A Needs Analysis Regarding the Development of Interactive Multimedia for Learning Japanese in High Schools

D Maysarah[*], S M Setiana

Departemen Sastra Jepang, Faculty of Letters, Universitas Komputer Indonesia, Indonesia

Email: maysarahdina21@mahasiswa.unikom.ac.id

Abstract. This study aims to analyze what indicators are needed in developing interactive multimedia for Japanese language subjects to provide solutions to one of the problems in learning Japanese at the high school level. This research uses descriptive research method. Respondents were students and teachers in one of private schools in Bandung. Data collection was carried out through questionnaires and interviews. The results showed that the use of information technology in learning Japanese at the high school level is still not optimal, so the use of interactive multimedia is expected by students in learning Japanese to increase student motivation and learning outcomes in learning Japanese. Therefore, the development of interactive Japanese learning media is required.

1. Introduction

Setiana stated that the mastery of foreign languages has an important role in various fields of life [1]. Japanese is one of the additional foreign languages learned since high school levels in Indonesia [2]. The Japan Foundation explains that Japanese learners in Indonesia are in second place among all countries in the world. Meanwhile, the number of Japanese learners for countries that do not use kanji, Indonesia ranks first in the world, reaching 20.5% of the total number of Japanese students in the world, and 68.1% of the total number of learners in Southeast Asia. The number of Japanese learners in Indonesia in 2015 was 745125 [3].

Tomiyoshi explained that the high interest of students in learning Japanese was due to the large number of jobs that required Japanese language skills [4]. Japanese language learning at the intermediate and high levels is carried out with various strategies, methods, and learning media to attract students' interest in learning Japanese [5]. There are several obstacles faced by elementary-level Japanese learners, among them the difficulty in mastering hiragana and katakana, which will become tools in learning Japanese at the next level [6]. Furthermore, it is explained that several problems arise in the learning process, especially in Japanese subjects. One of the problems is the limitations of learning media that are attractive and following the teaching material [7].

Therefore, the researcher intends to describe a needs analysis in the development of teaching media in the form of multimedia learning Japanese at the high school level, especially for learning hiragana, katakana, and basic Japanese vocabulary. This research uses descriptive research method, carried out by distributing questionnaires and interviews in order to obtain the required data.

2. Method

This research uses descriptive research method. This method was chosen because it can be used to solve and answer current problems. Data collection was carried out by distributing questionnaires to

30 students and interviews with a Japanese language teacher to obtain information about the things needed in making multimedia to support Japanese language learning at SMK Kartika XIX-1 Bandung. The sample selection was made based on the consideration that Japanese language learning at SMK Kartika XIX still uses conventional learning media, so it requires the development of more attractive learning media. Data were collected from 20 October to 10 November 2020.

3. Results and Discussion

Based on the results of a questionnaire distributed via google form to Japanese language learners at SMA Kartika XIX-1 Bandung, it is known that the frequency of students using information technology to support learning is presented in Table 1.

Table 1. Frequency of use of information technology to learn Japanese

Frequency	Percentage (%)
Often	30%
Rarely	63,3%
Never	6,7%

From the Table 1 above it can be described that 30% of students often, 63.3% rarely, 34.4%, and 6.7% never make use of information technology when studying Japanese. So it can be assumed that the use of information technology in learning Japanese at the high school level is still not optimal. This is in line with the opinion Liaw Huang and Chen who stated that school students are now more interested in using ICT in various fields of activity [8]. Therefore, the use of ICT is necessary in order to be effective and efficient in Japanese language learning. The use of ICT in learning can increase student interest and motivation in participating in Japanese learning. In addition, the learning process will be more effective because the use of ICT as a learning medium allows problems to be overcome in the communication process between teachers and students. The difficulties of beginner students in learning Japanese are presented in Table 2 below:

Table 2. Student problems in learning Japanese

Activities	Percentage (%)
learn hiragana and katakana	50%
learn new Japanese vocabulary	25%
learn Japanese grammar	11.7%
learn Japanese conversation	13.3%

Based on Table 2 above, it can be seen that Japanese learning activities that are found difficult by beginner students are hiragana and katakana learning activities were 50% students, new vocabulary learning activities were 25% students, Japanese grammar learning activities were 11.7% students, and Japanese conversation learning activities were 13.3% students. This is in line with what Usoh stated that in learning Japanese, novice students are faced with problems of mastering Japanese characters, namely hiragana, katakana and kanji [9]. Furthermore, the learning media that students expect to help to master Japanese is presented in Table 3.

Table 3. Japanese Language Learning Media Expected by students

Learning Media	Percentage (%)
Graphic Media (Posters, Charts, Photos)	13,3%
Multimedia (Video, Film, Animation, etc.)	86.7%

Based on table III, it can be seen that 13.3% of students expect graphic media as Japanese language learning media, 86.7% of students expect multimedia as Japanese language learning media that can help improve Japanese language skills. It can be assumed that the use of interactive multimedia is expected by students in learning Japanese. This is in line with the opinion of Mudofir who stated that the development of foreign language learning materials using multimedia aims to make the teaching and learning process to be effective and interesting to provide high motivation for students to learn foreign languages [10].

Furthermore, based on the results of interviews with Japanese language teachers at SMA Kartika XIX-1 Bandung, it was obtained information that multimedia Japanese language learning to be created and developed should have an attractive appearance, informative, interesting content and there is audio to learn Japanese pronunciation, easy to operate, not too much. a lot of memory storage which will make it easier for students to learn Japanese so that students' mastery of Japanese has increased significantly. This is in line with Gilakjani's opinion which states that learning through multimedia can create opportunities and success for students in improving their abilities [11].

4. Conclusion

From the results of the discussion above, it can be concluded that teacher creativity in developing attractive learning media in order to increase students' interest, motivation and ability to understand Japanese is needed, for example by making interactive multimedia. Therefore, a needs analysis for the development of a good and interesting interactive multimedia is needed.

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