methods in teaching the Introduction to Japanese Literature course, namely the Jigsaw Cooperative Teaching Method using a class action research method consisting of several cycles, namely action planning, action implementation, observation and reflection. The research is equally aimed at improving student learning outcomes by finding the right learning method in accordance with the characteristics of the Introduction to Japanese Literature course which is theoretical and tends to be a lot of memorization that must be learned by students.

RESEARCH METHOD

The research method used in this research is descriptive statistical analysis method, where this analysis method is carried out to analyze data by describing the data that has been collected as it is (Sugiyono, 2014). The sampling method was carried out using Purposive Sampling method, where the respondents were first-year Japanese Literature students of Dian Nuswantoro University who were selected with the criteria that they had never taken any level of JLPT (Japanese Language Proficiency Test) certification test, were willing to be the props of this educational card game and needed as many as 15 children to be the research sample.

The data collection technique carried out is empirical and non-empirical type, so the data collection method in this study is by doing direct practice of game demonstration and through pre-test and post-test. In collecting the data, the respondents will be asked to do the pre-test and post-test as well as direct practice of the game that has been made before.

RESULT AND DISCUSSION

Technically, this game is conducted by participants taking 1 card that has been stacked randomly from the set that has been given, then performing challenges according to the instructions listed. Participants who can perform the challenge on the card will keep the card, while participants who fail to perform the challenge must return the card that has been taken to the pile.

Steps taken :

- Initial preparation stage

Before testing with the challenge card method, the difficulties in learning Japanese are understanding grammar, memorizing kanji, and kotoba. After determining the difficulties, the questions were created based on the difficulty level of the pre-test questions adjusted to the material that has been received, which is at the level of Japanese language ability level N5. Then the challenge commands in the cards were made similar to the pre-test questions. Then create a technical game that is tested on participants. After selecting participants based on the difficulty level of the questions that have been made to Japanese literature students in semester 2 who have never taken the JLPT N5 exam. For students who have taken the JLPT exam, it is not included. So that 15 participants were selected who fell into the criteria of the question. For the implementation of the pre-test was held on Tuesday, March 14, 2023. The pre-test was conducted to determine the test results before using the challenge card. So that it can be known that there is an increase and decrease.

- Stages of implementation

After the pre-test, participants were divided into 3 groups of 5 people and there was 1 companion who mastered all the material on the challenge cards to guide the game in each group. The game was conducted with 1 set of challenge cards covering 3 linguistic competencies that had been tested in the pre-test.



1.1 Kotoba guessing question cards example



1.2 Kanji guessing question cards example



1.3 Grammar translation guessing question cards example

- Evaluation stage

The post-test is conducted to determine the test results after using the challenge card which will be compared with the pre-test results. The post-test was conducted with the same question content as the pre-test after the game. After the Post-test was conducted, the results were evaluated using descriptive statistical analysis method.

Table 1 Pre-test Results

No.	Value	Category	Frequency	Percentage
1	0-51	Low	2	13%
2	52-79	Medium	6	40%
3	80-100	High	7	47%
Total			15	100%

The results of descriptive statistical analysis for the pre-test showed a mean score of 74, a high score of 96.7, a low score of 50, and a median of 75.4. Pre-test scores in the high category were obtained by 7 participants (47%), moderate 6 participants (40%), and low 2 participants (13%).

Tabel 2 Post-test Results

No.	Value	Category	Frequency	Percentage
1	0-51	Low	1	7%
2	52-79	Medium	3	20%
3	80-100	High	11	73%
Total			15	100%

]

In the statistical analysis of post-test scores, the mean score was 83.1, the highest score was 100, the lowest score was 50, and the median was 86.7. Participants who obtained post-test scores in the high category were 11 participants (73%), moderate 3 participants (20%), and low 1 participant (7%).

Table 3 Comparison of Pre-test and Post-test Results

No.	Value	Category	Pre-test	Post-test	Difference
1	0-51	Low	13%	7%	7%
2	52-79	Medium	40%	20%	20%
3	80-100	High	47%	73%	27%

The results of the post-test of the implementation of the challenge card game showed that out of 15 participants there was an increase in scores in 13 participants (87%), 2 participants (13%) showed neither an increase nor a decrease in scores, and there were no participants who showed a decrease in scores. Compared to the pre-test conducted before the game, in the post-test there was an increase in the percentage of scores in the high category by 27%, while there was a decrease in the medium category scores by 20% and low by 7%. From these results, it can be said that the challenge card game is very effective in improving Japanese language learning skills.

After the pre-test, the results of the participants' answers were collected, then the participants were directed to start the game by forming three groups of 5 players each and there was one companion who mastered all the material on the challenge card to guide the game in each group. The game was conducted with 1 set of challenge cards covering 3 linguistic competencies that had been tested in the pre-test.

CONCLUSION

Based on the results of this study, it was found that 87% of the 15 respondents experienced an increase in scores, so it can be concluded that there was an increase in basic level Japanese language skills from before the game was conducted. This shows that the Japanese challenge card game is effective in improving N5 level Japanese language skills.

REFERENCES

- Abi Hamid, M., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., ... Simarmata, J. (2020). *Media pembelajaran*. Yayasan Kita Menulis.
- Daryanto. (2016). *Media Pembelajaran* (2nd ed.). Yogyakarta: Gava Media.
- Hamruni. (2009). *Edutainment dalam Pendidikan Islam dan Teori-teori Pembelajaran Quantum*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga.
- Krisnawa, K. B. (2023). Pembelajaran Bahasa Jepang di Lembaga Kursus dan Pelatihan (LKP) Babaking Course. *Jurnal Penelitian Mahapartisipan Indonesia*, 3(1), 1-10.
- Melero, J., & Hernández-Leo, D. (2014). A model for the design of puzzle-based games including virtual and physical objects. *Journal of Educational Technology & Society*, 17(3), 192-207.
- Pho, A., & Dinscore, A. (2015). Game-based learning. *Tips and Trends*, 1-5.
- Pujiadi. (2014). Pengembangan Game Edukasi untuk Media Bantu Pembelajaran. Retrieved February 8, 2023, from <http://lpmpjateng.go.id>
- Shodiqin, R. (2016). Pembelajaran berbasis edutainment. *Jurnal Al-Maqayis*, 4(1).
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Wahyuningsih, Tri Mulyani. (2015). Penerapan Pembelajaran Kooperatif Model Jigsaw Pada Pengajaran Mata Kuliah Introduction to Japanese Literature. *Beragam Warna Tata Bahasa dan Ungkapan Bahasa Jepang serta Pengajarannya*, 159-167.
- Wu, S., Chang, M., & Heh, J.-S. (2008). Game-based learning scenes design for individual user in the ubiquitous learning environment. *Technologies for E-Learning and Digital Entertainment: Third International Conference, Edutainment 2008 Nanjing, China, June 25-27, 2008 Proceedings 3*, 451-462. Springer.