

The Use of The Grammar Translation Method in Bunpou-Dokkai Level 4 Learning for Japanese Literature Students of Mahasaraswati University Denpasar

Putu Ayu Suryani¹, I Nengah Sudipa², Ni Ketut Widhiarcani Matradewi³

ayusoeryan@gmail.com
Udayana University, Denpasar 80114, Indonesia

Abstract

This study aimed in analyzing the Japanese language ability of the first year Japanese Literature students of Mahasaraswati University Denpasar, before and after the use of the Grammar Translation Method in Bunpou-Dokkai Level 4 learning and its effectiveness on students. This research is an experimental research with quantitative and qualitative approaches, using a one group pre-test and post-test design. The theories used in this research are behavioristic learning theory, the theory of morphosyntax that focused on conjugation of Japanese word classes and word order in sentences structures, and surface strategy taxonomy theory from Dulay et. al (1982). The results showed that the use of the Grammar Translation Method in Bunpou-Dokkai Level 4 learning can improve students Japanese language ability that can be seen from the increase in scores on the post-test. The average score of pre-test score was 45.6 and the average score of post-test score was 77.4. The N-Gain percentage was 60.11%. Based on N-Gain categories, this experimental study showed that the use of the Grammar Translation Method in learning Japanese language, especially Bunpou-Dokkai Level 4 learning was quite effective.

Keywords: Grammar Translation Method; Bunpou-Dokkai; Japanese Language Learning

1. Introduction

Nihongo or Japanese language has observable characteristics including letters, vocabulary, pronunciation systems, and even the variety of languages. Japanese uses four types of letters in writing, namely kanji, hiragana, katakana, and romaji. Kanji are meaningful letters that can stand alone and are adapted from Chinese kanji brought by the Chinese to Japan, hiragana are letters simplified from kanji and are also used to write particles, katakana are letters used to write gairaigo (vocabulary absorbed from foreign languages)) such as コーヒー *koohii* which means 'coffee', while romaji means the Latin letters which are generally used to write acronyms, such as in NHK which is an acronym for Nippon Housou Kyoukai 'Japanese Broadcasting System'. An example of uniqueness in Japanese vocabulary can be found in komorebi words which do not have Indonesian equivalents. Komorebi is written in two types of letters, namely kanji and hiragana 木漏れ日 *komorebi*, which means 'sunlight that falls between the shadows of the leaves' (Matsuura, 2014:535). In the pronunciation system, the characteristics of the Japanese language can be found in the pronunciation of long vowels as in the word とおい *toi* 'far' which can distinguish it from the pronunciation of the word とい *toi*

'question', there is also the pronunciation of the consonant sound N which can become; [m] or [ŋ], even the loss of the sound [u] as in the ending -masu in the -masu form of verbs. Viewed from a variety of languages, in Japanese there are various languages such as keigo 'respect variety', teineigo 'polite style' and futsuugo 'casual style' which are adjusted by the speaker, the other person and the context, due to the concept of ningen kankei 'relations between humans' which became the principle of life of Japanese society. Apart from the letters, vocabulary, pronunciation system, and variety of languages, the characteristics of the Japanese language can also be observed from the grammar which shows changes in the form of verbs, adjectives, particles as markers, and sentence structures in a sentence that are different from Indonesian.

Japanese language has a S – O – P (Subject – Object – Predicate) pattern, while Indonesian has an S – P – O pattern. According to Sutedi (2014:229), differences in these sequences can result in difficulties for Japanese language learners who own Indonesian as the mother language in translating Japanese directly, before the Japanese sentence is finished being spoken. Indonesian has a DM (explained-explaining) law, whereas in Japanese it applies an MD (explaining-explained) law. The existence of these differences can be described when showing the nature of an object through attributive adjective phrases, for example, "tas (N) baru (Adj)" if translated into Japanese will become "atarashii (Adj) kaban (N)". The differences in the two languages are something that must be understood by Japanese language learners, especially for Japanese Literature study program students who have Indonesian as their mother tongue, because as a Japanese Literature student, language learning will lead to thesis writing. Thesis written by students of Japanese Literature generally requires students to find and analyze data related to Japanese linguistics, literature, or Japanese culture, so during the preparation of the thesis, students should ideally already be proficient in Japanese grammar. However, the difference between Japanese grammar and Indonesian grammar can be an obstacle for students in learning. The phenomenon in the form of obstacles to grammar mastery in Japanese language learning experienced by students is a challenge for lecturers or teachers to think and find solutions so that learning targets can be achieved by both parties, both the students and the teacher.

In language, there are skills called the four language skills, namely listening, speaking, reading, and writing skills, which are interrelated and must be mastered by students. Based on the four language skills, understanding grammar is very important. Grammar according to Crystal (1996:7) is divided into two parts, namely those related to word analysis and those related to sentence analysis. The knowledge of the form and structure of words is called morphology, and the knowledge of the form and structure of sentences is called syntax. According to Tarigan (2015:4), grammar is the study of the structure of sentences, especially with reference to morphology and syntax. Verhaar (2012:11) argues that morphology concerns the internal structure of words and syntax concerns external structures (structures between words). These opinions show that morphology and syntax are branches of linguistics that are inseparable in grammar learning.

Students's ability to master Japanese language can be tested through a competency test known as the JLPT (Japanese Language Proficiency Test) or the Nihongo Nouryoku Shiken. JLPT consists of five levels, from the lowest; level 5, level 4, level 3, level 2, to the highest level 1. The JLPT as a benchmark for Japanese language ability is the basis for Mahasaraswati University Denpasar to make the level 3 certificate one of the documents that must be included as a requirement to be able to take the thesis exam. Thus, the teacher has the responsibility to make students pass level 3, no later than the third year. Before reaching level 3, students must master the level below, namely level 4. From the content of the material which is only one level above level 5, then level 4 material can be given to students as early as possible, namely in the first year of the study. To achieve the expected targets in the learning process which is limited by time, the teacher must find the right or effective way through application of a learning method.

The Grammar Translation Method is a foreign language learning method which in its application focuses on translation exercises. The Grammar Translation Method was chosen as the language learning method in this study because of the elements of learning word classes and their changes and arrangements in Japanese

sentences which are supported by translation exercises. JLPT level 4 or N4 consists of three exam sessions, namely exams called Gengo Chishiki: Moji-Goi, Bunpou-Dokkai, and Choukai. Among the three test categories, the Bunpou-Dokkai session is a session that tests the examinee's ability to construct grammatical sentence patterns and understanding of literacy. Bunpou means grammar (Matsuura, 2014:88), while dokkai or dokkai-ryoku means understanding in reading (Matsuura, 2014:149) or literacy. The practice of bunpou questions will make students familiar with changing forms of verbs, adjectives, nouns, and understand the function of particles, so that they can place them in the right position in a sentence. In addition, students will also be familiar with sentence patterns that are arranged correctly. Through dokkai, students will be accustomed to reading, translating, and understanding the contents of the text. Bunpou 'grammar' and dokkai 'literacy' are inseparable because the accuracy in answering dokkai questions is the result of understanding bunpou or grammar. In addition, the two materials were chosen because they contain material that can support the application of the Grammar Translation Method in learning. Based on this, the JLPT material that will be given to the first year students in this study focused on the Bunpou-Dokkai material. Based on these requirements, the research was carried out by applying the Grammar Translation Method in learning Bunpou-Dokkai 'grammar and literacy' level 4 with the stages in the form of pre-test, treatment, and post-test.

2. Theoretical Framework

2.1. Behavioristic Learning Theory

Djamalludin (2019:14-17) explains that behavioristic learning theory is a theory of behavioral development that can be measured, observed, and produced by student responses to stimuli. The application of behavioristic theory in learning depends on several things, such as learning objectives, the nature of learning materials, learner characteristics, media, and learning facilities. Behavioristic learning theory has characteristics, namely being mechanistic, emphasizing the role of the environment, emphasizing the formation of reactions or responses, emphasizing the importance of practice, and the learning outcomes obtained are the emergence of the desired behavior. Teachers who adhere to behaviorism have the perspective that student behavior is a reaction to the environment, and behavior is the result of learning.

Skinner (1974:46) states operant conditioning, which is a theory of behaviorism that has an S - R - R (Stimulus - Response - Reinforcement) model. Stimulus in the context of learning is the stimulus given by the teacher to students, the response is feedback from students, and reinforcement is an action taken by the teacher for the repetition of a behavior. Skinner argued that when a behavior produces a kind of impact which is called reinforcement, then the behavior has a tendency to repeat itself.

2.2. Morphosyntax

According to Croft (2021:2), morphosyntax refers to a combination of morphology and syntax. Morphology is an analysis of the internal structure of words including affixes and other meaningful changes, while syntax analyzes sentence structure or how words are arranged to form a sentence. The combination of morphology and syntax is due to grammatical constructions involving both. Katamba (1993:19) argues that words can be seen as representations of lexemes with certain morphosyntactic elements, such as nouns, adjectives, verbs, tenses, numerals, and so on.

Valin (2004:1) argues that syntax is a fundamental component of language. Language is often interpreted as a systematic correlation between certain types of gestures and meaning. Each language has elements that carry different meanings and ways of combining them into different meanings. Syntax is related to how sentences are built and language users use striking variations of the arrangement of elements in sentences

(Valin, 2004:1). Based on the previous description, the study of morphosyntax is a study of how changes in functions, roles, and categories in sentences occur due to changes in morphemes.

2.3. Surface Strategy Taxonomy

According to Dulay et al. (1982:150), surface strategy taxonomy is a taxonomy that explains how the surface structure changes. Language learners may omit necessary parts or even add unnecessary parts. In addition, students can also make form errors or errors in word order. Analyzing language errors from a surface structure perspective will make it easier to identify the cognitive processes that underlie the language learner's reconstruction of a new language. Analysis through surface structure also determines that language errors made by language learners are based on a logic, these errors are not the result of carelessness in thinking, but are caused by the learner's use of temporary principles to produce new language. There are four groups of types of errors, namely omission, addition, misformation, and misordering.

3. Methods

The research method according to Sugiyono (2016: 2-3) is a scientific way that is used to obtain data with specific purposes and uses. There are four keywords that are important to note, namely the scientific method, data, purpose, and usability. The scientific way means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Rational means that a research activity is carried out in ways that make sense, accessible to human reasoning. Empirical means that these methods can be observed by the human senses, so that other people can observe and know all the methods used. Systematic means the process used in research is certain steps that are logical.

This research is a pre-experimental study with one group pre-test and post-test design which will use one group, namely the experimental group. The experimental group is the group that gets the treatment. According to Tarigan (2009:128), treatment refers to everything that is done to groups to measure its effect, treatment is not a random experience followed by groups, but a controlled and intentional experience such as the application of a special language teaching method. made for experiment. The treatment in this study was learning Bunpou-Dokkai level 4 through the application of the Grammar Translation Method to the experimental group. This study uses a pre-test given before treatment, and a post-test which will be given after treatment to determine the impact of the treatment.

4. Result and discussion

4.1. Pre-test Quantitative Analysis

After being given a pre-test containing Bunpou-Dokkai level 4 material, it is known that the individual student scores are described in the following table.

Table 1. Pre-test scores

No.	Student's Code	Pre-test Scores
1	E1	40
2	E2	30
3	E3	85
4	E4	65
5	E5	20
6	E6	15

7	E7	35
8	E8	25
9	E9	75
10	E10	45
11	E11	20
12	E12	15
13	E13	50
14	E14	65
15	E15	20
16	E16	20
17	E17	90
18	E18	10
19	E19	90
20	E20	15
21	E21	80
22	E22	50
23	E23	30
24	E24	75
25	E25	75

Based on the scores obtained by students, it is known that the highest score, lowest score, average score, and students' ability level categories are as follows.

Table 2. Average score of pre-test

Highest score	90
Lowest score	10
Average score	45.6

Table 3. Students' ability level categories before treatment

Score range	Category	Frequency	Percentage
85 – 100	Very Good	3	12%
70 – 84	Good	4	16%
55 – 69	Fair	2	8%
45 – 54	Poor	3	12%
0 – 44	Very Poor	13	52%
Total		25	100%

The highest score obtained was 90 points and was achieved by two students. The lowest score from the pre-test is 10 points obtained by one person. Based on the scores that have been obtained by students, it is found that 45.6 is the average score. Students with a pre-test score range of 0 – 44 in the very poor category have the most number, namely 13 people. The score range of 70 – 84 which has a good category, was obtained by four students. The score range of 45 – 54 which is categorized as poor, was obtained by three students. Similar results occurred in the range of scores 85 – 100 which were categorized as very good, which were obtained by three students. The range of scores 55 – 69 in the fair category was obtained by two students. Based on the

range of scores, it was found that of the 25 students, only 12% was in the very good category, 16% in the good category, 8% in the fair category, 12% in the poor category, and 52% in the very poor category.

4.2. Pre-test Qualitative Analysis

Question:

Shun kun wa, shukudai o (___) (answer) (___) (___).

1. kita 2. ni 3. gakkou 4. shinaide

Correct answer: 3. gakkou

The pre-test questions above have answer choices in the form of words that can all be sorted into sentences. If the answer choices are sorted correctly, then the result is as follows.

Shun kun wa, shukudai o (4) shinaide
 Shun kun-TOP homework-ACC without doing

(3) gakkou (2) ni (1) kita.
 school LOC came-Past.

‘Shun arrived at school without doing homework’

Based on the word order in the sentence, option (3) gakkou ‘school’ is found as the correct answer. In this question, 11 students answered correctly, while 14 students answered incorrectly. Errors in answering the questions showed that 14 students had indirectly made mistakes which were classified as misordering errors. According to Dulay et al., (1982) misordering errors are characterized by the incorrect placement of a morpheme or several morphemes in a sentence or utterance.

4.3. Post-test Quantitative Analysis

After being given a post-test containing Bunpou-Dokkai level 4 material, it is known that the individual student scores are described in the following table.

Table 4. Post-test scores

No.	Student's Code	Post-test Scores
1	E1	75
2	E2	55
3	E3	90
4	E4	85
5	E5	65
6	E6	75
7	E7	60
8	E8	70
9	E9	90
10	E10	85
11	E11	65
12	E12	75
13	E13	70

14	E14	85
15	E15	70
16	E16	75
17	E17	100
18	E18	65
19	E19	100
20	E20	45
21	E21	90
22	E22	80
23	E23	85
24	E24	90
25	E25	90

Based on the scores obtained by students, it is known that the highest score, lowest score, average score, and student ability level categories are as follows.

Table 5. Average score of post-test

Highest score	100
Lowest score	45
Average score	77.4

Table 6. Students' ability level categories after treatment

Score range	Category	Frequency	Percentage
85 – 100	Very Good	11	44%
70 – 84	Good	8	32%
55 – 69	Fair	5	20%
45 – 54	Poor	1	4%
0 – 44	Very Poor	0	0%
Total		25	100%

The highest score obtained by students in the post-test was 100 points and was obtained by two students. The lowest score from the post-test is 45 points obtained by one student. Based on the scores obtained by all students, 77.4 was found as the average value. There are 11 students with a range of post-test scores of 85 – 100 in the very good category. The score range of 70 – 84 which is in the good category, was obtained by eight students. The score range of 55 – 69 which is categorized as fair, was obtained by five students. The range of values in the poor category was obtained by one student. There were no students who obtained the very poor category. Based on the range of scores on the posttest, it was found that of the 25 students, the very good category had the highest percentage, namely 44%, the good category was 32%, the fair category was 20%, the poor category was less than 4%, and 0% very poor category.

4.4. Post-test Qualitative Analysis

Question:

Tarou kun wa, asagohan o (___) (answer) (___) (___).

1. kita 2. ni 3. gakkou 4. tabenaide

Correct answer: 3. gakkou

The post-test questions above have answer choices in the form of words that can all be sorted into sentences. If the answer choices are sorted correctly, then the result is as follows.

Tarou kun wa, asagohan o (4) tabenaide
 Tarou kun-TOP breakfast-ACC without eating

(3) gakkou (2) ni (1) kita.
 school LOC came-Past.

‘Tarou arrived at school without eating breakfast’

Based on the word order in the sentence, option (3) gakkou ‘school’ is found as the right answer. In this question, 22 students answered correctly, while 3 students answered incorrectly. Errors in answering the question in this post-test question indicated that 3 students had indirectly made mistakes which were categorized as misordering errors. According to Dulay et al. (1982), misordering errors are characterized by the incorrect placement of a morpheme or several morphemes in a sentence or utterance.

4.5 The Effectiveness of The Grammar Translation Method

The effectiveness of the use of the Grammar Translation Method in learning Bunpou-Dokkai level 4 is obtained through the N-Gain test. At this stage, a comparison is made between the pre-test score and the post-test score.

Table 7. N-Gain Score

Student's Codes	Post-test	Pre-test	Posttest - Pretest	Ideal scores - Pretest	N-Gain Score (%)
E1	75	40	35	60	58,33
E2	55	30	25	70	35,71
E3	90	85	5	15	33,33
E4	85	65	20	35	57,14
E5	65	20	45	80	56,25
E6	75	15	60	85	70,59
E7	60	35	25	65	38,46
E8	70	25	45	75	60,00
E9	90	75	15	25	60,00
E10	85	45	40	55	72,73
E11	65	20	45	80	56,25
E12	75	15	60	85	70,59
E13	70	50	20	50	40,00
E14	85	65	20	35	57,14
E15	70	20	50	80	62,50
E16	75	20	55	80	68,75

E17	100	90	10	10	100,00
E18	65	10	55	90	61,11
E19	100	90	10	10	100,00
E20	45	15	30	85	35,29
E21	90	80	10	20	50,00
E22	80	50	30	50	60,00
E23	85	30	55	70	78,57
E24	90	75	15	25	60,00
E25	90	75	15	25	60,00
Mean	77,4	45,6	31,8	54,4	60,11

Table 8. Effectiveness Categories

Percentage	Effectiveness
< 40%	Ineffective
40% – 55%	Less effective
56% – 75%	Quite effective
> 75%	Effective

Based on the tests that have been carried out, 60.11% is obtained as an interpretation of effectiveness. This figure is between 56% - 75%. Referring to the interpretation category table, 60.11% is included in the quite effective category. Achievement of the level of effectiveness with a quite effective interpretation is known after the pre-test, treatment, and post-test was given. The results of the average calculation show that there is an increase in the average score from 45.6 in the pre-test to 77.4 in the post-test, indicating this is caused by activities that occur in learning when the action is carried out in the form of Japanese language learning with Bunpou-Dokkai level 4 contents to students through the use of the Grammar Translation Method. Skinner (1974) stated that if the response that arises as a result of a certain stimulus gets reinforcement, then the behavior has a tendency to repeat. In language learning, reinforcement of a response has an impact on the repetition of the expected behavior from students.

5. Conclusion

Learning Japanese, especially in Bunpou-Dokkai learning level 4 which focuses on translating grammar, can be implemented by applying learning methods that can support students in learning Japanese as a foreign language. The Grammar translation method is a foreign language learning method that focuses on translating grammar. Bunpou-Dokkai level 4 learning for Japanese literature students at Mahasaraswati University Denpasar through the use of the Grammar Translation Method has increased the average score from 45.6 to 77.4 with an N-Gain percentage of 60.11% which is included in the quite effective category.

6. References

- Croft, William. 2021. Morphosyntax: Construction of The World's Language. New Mexico: Department of Linguistics University of New Mexico.
- Crystal, David. 1996. Discover Grammar. London: Longman
- Djamalludin. 2019. Belajar dan Pembelajaran. Sulawesi Selatan: CV Kaafah Learning Center.
- Dulay, Heidi; et al. 1982. Language Two. New York: Oxford University Press.

- Hake, R. R. 1999 Analyzing Change/Gain Scores. USA: Dept of Physics Indiana. University.
- Katamba, Francis. 1993. Modern Linguistics: Morphology. New York: St. Martin Press.
- Matsuura, Kenji. 2014. Kamus Jepang – Indonesia. Jakarta: PT. Gramedia.
- Rina, Kuwahara. 2014. The Workbook for the Japanese Language Proficiency Test: N4 Bunpou Speed Master. Tokyo: J Research Publishing.
- Rina, Kuwahara. 2014. The Workbook for the Japanese Language Proficiency Test: N4 Dokkai Speed Master. Tokyo: J Research Publishing.
- Skinner, B. F. 1974. About Behaviorism. New York: Alfred. A. Knopf Inc.
- Sugiyono. 2020. Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods). Bandung: Alfabeta.
- Sutedi, Dedi. 2014. Dasar – Dasar Linguistik Bahasa Jepang. Bandung: Humaniora.
- Tarigan, Henry Guntur. 2009. Prinsip-Prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa. Bandung: Angkasa.
- Tarigan, Henry Guntur. 2015. Pengajaran Sintaksis. Bandung: Angkasa.
- Valin, Robert D. Van. 2004. An Introduction to Syntax. New York: Cambridge University Press.
- Verhaar, J. W. M. 2012. Asas-Asas Linguistik Umum. Yogyakarta: Gadjah Mada University Press.