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Enhancement mastery of kanji, with direct strategy (Chokusetsu sutorateji)

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Abstract
The direct strategy or Chokusetsu Sutorateji is a strategy that directly relates to the development of language skills, which consists of (1) memory strategy, (2) cognitive strategy, and (3) compensation strategy. A research has been conducted that aims to obtain scientific data of the process and result of increasing kanji control by applying chokusetsu sutorateji on kanji learning. The method used is a classroom action research, developed by Kemmis and Mc. Taggart, namely: spiral model with stages, planning, execution, observation and reflection. The results of this study are (1) mastery of kanji consisting of four aspects ie reading, writing, use in sentence and remember showing improvement from time to time. (2) Student involvement in learning increases with the identification of some behaviors in a prominent manner such as responding to exercise in classroom tasks, increased attentiveness evidenced by active questioning or asking for explanations to lecturers, memorizing in using kanji cards, making house assignments / kanji cards, seriously doing the exercises in the classroom, and doing class assignments in a timely manner. (3) The tasks and learning activities that are packaged in the form of attractive drawings and colors make the students able to evaluate their own learning.

Keywords: kanji, chokusetsu sutorateji, action research

Introduction

Mastery of kanji is very important for Japanese language learners because kanji is the foundation or core of Japanese intellectuality. According to Sutedi, to acquire the productive skills of reading and writing Japanese language can not be achieved if not master the kanji, (Sutedi, 2006: 5) [14]. Furthermore, according to Sudjianto kanji teaching is absolutely necessary for Japanese language learners who want to master Japanese writing language (Sudjianto et al., 1997: 5). Kanji becomes the "backbone" in Japanese vocabulary. From some opinions above can be concluded that every Japanese language learners must master kanji in order to communicate with Japanese people, especially in writing variety (Renariah, 2004: 63) [11]. The number of kanji that need to be mastered by foreigners who are studying Japanese according to Katoo (Sudjianto and Dahidi, 2007: 58), adjusted with the available time allocation and its level.

Kanji teaching is often considered difficult and by Japanese language learners. This is because the learner is non-kanji language "hikanjikei" 悲観字形. They face difficulties when they have to memorize almost identical kanji, the number of diverse scribbles in addition to the large number. This condition is also recognized by Takebe (1998: 2) "most who learn Japanese as a foreign language says that the difficulty in Japanese there are three things, namely: auxiliary, subtle language, and kanji.

Based on empirical experience in the field, it is known that the ability to remember, read and write kanji on the course Goi Moji (Goi Moji is the name of the course that teach letters (kana: hiragana and katakana and kanji), also the vocabulary of Japanese is still low. known when the students are assigned to read their story is difficult to read kanji combined / jukugo correctly. When they are faced with the practice of writing the words written in hiragana into kanji many wrong to remember the right kanji resulting in wrong in writing the kanji intended. According to Sudjana (2004: 14), a lecturer should have 3 kinds of competencies: cognitive competence and attitude competence are behavioral / performance competencies where a teacher has skills in various skills, such as teaching, assessing, using teaching / teaching medium, or communicate with students, skills in preparing teaching preparations, etc.

Interesting teaching methods will make students not bored, therefore teachers must be good at choosing the right teaching strategy. Learning and learning strategy is important in teaching and learning activities in the classroom, because with these strategies educators can create learning conditions that support the achievement of learning objectives. In addition, learning strategies chosen and used well by educators can encourage learners to actively follow the learning activities in the classroom. Gagne in Iskandarwassid and Sunendar (2008: 3) states that strategy is one's internal ability to think, solve problems, and make decisions. That is, that learning process will cause learners to think uniquely to be able to analyze, solve problems in making decisions. How a learner can solve problems encountered in the class, such as how to remember the many complex kanji.

Language learning strategy according to Oxford, (1990: 37) is divided into two kinds: (1) Direct Strategy / 直接ストラテジ - (chokusetsu sutorateji) and (2) Indirect Strategy / / 間接ストラテジー (kansetsu sutorateji). Direct strategies are divided into three parts: memory strategy, cognitive strategy and compensation strategy. According to Bodnaryk (2000: 7) the memory strategy in kanji teaching is very helpful for learners in remembering the kanji shape with various streaks /

kususuu, and kanji bushu. The application of chokusetsu sutorateji in kanji teaching is by utilizing illustrations/ mnemonic images of a kanji letter allowing students to remember a kanji letter, repetitive kanji reading and writing exercises. This strategy also provides a higher level of significance with the support of ease of understanding and a sense of fun as the learning process takes place. The element of meaningfulness and pleasure is a major element in good learning, teachers can promote a cooperative and interactive learning system between learners and teachers because it can accommodate the diversity of student learning modalities both audio, visual and kinesthetic. Also the presentation of the material more effective and efficient and can increase student interest in learning, especially learning kanji considered difficult.

Research methods

This research is a research action (action research) cycle form consisting of planing, acting, observing and reflexing. Learning through experience is learning process gained based on personal experience. Action research or action research is one type of research conducted by the implementers of their work environment directly to improve their performance without having to go out or leave their daily work. Understanding the action research proposed by Stephen Kemmis, in Hopkins (1993: 44-45) he says that:

"Action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'".

Furthermore, understanding of action research according to Hopkins in Emzir (2008: 233) is a process designed to empower partisispan in the process (students, teachers, and other participants) with the intention to improve the experience of education. The design of this study refers to the model developed by Kemmis and Mc. Taggart is a spiral model.

Results and Discussion

a. Enhancement process of kanji with chokusetsu sutorateji.

The learning process is carried out in three cycles. Prior to the conduct of action researchers conduct pre-observation activities. From the results of questionnaires and tests on pre-observation, it is known that the mastery of the first semester students' study program of Japanese Language Education FBS Unima is still low. Most of their answers to kanji lessons are difficult at around 68.9% and unpleasant, although they know that kanji filming is important among other subjects. Mastery kanji emphasized on the mastery of four aspects, reading, writing, use in sentence and how to remember.

By applying the three strategies in chokusetsu sutorateji

namely Memory Strategy, Cognitive Strategy and Compensation Strategy, students who have difficulty in remembering kanji become easy to remember and learn more fun. Problems that cause the low level of kanji mastery are identified as: the number of kanji that many, how to write the sequence of kanji writing in accordance with the existing hitsujun because kanji foot word that has many number of graffiti, bushu, kakusuu and errors of reading kanji combined can be overcome.

The application of chokusetsu sutorateji is a solution to overcome kanji learning difficulties and make it easier for them to remember kanji, Researchers make learning media using power point. Although they are not background kanji / hikanjikei users but with attention to the image containing the origin of a kanji / piktograf a kanji, so they can be interested and serious in learning it. The creation of a simple power point capable of visualizing kanji that seems difficult to learn to be fun and easy to learn. Tasks and learning activities are packaged in the form of drawings and colors of interest on the power point to make students able to evaluate their own learning when such as making kanji, writing steps, practicing reading, bushu, kakusuu and hitsujun kanji. Involvement in their learning increases with the identification of some behaviors as prominent as responding to classroom assignments, attentive, asking / explaining to the lecturer, memorizing using kanji cards, making home tasks / kanji cards, doing serious exercises in the classroom, doing proper classroom work time.

But there is less active behavior in terms of asking questions / asking for explanations and submitting feedback. This is identified in the second cycle due to their doubts when required to memorize kanji. This can be overcome by creating variations in the exercise so that boredom is avoided. Generally students give a positive impression of the application of chokusetsu sutorateji in learning kanji.

2. The result of enhancement Kanji with chokusetsu sutorateji

The results of increased kanji mastery with chokusetsu sutorateji can be seen from several parts, namely:

a. Mastery of kanji consists of four aspects, (1) how to read, (2) How to write, (3) Kanji use, (4) How to remember.

1. Aspect of reading method obtained at pre test / pre-test 44,83% increase to 52,59% or increase equal to 7,76% in cycle I, then increase to 56,90% or increase 4,31% in cycle II, then increased to 67.24% or an increase of 10.34% in cycle III in the end increased 68.97% in the final test / Post-Test.

2. Aspect of writing method where the value of preliminary test / pre-test52,59% increased to 58,62% or increased 6,03% in cycle I, then increased to 62,07% or increased 3,45% at cycle II, then increased to 70.69% or increased 8.62% in cycle III in the end increased 77.59% in the final test / Post-Test.

3. Aspect of kanji usage, the value of acquisition in pre-test 40,52% increased to 55,17% or increased by 14,66% in cycle I, then increased to 70,69% or increased 15,52% at cycle II, then increased to 67.24% or increased -3.45% in cycle III in the end increased 81.03% in the final test / Post-Test.

4. Aspects of how to remember, the value of the initial test / pre-test 46.55% increased to 49.14% or increased by 2.59% in cycle I, then increased to 62.93% or increased 13.79% at cycle II, subsequently increased to 68.10% or increased 5.17% in cycle III in the end increased 81.03% in the final test / Post-Test. can be seen in the following table:
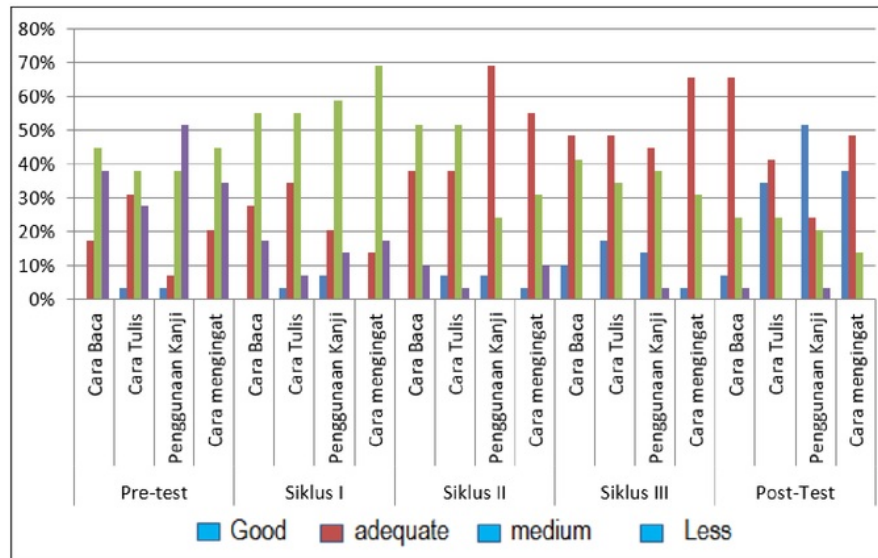

Fig 1: Mastery of Kanji 4 aspects Overall

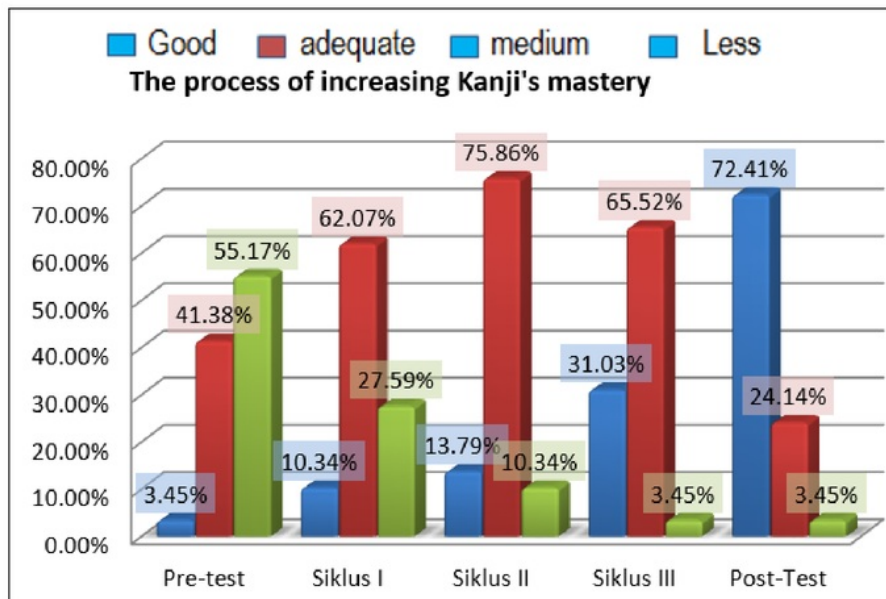The process of improving the overall kanji mastery can be seen in the graph below:

Fig 2: Result data increased Kanji mastery, Pre-Test to Post-Test

a. Mastery learning. The increase in the results can be described as follows; students' completeness score at the initial test of 3.45% to 10.34% in cycle I, and increased to 13.79% in cycle II, and became 31.03% in cycle III until it finally increased to 72,41% in posttest.
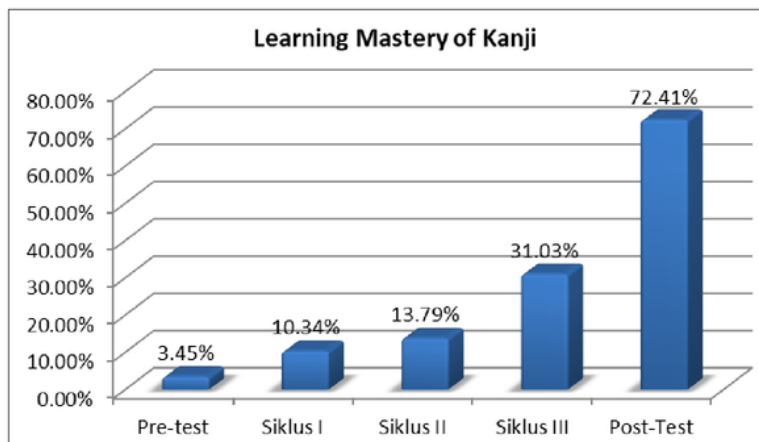
Fig 3: Completed Learning Pre-Test up to Post-Test

b. Observation results of student activities. The result of observation of student activity at the time of Pre-test can be seen from the result of the analysis as follows: students with good criteria of assessment is 1 person or 3.45%, enough 12 people or 41.38% and less than 16 or 55.17 %. The result of observation of student activity at the time of Cycle I can be seen from the result of the analysis as follows: students with good criteria of assessment is 3 people or 10,34%, enough 18 people or 62,07% and less criteria as many as 8 people or 27,59%. The result of observation of student activity during Cycle II can be seen from the result of the analysis as follows: the students with the criteria of good appraisal are 4 people or 13,79%, enough 22 people or 75,86% and less 3 or 10,34%. The result of observation of student activity during Cycle III can be seen from the result of the analysis as follows: the students with the criteria of good appraisal are 9 people or 31,03%, enough criteria is 19 person or 65,52% and the criterion less 1 person or 3,45%.

Conlusion

The use of learning strategies can create learning conditions that support the achievement of learning objectives. Chokusetsu sutorateji or direct strategy is a language learning strategy related to the target language. Direct strategy is divided into three parts: memory, cognitive and compensation. Mastery of kanji with chokusetsu sutorateji consisting of four aspects, namely: (1) reading, (2) writing, (3) use, and (4) how to remember showing improvement over time. This can be seen from the students' completeness score at the initial test of 3.45% to 10.34% in cycle I, and increased to 13.79% in cycle II, and became 31.03% in cycle III until it finally increased to 72, 41% in post-test. The application of chokusetsu sutorateji in kanji lessons has significantly increased student engagement in learning, along with the identification of some behaviors as prominent as responding to classroom task exercises, attentives, asking / explaining to lecturers, memorizing using kanji cards, making house assignments / kanji cards, seriously doing the exercises in the classroom, doing class assignments on time.

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