INNOVATIVE KANJI INTRUCTION THROUGH MNEMONIC TECHNIQUES FOR INTERMEDIATE JAPANESE LANGUAGE LEARNERS

No. Abstract: ABS-25141

Linna Meilia Rasiban, Neneng Sutjiati, Sugihartono

Study Program of Japanese Language Educatin, Faculty of Language and Literature Education

UNIVERSITAS PENDIDIKAN INDONESIA

INTRODUCTION

Learning kanji is often a major stumbling block for Japanese language learners, especially at the intermediate level.

They struggle to remember the form, meaning, and pronunciation of kanji.

Traditional rote learning can feel monotonous and boring.

LITERATURE REVIEW

Cognitive Psychology Theory (Atkinson and Shiffrin, 1968)

This study is grounded in the principles of cognitive psychology and memory encoding to achieve deeper understanding.

Dual Coding Theory (Paivio, 1971): Visual–Sound–Meaning Association

Mnemonic techniques facilitate the association between the visual form, sound, and meaning of kanji characters, thereby strengthening memory retention, supporting more efficient retrieval during language use.

Improved Retention (Bellezza, 1981; Mastropieri & Scruggs, 1998)

Previous studies (e.g., Bellezza, 1981; Mastropieri & Scruggs, 1998) have demonstrated that mnemonic-based learning significantly improves **retention** and **learner engagement**, especially when applied to complex or abstract learning content such as kanji. Mnemonic devices promote elaborative rehearsal, aiding in the transfer of information into long-term memory.

METHOD

- **Approach**: Mixed-Methods withA Quasi-Experimental Design (to explore the effects of mnemonic techniques on kanji acquisition)

- **Participants**: 25 Intermediate-level Japanese language learners (JLPT N4–N3 proficiency levels)

- **Instrument:** Kanji Proficiency Pre-Test and Post-Test, Learning Strategy Questionnaire, Semi-Structured Interviews for Learner Perceptions

Implementation: Classroom Application

Learning Settings

Mnemonic-based instruction is implemented in classroom or independent learning settings.
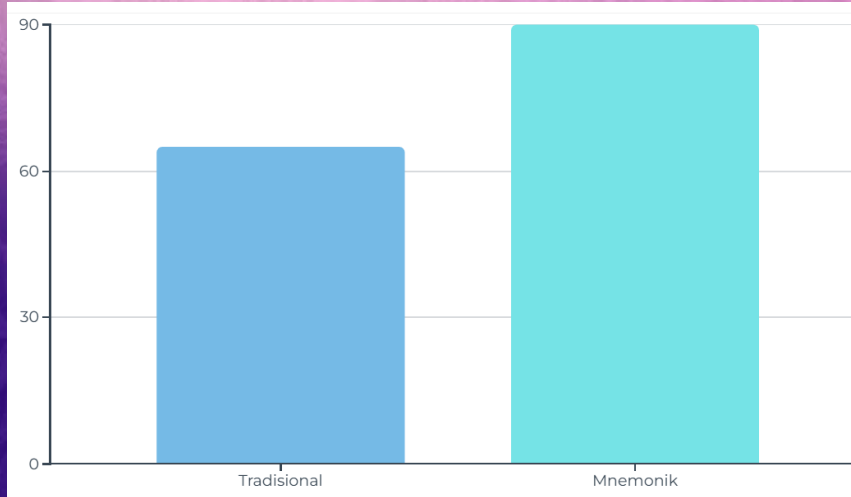
Examples of Mnemonics

Visual mnemonics, stories, and associations based on kanji radicals are used as examples.

Retention Monitoring

Sessions are held over several weeks to monitor and evaluate retention rates.

#deskripsi: seseorang dari desa pada pagi hari ingin pergi ke suatu tempat yang terdapat bangunan atau gedung-gedung yang tinggi.

FINDING AND DISCUSSION

The graph shows a significant increase in kanji retention rates using mnemonic techniques compared to traditional methods.

Increased student confidence and interest in learning.

Better recognition and recall of kanji meanings and readings.

Cognitive-Based Innovation
Offers an innovative approach to kanji pedagogy rooted in cognitive science.

Learner Autonomy
Increases student autonomy and long-term retention, enabling more effective self-directed learning.

Curriculum Development
Highly suitable for integration into secondary curriculum development.

CONCLUSION

Mnemonic Effectiveness

Mnemonic strategies have proven effective and are highly adaptable to various learning contexts.

Implementation Recommendations

Wider implementation in Japanese language programs is recommended.

Digital Innovation

Development of mnemonic-based digital tools and gamification learning platforms for the future.

REFERENCES

- Wang, X. An overview of ICT and educational Change: development, Impacts, and factors. Journal of Contemporary Educational Research [Internet]. 2022; 6,(8). Tersedia: https://www.researchgate.net/publication/362557674_An_Overview_of_ICT_and_Educa tional_Change_Development_Impacts_and_Factors

- Rasiban, L.M., Sudana, D., Sutedi, D. Indonesian students' perceptions of mnemonics strategies to recognize Japanese kanji characters. Indonesian Journal of Applied Linguistics [Internet]. 2019; 8(3). Tersedia: https://ejournal.upi.edu/index.php/IJAL/article/view/15256

- Gamage, G. H. Perceptions of kanji learningstrategies: Do they differ among Chinese character andalphabetic background learners? Research Online:

- University of Wollongong Australia. [Internet]. 2003.

- Rasiban, L.M. Understanding the basic of kanji's meaning throuh mnemonic method learning. Ninth International Conference on Applied Linguistics (CONAPLIN 9). 2016; 82:17-21. Tersedia: https://www.atlantis-press.com/proceedings/conaplin- 16/25874119

- Rasiban, L.M. (2013). Penerapan Student Centered Learning (SCL) Melalui Metode Mnemonik Dengan Teknik Asosiasi Pada Mata Kuliah Kanji Dasar. Jurnal Pendidikan Bahasa dan Sastra Jilid 13 Terbit 2: 180-189.

- Wang, A.Y., & Thomas, M.H. (1992). The effects of imagery-based mnemonics on the long-term retention of Chinese characters. Language Learning, 42(3), 359–376.

- Kuo, Mei-Liang Amy & Hooper, Simon. (2004). The Effects of Visual and Verbal Coding Mnemonics on Learning Chinese Characters in Computer-Based Instruction. ETR&D, Vol.52 No.3, 2004, pp.23-38.

- Arochman, T. et.al. Exploring students' difficulties in memorizing english vocabularies in a higher education. Journal of English Language and Education. [Internet]. 2023; 8(2): 175-183. Tersedia: https://www.researchgate.net/publication/377895532_Exploring_Students%27_D ifficulties_in_Memorizing_English_Vocabularies_in_a_Higher_Education

- Rasiban, L.M. Penerapan student centered learning (SCL) melalui metode mnemonik dengan teknik asosiasi pada mata kuliah kanji dasar. Jurnal Pendidikan Bahasa Dan Sastra. 2013; 13(2): 180-189.

- Mayer, R.E. Cognitive theory of multimedia learning. Cambridge University Press. June 2012.

- Hermalin, N. The processing and structure of kanji and their implications for kanji acquisition: a theoritical approach to kanji literacy. [Internet]. 2015. Tersedia: https://kilthub.cmu.edu/articles/thesis/The_Processing_and_Structure_of_Kanji_a nd_their_Implications_for_Kanji_Acquisition_a_Theoretical_Approach_to_Kanji_Liter acy/6686540?file=12212351

- Firmansyah, D.B., Rahmawati, R.S. Penggunaan media ajar berbasis multimedia dalam pembelajaran kanji. Japanedu. [Internet]. 2018; 3(1). Tersedia: https://ejournal.upi.edu/index.php/japanedu/article/view/11239

- Rose, H. L2 learners' attitudes toward, and use of, mnemonic strategies when learning Japanese Kanji. Modern Language Journal. [Internet]. 2013; 97(4).

- Tersedia: https://www.researchgate.net/publication/259551232_L2_learners'_attitudes_to ward_and_use_of_mnemonic_strategies_when_learning_Japanese_Kanji/citations

- Rasiban, L.M. Web-based kanji characters learning: Undergraduate students' conception. Proceedings of the 4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020). 2021. Tersedia: https://www.atlantis-press.com/proceedings/icosihess-20/125951415

- Purdon, J. The effect of spaced repetitions on vocabulary retention in young Japanese learners. Rikkyo Jogakuin Junior College Bulletin. [Internet]. 2010; 42: 41-.54.

- Lafleur, L. The effects of interleaved spaced repetition and gamification

- on digital flashcard vocabulary learning in foreign language education. [Doctoral dissertation, Kyoto University]. Available on researchgate.net. https://doi.org/10.13140/RG.2.2.14365.32480

THANK YOU!

linnameilia@upi.edu