

Conference Paper

Analysis of Students' Learning Needs: Learning Design of Module for Japanese Sentences' Final Particles

H. Wahyuningtias, A. Artadi, and H. Djaya

Department of Japanese Literature, Faculty of Literature, Darma Persada University, Jalan Radin Inten II, East Jakarta, Indonesia

Abstract

The purpose of this research was to find an appropriate learning model for Japanese sentences' final particles. This research used a descriptive method with a qualitative approach. Japanese teaching is conducted separately for each subject, such as listening, speaking, reading, and writing. However, that classification hasn't shown any significant results yet, especially in mastering the final particles. Therefore, an independent learning model using a module is designed, and it focuses on the mastery of study material competence at certain times according to its potency and condition. This model is expected to be applied at the Japanese Department of Darma Persada University with the intention of students being able to properly apply the final particles in communication.

Corresponding Author:

H. Wahyuningtias
haniwahyu37@gmail.com

Received: 6 April 2018

Accepted: 3 May 2018

Published: 26 July 2018

Publishing services provided by
Knowledge E**Keywords:** final particles, learning model using a module, learning needs

© H. Wahyuningtias et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ISLLE 2017 Conference Committee.

1. Introduction

The process of learning Japanese sentences' final particles is the process of delivering information to students that is united with teaching materials. With coherent and systematic material, they are expected to master that learning material. In the book *Minna no Nihongo* [1], which is used in the Japanese Department of Darma Persada University, the final particles 'ne' and 'yo' appear in Lesson 5. But the appearance of these particles is not as a sentence pattern (*bunkei*); instead it appears as conversation (*kaiwa*). Therefore, it is necessary to consider deeply how lecturers introduce final particles to the students so that they are able to use both of them appropriately, and are not confused in using them.

Japanese is a language in which there are big differences between written and spoken language. In conversation (*kaiwa*), many people use sentences' final particles

OPEN ACCESS

that are not included in written language: for example, the sentence *kono ryouri wa oishii*. If it is used in conversation, the sentence becomes *kono ryouri wa oishii ne* or *kono ryouri wa oishii yo*. In Japanese, conversational situations using sentences' final particles such as "ne" or 'yo' are something usual. Otherwise, if we do not use final particles, the conversation will feel less natural.

According to Kamio [2], the particle 'ne' is used when information is in the area of the hearer, whereas 'yo' is used in the area of the speaker. Here are some examples of the use of final particles related to speech:

1. Kimi no imooto-san, uta ga umai ne.
Your sister can really sing well.
2. Kushiro wa samui yo (the speaker is a resident in Kushiro).
Kushiro is really cold.

In example (i) it is understood that the younger sister is the hearer's younger sister so it is appropriate to use 'ne' because the hearer also knows whether or not she is good at singing as her closest person or family, whereas in example (ii) knowledge of the area of Kushiro is only held by the speaker as a resident in Kushiro, so the speaker does know about Kushiro and its surroundings.

According to Masuoka [3], one of the specialties of Japanese is the sentence or expression describing the speaker's feeling toward his hearer. The consideration level of choosing a sentence or expression related to the hearer is different, but in Japanese, the level is considered high. One of them is the use of sentences' final particles, 'ne' and 'yo', such as the following:

- (ii) a. この料理はおいしいね。 b. この料理はおいしいよ。

Kono ryouri wa oishii ne. Kono ryouri wa oishii yo.

In sentence (ii), the final particles 'ne' and 'yo' are useful modalities for indicating the mode of delivery. They show how the speaker conveys a message to the hearer, but has nothing to do with the content of that message. According to Masuoka [3], the use of sentences' final particles as mentioned before is hard to find in other languages. However, Bahasa Indonesia actually has a similar form as in the following:☒

- (iii) a. Masakan ini enak, ya. b. Masakan ini enak, lho.

Based on example (ii) a-b and (iii) a-b, it can be concluded that 'ne' is equivalent to 'yo', and 'yo' is equivalent to 'lho'. There have been many researches about sentences' final particles in Japanese such as 'ne' and 'yo'. But the problem is whether or not they are always defined as 'yo' and 'lho' in the Indonesian language. Researchers

assume that Indonesians who learn Japanese cannot distinguish the use of final particles because they have not been able to interpret them correctly, especially when dealing with the context of sentences.

2. Methods

The research method is based on a descriptive method and uses a qualitative approach. Based on the questionnaire and interviews conducted with 20 Japanese Department students, it is known that 27% of them still cannot distinguish between the use of 'ne' and 'yo'. They were given ten questions with two choices. This questionnaire was then followed up with student interviews to find out the difficulty level they encountered when using Japanese sentences' final particles.

3. Results

The following are tables showing student errors. Out of ten questions, question number 3 (7 students), number 7 (9 students), and number 10 (13 students) are done most wrongly.

Question number 3

A: 今度、ぜひ写真を見せてください。

Kondo, zehi shashin o misete kudasai

Nanti, tolong pastikan perlihatkan fotonya (pada saya).

B: 。じゃあ、今度、持ってきます。

.....*Ja, kondo mottekimasu.*

.....*Ya, nanti saya bawa.*

a. いいですよ b. いいですね (The correct answer is 'a')

li desu yo li desune

Baiklah Baiklah

The answer ~*li desu yo* is considered appropriate because the particle 'yo' is beyond the hearer's knowledge, and the information '*dapat memperlihatkan foto*' is only there for the speaker, who decides whether the hearer can see the requested photo or not.

Question number 7

A: 日本どこへ行きたいですか。

Nihon no doko e ikitai desuka?

B: きれいな街がすきですから、大阪が.....。

Kireina machi ga sukidesukara, Oosaka ga.....

Karena saya suka kota yang indah, Oosaka

a. いいですよ b. いいですね (The correct answer is 'b')

Bagus lho Bagus ya

The answer *~ii desu ne* is considered appropriate because it provides an answer to the hearer's question. In the sentence context, the conversation is also in the knowledge of the hearer.

Question number 10

A: 新しいかばんですね。高かったですよ。

Atarashii kaban desune. Takakatta deshoo.

Tas baru ya. Mungkin mahal ya.

B: いいえ、.....。

lie,.....

Tidak,.....

a. あまり高くありませんでしたよ b. たぶん高くないでしょうね

Amari takakuarimasen deshita yo Tabun takakunaideshoone

Tidak begitu mahal lho Mungkin tidak mahal ya.

(The correct answer is 'a')

Question number 10 has a high level of difficulty because it requires a logical answer to the hearer's question. The answer *~amari takakuarimasen deshita yo* is considered appropriate because the information as to whether the bag is expensive or not is actually beyond the hearer's knowledge, and the information is entirely owned by the speaker as the new bag owner.

The following is a summarized graph of one percent of questionnaire answers regarding 20 respondents consisting of ten multiple choice questions.

The questionnaire results were then followed up with student interviews. Based on the interview results, the following is a table of needs analysis:

To achieve an effective learning outcome, a maximum learning system needs to be designed. A learning system is a set of events that affect learners so that a learning process occurs [4]. Thus it can be concluded that a lecturer can motivate his/her students to learn independently by using books, modules, multimedia learning, and e-learning to improve the learning outcome. Based on Table 1, it is necessary to prepare the teaching material module so that students can learn independently at home, and

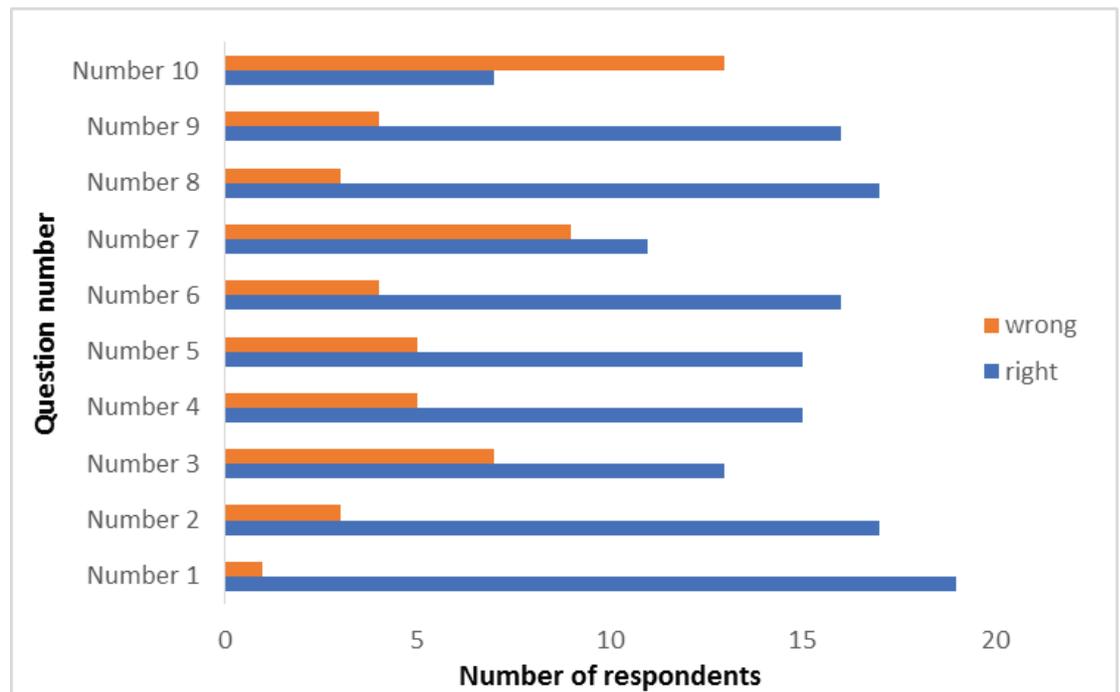


Figure 1: Percentage of answers about sentences' final particles.

also together with friends and lecturers in the class. This is in accordance with Sudjana et al. [5] description that in preparing the modules, there are some things to note: (1) formulate general instructional objectives into specific ones; (2) prepare evaluation items to measure the achievement of specific objectives; (3) identify main subjects for specific purposes; (4) arrange the items in a logical order; (5) prepare student steps of learning activities; (6) examine the steps to achieve all objectives; (7) identify the tools needed in learning activities with the module. With regard to these points, a module is then developed to further improve students' competence in mastering Japanese particles, which have an important role both in oral and written communications.

When studying Lesson 5 of the book *Minna no Nihongo* [1], it is said that the 'ne' particle is used for conditions that expect approval from the hearer, and also a confirmation of the answer. Meanwhile, the 'yo' particle is used to convey unknown information to the hearer. This can be seen in the following:

Santosu: あのう、この電車は甲子園へいきますか。

Anoo, kono densha wa Kooshien e ikimasuka?

Hm, apakah kereta ini menuju Kooshien?

Otoko no hito: いいえ。次の「普通」ですよ。

(man)

lie. Tsugi no 'futsuu' desuyo.

TABLE 1: Japanese sentences' final particles learning needs analysis.

PROBLEM	INDICATOR	CAUSE	SOLUTION
Although the number of grammar teaching credits is quite large, it is still not maximal for students	Japanese teaching is conducted separately for each language skill, but no one discusses particles particularly	The textbooks used are the same, but the teaching styles are different with the same learning quality	The unification of vision and mission regarding teaching methods and quality improvement of lecturers to teach particles according to capabilities targeted in Lecture Units
Japanese grammar lecturers have not been able to convey the mastery of particle material well to the students yet	The method used by lecturers is less interesting for motivating students in mastering the particles	The lecturers are limited to following the curriculum instructions and learning steps of the textbooks used	The lecturers should be more creative in finding or compiling modules that focus more on teaching Japanese final particles
The students do not have a handbook for particular Japanese particle learning	The students use required textbooks that do not focus solely on particles, and the subject about them is still not enough	The lecturers have not found the precise textbooks yet for particle learning, especially the final ones	The lecturers should analyze and verify the textbooks that teach particles specifically
The students do not have sufficient ability regarding Japanese particles	Time is often wasted on discussing materials other than particles	Knowledge about particle use has not been studied continuously yet	The students learn about particles independently based on module guidelines that are created to learn about Japanese particles
The students are not accustomed yet to using particles appropriately	The students are unable to demonstrate ability in using particles appropriately during study both in practices and exams	The students are not accustomed to using particles after learning them in class, especially applying them in sentences	The students should be given the opportunity to use particles with simple tasks according to the module guidance created for learning and mastering particles

Tidak. Kereta yang berikutnya lho.

A: 明日は日曜日ですね。

Ashita wa nichiyoubi desune.

Besok hari minggu ya.

B: あ、そうですね。

A, soo desune.

Ya, itu benar ya.

☒☒☒☒(*Minna no Nihongo*: 41, 45)

Based on the questionnaire results, it is known that students, when dealing directly with questions, especially short dialogue, still find it difficult to apply their knowledge about final particles obtained in Lesson 5 in class. As a basis to analyze the Japanese sentences' final particles, it is necessary to refer to Kamio's opinion about territory theory (*nawabari riron*). According to Kamio [6], the speaker and hearer have an information territory. If 'nearby', the information is in the territory, otherwise, if 'distant', the information is beyond the territory. Thus it can be concluded that if the information is in the hearer's territory, the final particle 'ne' can be used. But if the information is beyond the hearer's territory or in the speaker's territory, the particle 'yo' can be used. This theory should be put simply to the sentences in module, so that students can be aware of its importance in Japanese.

Needs analysis is necessary because it is important to know the problems that become obstacles in mastering the material. Needs analysis plays a very important role in the process of designing and developing lesson materials, especially the mastery of foreign languages. It can be considered a combination of TSA (target situation analysis) and PSA (present situation analysis). The function of TSA is to collect data or information about learners, but not from them. On the other hand, the function of PSA is to obtain or collect data from learner through a questionnaire or by conducting interviews with them.

Hutchinson and Waters [7] classified needs into target needs (what learners need to be able to communicate in a target situation) and learning needs (what learners need to learn). Target needs are divided into: (1) Necessities: what language aspects the learners need; (2) Lacks: what the learners have not learned yet; and (3) Wants: what the learners want to learn. TSA is required for the material for asking questions about target situations and attitudes to the learners' situation in the learning process. And it can be concluded that particles, as a small language aspect, play an important role in Japanese, but students still find it difficult to distinguish the use of particles because it is considered similar yet the reality has different functions, such as 'ne' and 'yo' final particles. The students have not yet mastered their knowledge of particles in a conversational context. With so many practices in the module, they are expected to use final particles appropriately in sentences.

Based on the problems summarized in Table 1 (needs analysis), appropriate steps have been compiled to overcome them. According to Brown [8], needs analysis (also called 'needs assessment') refers to the activities undertaken in order to collect information to be used as the basis of syllabus preparation. The interview results of the

respondents (students of the Japanese Department at Darma Persada University) provide extremely valuable information for improving the learning quality. This is in line with Boroujeni and Fard [9], who stated that needs analysis is considered capable of assisting evaluation programs because if there is a shortcoming then it can be followed up with changes that are deemed appropriate to the learners' needs and are accepted by the lecturers.

By referring to Table 1 (needs analysis), a materials module is designed, and its content and presentation are being reviewed. According to Richards [10], the factors considered in syllabus preparation are the objectives to be achieved, the content, organization, and assessment. If the objectives have been achieved, the organizer will then direct the learning content toward the achievement of those objectives. The material is selected and arranged based on the easiness concept, which is from something easy to difficult for students, and also based on its usefulness for students. The organization deals with strategies or more specifically the learning techniques used to achieve the objectives. To find out whether the objectives and content have been achieved or not, an assessment tool is required such as evaluation.

In terms of mastering final particles, the students already have the knowledge gained in the class from the lecturers using the required textbook, *Minna no Nihongo*. However, since the book still lacks practices, they are faced with high-level sentences as in conversational sentences (*kaiwa*) that confuse them in choosing the proper particles. The module about particles is basically no different to any other modules that can be learned anytime and anywhere by students. The students won't depend on others (self-instructional), and also the module can give them the opportunity to actively learn. Therefore, to enrich students' knowledge about particles, it is necessary to present a module as a complement to the required textbook, *Minna no Nihongo*. This module will be tested in the Japanese Department of Darma Persada University in the upcoming academic year, 2017/2018.

4. Conclusion

To improve the quality of learning, an evaluation is needed to measure students' ability and learning quality conducted in class. The evaluation results need to be supported by in-depth interviews with students to find out their difficulties, and also things they cannot understand well while learning. This is one of the steps in analyzing learning aimed at improving and determining an appropriate learning system for students. In order to learn final particles, it is necessary to use a module system so students can

practice independently on various questions that enrich materials obtained in class. At a later stage, the students are expected to be ready to use final particles precisely in accordance with conditions they face both in oral and written sentences.

References

- [1] (2012). *Minna no Nihongo Shokyu I Dai 2 Ban*. Tokyo: 3A Corporation.
- [2] Kamio, A. (1994). The theory of territory of Information: The case of Japanese. *Journal of Pragmatics*, vol. 21, pp. 67–100.
- [3] Masuoka, T. (1991). *Joofoo no Nawabari Riron Bunseki [The Theory of Territory of Information: A Functional Analysis of Language]*. Tokyo: Taishukan Shoten.
- [4] Suparman, A. M. (2004). *Desain Instruksional [Desain Instruksional]*. Jakarta: Universitas Terbuka.
- [5] Sudjana, N. and Ahmad, R. (2007). *Media Pengajaran [Teaching Media]*. Bandung: Sinar Baru Algesindo.
- [6] Kamio, A. (1990). *Joofoo no Nawabari Riron: Gengo no Kinooteiki Bunseki [The theory of territory of information]*. Tokyo: Taishukan Shoten.
- [7] Hutchinson, W. (1987). *English for Specific Purposes*. New York, NY: Cambridge University.
- [8] Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle Publishers.
- [9] Boroujeni, S. A. and Fard, F. M. (2013). A needs analysis of English for specific purposes (ESP) course for adoption of communicative language teaching: (A case of Iranian first-year students of educational administration). *International journal of social sciences and humanities invention* 2(6): 2319-7714.
- [10] Richards JC: *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press; 2005.