Needs analysis to develop Karuta Japanese cards

by Universitas Ahmad Dahlan Yogyakarta 50

Needs analysis to develop 'Karuta' Japanese cards to teach grammar at English education study program Universitas Ahmad Dahlan

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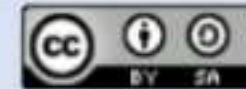
ABSTRACT

The objective of this study is to find out what students need in learning grammar to develop an innovative learning media that can keep them motivated and interested because many students feel bored and lack interest in learning grammar. The research technique used in this study was descriptive quantitative using data from the results of a closed ended questionnaire. The respondents of this research are 15 students from 20 percent of the total fourth semester students at the English Language Education Study Program at Universitas Ahmad Dahlan. Some of the questionnaire parts based on the syllabus being used. The questionnaire was validated by expert judgment before collecting the data. The percentage of all respondent answer data from each question point became the result of the analysis of this study. The results of this study can be used as a material for developing grammar learning media to increase and encourage student learning motivation.

1. Introduction

Grammar is one of the important materials that must be learned by the learners to improve their understanding of the English language (A'yun, 2019). They will find many errors in writing and speaking if they don't have grammar knowledge (Biswas & Anis, 2017). Grammar can be a guide in making sentences (Debata, 2013). Grammar is not obtained naturally but must go through a learning process (Zhang, 2009). On the other hand, Many learners find difficulties in learning grammar because it has many rules. Grammar becomes a problem for learner even though it is an aspect that must be mastered (Hanganu, 2014). Mahdi (2018) has found out grammatical errors in writings of the first year students of the University technology, majoring in Materials Engineering. Alfaki (2015) also proved that many students with English as a foreign language found the same problem. If the problem of grammatical errors is not resolved, it will be harmful for the long-term for their language skills development (Sun, 2017).

In the world of education, teachers have an important main role in the success of student outcomes (Ulfa & Purnamaningsih, 2022). Unfortunately, Some teachers don't know how to turn grammar which is considered difficult and boring for students into something fun and interesting (Ly, 2020). As important knowledge has to be learned, studying grammar requires interesting learning media to motivate students. Media is a very important component in the learning process (Ramdhani & Muhammadiyah, 2015). Media can also improve students' way of thinking, both in solving problems

and making decisions (Tileston, 2011). Media such as books and whiteboards are a way of delivering material that is often used, but does not attract the attention of students (Ezeh et al., 2021). Evaluating learning activities that are more effective so that students don't get bored quickly is one of the teacher's important tasks that requires them to be creative (Isnaini & Ariyanti, 2020).

A study that has been conducted by Adnyani & Agustiana (2021) shows that fun learning media is needed because most teachers use monotonous methods and do not take advantage of the existence of media so that students quickly get bored. In making media or games, the teacher can adjust it to the learning goals or subjects because there are various media that can be used to assist the student learning process (Fiantina, 2017). Several previous researchers have used a variety of different media for learning grammar such as Lestari & Ningrum (2022) who uses monopoly, Purwaningsih & Hadianti (2022) who uses flip books, Rhovaidah et al., (2021) who uses video, or Ariel (2020) who uses the Webtoon comic application. The media they have used proves that interesting learning media has a positive effect that can increase student motivation.

Card games have also been used by many researchers as learning media. Sorohiti & Aini (2021) stated that one of the most interesting media to be used as learning media is card games. Several types of cards that have been used in learning grammar are Domino Cards (Halim, 2020), Smart Cards (Nurjanah & Pratama, 2019), Quartet Cards (Puspitasari & Kurniawan, 2017), and so on. Karuta card is one kind of card game in Japanese since the 19th century that can be played by children in elementary, middle, and high school (Tayton & Yamada, 2012). Most Japanese people play Karuta cards at the new year moment (Yamada et al., 2018). Apart from playing, Karuta cards are also used to learn Japanese writing by both citizens and foreigners (Kaligis et al., 2022). So, if Karuta can be used in learning Japanese writing, there is a possibility that Karuta can also be used in learning English grammar.

Need analysis cannot be underestimated because it is the stage where researchers know students' learning conditions, difficulties, and their interests (Kathon, 2016). Because media development requires material or content that makes students interested, analyzing student needs is very important. The media developed not only increases student interest but also helps achieve learning goals. This article will focus on analyzing the needs of English Education Study Program Universitas Ahmad Dahlan students to develop Karuta Japanese cards in learning Grammar.

2. Method

The research method used in this study is descriptive quantitative research. The population of this research is students of the English Education Study Program Universitas Ahmad Dahlan who are taking an advanced grammar class in the academic years of 2022/2023. The samples for the research data is 15 fourth semester students who will be the representative which is 20% from the total of the students from the whole class. The data collecting technique in this study is Quantitative using questionnaire as the research instrument.

The questionnaire as the instrument of this study are based on some aspects including:1) learner's goal (Graves, 2000, p. 104); 2) necessities, lacks, wants (Hutchinson & Waters, 1987, p. 55); 3) input; 4) and learning setting (Nunan, 2004, p. 47). Some questions from the instrument are based on the syllabus being used in grammar class with the Clause as the main material. The instrument has been validated and distributed via google form as a tool.

The questionnaire uses the Likert scale with four points model from Widoyoko (2013) as choices from each question.

Table 1. Four point likert scale from Widoyoko (2013)

1.	Strongly agree
2.	Agree
3.	Disagree
4.	Strongly Disagree

So, to analyze and find out the conclusion, each percentage of the four points model will be the data analysis technique.

3. Findings and Discussion

3.1. Findings

Based on the questionnaire that was distributed and filled in by 15 students representing 20% of the population, the following results were obtained:

Table 2. Learner's goal to find out the learner's motivation.

No.	Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I'm interested in learning the correct grammar in English.	26,7 %	66,7 %	6,7 %	0 %
2.	I think that grammar is an important thing to learn.	53,3 %	33,3 %	13,3 %	0 %

Learner's goal (Graves, 2000, p. 104) is an aspect used to find out the learner's motivation in learning grammar. So, from the result of the questionnaire, we can see that 66,7% respondents agree and 26,7% strongly agree that learning the correct grammar is interesting, even though the 6,7% disagree. In the second question, 53,3% strongly agree and 33,3% agree that grammar is important to learn, although 13,3% disagree. From these questions, almost all the respondents have interest in learning grammar and think that it's important. A'yun (2019) stated that grammar is important to learn because it can improve learner understanding in reading or listening. From this answer we can conclude that students know and are aware of the importance of studying grammar.

Table 3. Student's needs; necessities, lacks, and wants.

No.	Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I already understand most of the grammar I've ever learned.	0 %	60 %	33,3 %	6,7 %
2.	I feel a lot of difficulty in learning grammar.	40 %	60 %	0 %	0 %
3.	I feel a lack of motivation in learning grammar.	20 %	60 %	20 %	0 %
4.	I feel bored when studying in class with the same method.	40 %	40 %	20 %	0 %

To analyze the students' needs, Hutchinson and Waters (1987, p. 55) divided it into three; necessities, lacks, and wants.

The first one, necessities, is to find out the students' knowledge and demand. Question number 3 shows that 33,3% disagree and 6,7% strongly disagree that they already understand grammar they have learned, although 60% agree. From the result we can see student necessities or knowledge, that almost half of them don't understand the grammar yet.

The second one, lacks, is to find out the student's gap from the existing material that has been studied. Question number 4 shows that 40% strongly agree and 60% agree that they feel difficulties in learning grammar. These results can also show that 100% of the students feel the difficulties. Li and Deng (2021) stated that Because grammar is extremely important, learner motivation must be maintained stably. In question number 5, 60% agree and 20% strongly agree that they feel a lack of motivation in learning grammar. Paramitha et al. (2022) states that students can do something actively and when they have interest and motivation. From Questions 4 and 5, we can find the students' lack, which can be concluded that most of them feel difficulties and lack of motivation.

The third one, wants to find out learners' needs related to the target situation. In question number 6, 40% agree and 40% strongly agree that they always use the same method in their learning that makes them bored. From the result, we can see the target situation about the same method used and also can conclude that learners need a new method to overcome their boredom.

Table 4. Learning needs; input and setting.

No.	Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
5.	One of the grammar materials, Clausa, is material that I already understand.	0 %	53,3 %	40 %	6,7 %
6.	I have difficulty understanding one of the Clausa as one of the grammar materials.	6,7 %	80 %	13,3 %	0 %
7.	Lecturers always use the same methods and media when teaching.	20 %	60 %	20 %	0 %
8.	I need fun learning media in the grammar classroom.	73,3 %	26,7 %	0 %	0 %

To know the learning needs, there are input and learning settings to be included in the instrument (Nunan, 2004, p. 47). Input is to find out the content and material that should be designed in the product according to the syllabus. While the learning setting is to find out the students' situation in grammar class.

Number 7 and 8 are questions to know the input based on the syllabus being used, that clause is one of the materials. 53,3% agree that they already understand the clause, but 40% disagree and 6,7% strongly disagree. In another question, 80% agree that they find difficulties in learning clauses and 6,7% strongly agree. So, even half of them already understand the clause, most of them still find difficulties in learning it.

The last two numbers are to know the learning setting. 60% agree and 20% strongly agree that their lecturer always uses the same method and media. And the last question shows that 73,3% strongly agree and 26,7% agree that they need new media to be used in their classroom.

3.2. Discussions

From the ten questions in the questionnaire that had been filled in by 15 students of the Ahmad Dahlan University English Education Study Program, it showed that most of them were interested in learning grammar because they knew that this was important material in understanding language. Even so, most of them felt they did not understand the grammar they had learned. They find it difficult and lack motivation. Regarding the material in the syllabus, clauses, most of them felt they had understood, but experienced difficulties. In addition, they also feel bored because they always use the same methods and media in learning. "Conventional Method of teaching creates boredom to the students who expect new methods and techniques of teaching" (Arulselvi, 2011). Most of them agree that they need new media to increase motivation, interest, and overcome boredom. "Students are motivated at large to put forward their maximum efforts in constructing sentences" (Arulselvi, 2011).

Learning media greatly influences the learning process because it can stimulate students' thoughts, feelings, attention, and willingness (Yuliansih et al., 2021). So, media in learning is one of the factors in the success of a learning process. Not just developing media to use, analysis of students' needs is also needed to balance fun with the material they have to master. Cognitive development of students in logical thinking and problem solving, requires the support of effective and attractive learning media make them focus on learning to be able to understand the material easily (Nofianto et al., 2020). This study contributes to a finding a game that can make students enjoy their English language learning due to 'play and learn' environment increases their interest (Zakaria et al., 2022).

In the 4th semester Advanced Grammar class, the Ahmad Dahlan University English Education Study Program has goals in the syllabus, one of which is to study clauses. So from that in which this student needs analysis study, clauses become one of the aspects that need to be analyzed as material to be developed in the karuta card media.

4. Conclusion

Based on the data and discussion of the analysis of the needs of Ahmad Dahlan University English Education Study Program students, in developing a Japanese Karuta card media, it can be concluded that both students who already understand and do not understand grammar material, whether they find

it difficult, bored, or even lose their motivation to learn, or those who feel okay with learning using the same methods and media, both need fun learning media. Therefore, the results of this needs analysis will be used in the development of Karuta Japanese card media in grammar learning.

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