

# Developing Student Worksheet to Support Kanji Teaching

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**Abstract**—It is necessary for every language learner to master four language skills, such as listening, speaking, and reading. This study focuses on writing skill. Writing course in higher education is taught in freshman year and aims at equipping learners with writing and reading skills. *Shokyuu Hyoki's* lecture material (*kanji*) from the *Kanji* textbook *Minna Nihongo Kanji 1* (English Edition) contains teaching materials that deal with *kanji*, *saya*, *hiragana*, *romaji*, identifying the same *kanji*, explanation of the same *kanji*, basic *kanji* strokes and so on. Based on the researchers' experience, when teaching was implemented, most students had not mastered the material provided. They reasoned that there were not enough books that could be used to study independently outside of class hours. In this connection, the researcher compiled student worksheet to help students practice independently outside lecture hours, practice writing, and continue to do assignments to support learning to write *kanji*.

**Keywords**— student worksheet, *Shokyuu Hyoki*, writing

## I. INTRODUCTION

Every language learner must master four language skills such as listening, speaking, writing and reading skills. Writing skill is one of the skills that language learners must master. Without mastering one of writing skills, learners will have problem in learning because the letters are very different from the writing of *Romaji*. Therefore, writing skills must be mastered with the following graffiti rules and the number of calculations. In Japanese, the writing of letters has a patent rule meaning that cannot be changed by learners of this language.

Writing skills in higher education are given in the early semester of lectures, with the hope that learners will soon master writing and eventually will be both skilled at writing and at the same time reading. Writing skills in the curriculum of the Japanese language education program is *Shokyuu Hyoki* with a weight of 3 credit hours, held 2 meetings/week. In the first 2 weeks, they were given the letters *Katakana* and *Hiragana* materials before delving starch material.

*Shokyuu Hyoki's* lecture material (*kanji*) from the *Kanji* text book *Minna Nihongo Kanji 1* (English Edition) contains teaching material about *kanji*, *saya*, *hiragana*, *romaji*, identifying the same *kanji*, explanation of the same *kanji*, basic *kanji* strokes and so on. This book contains 20 units including how to write, how to read, and reading exercises. However, it actually is not sufficient to support students in practicing writing and reading practice.

Based on the researchers' experience, most students did not master the material provided, they reasoned that there were not enough books that could be used to study independently outside of class hours. Starch material requires more time to do writing exercises while also memorizing the order when writing a *kanji*, to write a letter in the correct stroke order although it has been taught before. When asked they said they did not practice enough because they did not have books to practice writing outside the classroom.

In this connection, the researchers compiled student worksheet to help students practice independently outside lecture hours, practice writing, and continue to do assignments to support learning to write *kanji*. Student worksheets contain material in accordance with the existing curriculum that is by sorting the writing material in the *Minna no Nihongo Kanji 1* book which is used as a student handbook.

The worksheets are compiled not only in the form of exercises and assignments but also *kanji* material and adequate explanations so that students can independently complete existing material and easily master *kanji*. The worksheets that were compiled contain learning guides about *kanji*, questions about *kanji* and contain exercises to write *kanji* followed by exercises of *kanji* questions that students must do independently.

### A. Definition of student worksheet

Student worksheet is material that can be used by students to improve their abilities in certain lesson. Student worksheet will be more valuable if it is created by teacher because the teacher who compiles students will be easy and happy to do the

assignments given because the material arranged is more striking. With the worksheet, the composition of the students in charge of the expenses spent by the students will be reduced, meaning that it is not expensive. Worksheets can be written freely according to the needs of the teacher or lecturer, although there are also worksheets published by the publisher.

According to Trianto [1], student worksheet is student guides that are used to carry out investigative or problem-solving activities. Worksheet also helps teachers convey concepts that must be understood by students. Moreover, as Trianto [1] stated, students worksheet contains sheets containing a lot of information and instructions aimed at directing students to behave as expected by the teacher. According to Suryani and Agung [2], student worksheet is one of the learning media that can be used as a means of student learning that can help students or teachers during the learning process so that it can run well.

Student worksheet can increase student activity in the learning process because students can automatically study outside of class hours. Based on Dhari and Haryono in Komalasari's [3] study, student worksheet contains guidelines for students to carry out programmed activities. Worksheet consists of a brief description of the material, the purpose of the activity, tools/materials needed in the activity, work steps, questions to be discussed, conclusions from the results of the discussion, and questions of comprehension exercises.

a.) Some functions of student worksheet are:

1. to minimize the role of educators and activate students
2. to make it easier for students to understand the material provided
3. as a concise and rich teaching material for practice
4. to facilitate the implementation of teaching to students [4].

b.) The purpose of preparing student worksheet

1. to present teaching materials that make it easy for students to interact with the material provided
2. to present tasks that increase student mastery of the material provided
3. to practice learner autonomy
4. to facilitate educators in giving assignments to students

c.) Various forms of student worksheet

1. concept worksheet
2. concept application worksheet
3. worksheet as learning guide
4. worksheet for enrichment activities
5. worksheet as practical guide

d.) Three terms and conditions in arranging student worksheet

1. Dedication Requirements,
2. Construction Requirements,
3. Feasibility Assessment Standards

To determine the feasibility of a worksheet, we need instruments that can be used for assessment. This study used an instrument published by the Indonesian National Agency for Educational Standards. The instrument includes the

appropriateness of content, presentation and language. A worksheet will be considered feasible if it meets these criteria.

### B. Kanji, Writing and Amount

*Kanji* is a letter for writing Chinese that has a very old history [5]. *Kanji* is one aspect that is difficult for students who are learning Japanese, especially for students whose backgrounds are very much different from Japanese culture. In learning Japanese, knowledge about *kanji* is very necessary. Therefore, mastery of starch is very important for learners.

Another reason that poses challenges in learning *kanji* is the huge number of characters to master. Compared to only 26 Latin letters, [6], the number of *Kanji* recorded is 50305 characters, based on *Dai Kan-Wa Jiten*. However, *kanji* learners need to master only 2000, which is often referred to as *Jōyō Kanji*. Because *kanji* is complicated, there are several things that must be introduced to learners.

#### • Basic Kanji and Material Level

All Japanese learners will receive *kanji* learning from the beginning so that they can master *kanji* well at every level. Basic *Kanji* is the *kanji* given to beginner *kanji* learners. Teaching Level: basic *kanji* totaling 400-500 with 13 weeks' time allocation. 700-800 skilled with a time allocation of 18 weeks, 300-400 with a time allocation of 9 weeks [6]. Meanwhile, the material used is in accordance with the provisions of the study time that is 400-500 *kanji*. Here is an example of a basic starch, as seen in figure 1.



Fig. 1: Image of Basic Starch

Basic *kanji* learning can be done by giving examples of starch from the picture as shown above.

## II. METHOD

This study is quantitative in design. The researchers used questionnaires to know the students perception on the worksheet provided. An instrument published by the Indonesian National Agency for Educational Standards was used.

## III. RESULTS AND DISCUSSION

Before designing and compiling the worksheet, the students were given a questionnaire to find out their perception of the importance of worksheet for them as elementary or beginner Japanese language learners.

TABLE 1. THE RESULTS OF QUESTIONNAIRE OF STUDENT NEEDS

Table 1 showed the results of student needs questionnaires.

No	Statement	%	Criteria
1	I have a big interest in learning <i>Kanji</i> .	90,6	Very Good
2	I have difficulties in understanding <i>Kanji</i>	68,7	Good
3	I have difficulties in memorizing the <i>Kanji</i>	65,7	Good
4	I have difficulties in reading <i>Kanji</i>	65	Good
5	I need a media students' worksheet to assist me in learning <i>Kanji</i> independenly	84,5	Very Good

From the table it can be concluded that students do need a worksheet to help them learn independently. Questions number 1 and number 4 revealed that students have a high interest in learning *kanji*. Students also see the worksheet as a way to help independent learning (90.6%, and 84.5% respectively). Some students also perceived worksheet as a guide to help them handle difficulties in mastering *kanji* (between 65% and 69%). Therefore, it can considered that students need worksheets.

An expert validator validated the compiled worksheets. The validation result shows that the worksheets are appropriate for students to use. The following is the validation of the media validation questionnaire evaluation.

TABLE 2. THE RESULTS OF MATERIAL VALIDATION

No	Aspects	Max. Score	Score	%	Criteria
1	The display of Student worksheet	15	13	87	Very Strong
2	Content and material (Accuracy)	15	15	100	Very Strong
3	Quantity and material	5	4	80	Strong

Table 2 showed the validation of the material. From the data validation results it can be seen that the worksheet obtains 91.4% if it is read by the Riduwan formula. Thus, the worksheet can be said to be feasible. The calculation is as follows:

Criterion score = highest score for each item X number of items  
X number of respondents

$$5 \times 7 \times 1 = 35$$

$$P = \text{total score} \quad X \ 100$$

$$\text{Criterion score} = 32 \times 100\%$$

$$= 35$$

$$= 91,4\%$$

The result of data calculation of material validation was 91,4%. The overall results of the expert material assessment are then included in the criteria as below:

Score Interpretation by Riduwan (2015)

Interpretation	Criteria
0 - 20	Very Low
21 - 40	Low
41 - 60	Enough
61 - 80	Strong
81 - 100	Very Strong

The overall rating of the eligibility provided by material experts was 91.4%, which could be categorized as very strong.

TABLE 3. THE RESULTS OF MEDIA VALIDATION

No	Aspects	Max. Score	Score	%	Criteria
1	The display of Students' Worksheet	15	13	87	Very Strong
2	content and material (Accuracy)	15	15	100	Very Strong
3	Quantity and material	5	4	80	Strong
4	The explicitness of text	5	5	100	Very Strong
5	The use of media	10	10	100	Very Strong

Table 3 showed the results of media validation. In accordance with the results of the Japanese expert study media environment questionnaire assessment, it can be concluded that the design of the worksheets regarding the presentation, content and material (accuracy), text readability and the use of media received very strong ratings with a value of 9, while the quality and material received strong ratings with value of 8.

From the total evaluation of the study program media experts, the result can be calculated using a Riduwan formula.

$$\text{Criterion score} = \text{highest score for each item} \times \text{number of items} \times \text{number of respondents}$$

$$5 \times 10 \times 1 = 50$$

$$P = \text{total score} \quad X \ 100\%$$

$$\text{Criterion score} = 47 \times 100\%$$

$$= 50$$

$$= 94\%$$

The overall assessment of the eligibility by material experts shows the percentage of 94%. Thus, it can be categorized as very strong.

#### IV. CONCLUSION

The results of the analysis of students' needs demonstrate that students need worksheets. The worksheets are designed after the concept is finished and then validated to material experts and media experts. The results of the validation of the material experts and media experts obtained a very strong assessment. This means that the worksheet can be considered feasible.

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