

Students' Perception of Hitokoma Kanji Application as a Media to Learn Japanese Kanji Characters

No. Abstract: ABS-ICOLLITE-23199

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INTRODUCTION

Era of Globalization &
Revolution 4.0

Mobile devices have become relatively inexpensive. Many students have their own mobile devices nowadays (Dong & Liu; 2013)

Mobile Learning

Learning is something that should be done anywhere and anytime, so that it can streamline time and energy. This is because nowadays, people feel that they have little time, so they often use shortcuts even when it comes to studying. One that is often used is to use Mobile Learning to increase the effectiveness of the learning (Setiawati, 2012)

Mobile Learning is very easy to reach because it is in our hands, and can be accessed whenever and for whatever time the user wants. Close face-to-face learning is no longer needed because learning can be done in person (Sarrab, 2012).

mobile applications (apps) for language learning have found positive results on language improvement and learner engagement (Rosell-Aguilar, 2018).



LITERATURE REVIEW

Various studies have examined language learners' perceptions and voluntary interactions with mobile devices outside the classroom in pedagogically designed learning interventions (Bradley, Lindström and Hashemi, 2017; Petersen, Procter-Legg & Cacchione, 2014; Pollara & Broussard, 2011; Wang & Smith, 2013)

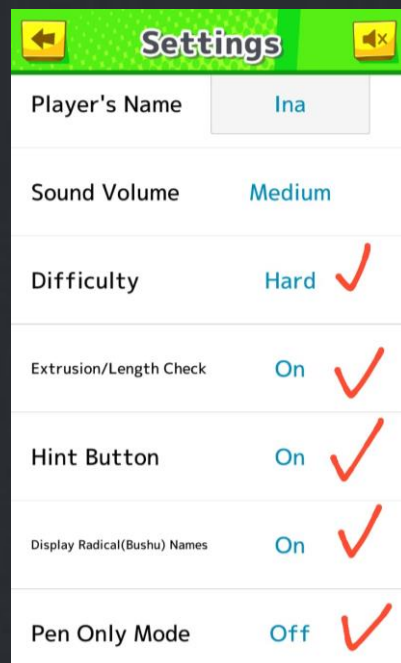
Phoenix Mulgrew (2022) developed an app system to determine when it is appropriate to provide corrective feedback to people learning to write Japanese kanji. The system being developed is able to recognize Japanese kanji handwriting on the iPad screen and check for errors, such as wrong stroke order.

The essence of mobile learning is learners' agentic use of mobile devices to create learning experiences across time and space (Lai, & Zheng, 2018).

students' responses to use of hitokoma kanji application in learning kanji

METHOD

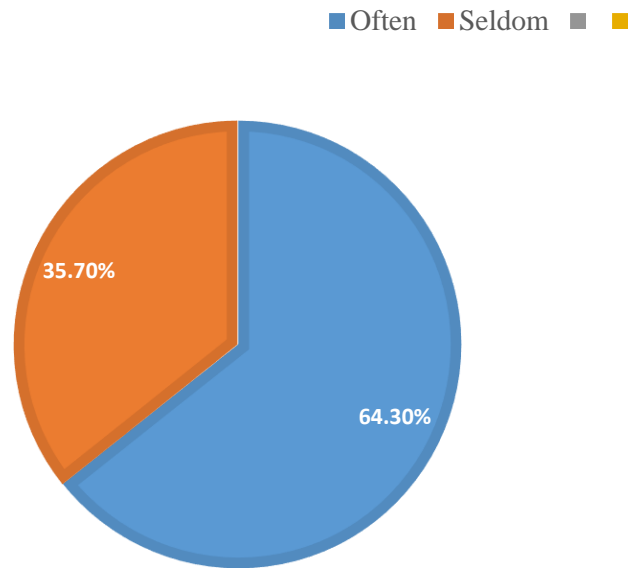
- Participants : Japanese language education department students, 14 people (has an Android mobile phone and can do a screen record on the cellphone)
- Data Collection : A questionnaire was constructed to collect students' account of the nature, frequency, and tool selection of their engagement in self-directed mobile learning outside the classroom → google form
- Data Analysis: An exploratory factor analysis was conducted on the items that elicited the nature of the participants' self-reported use of mobile devices for language learning beyond the classroom.



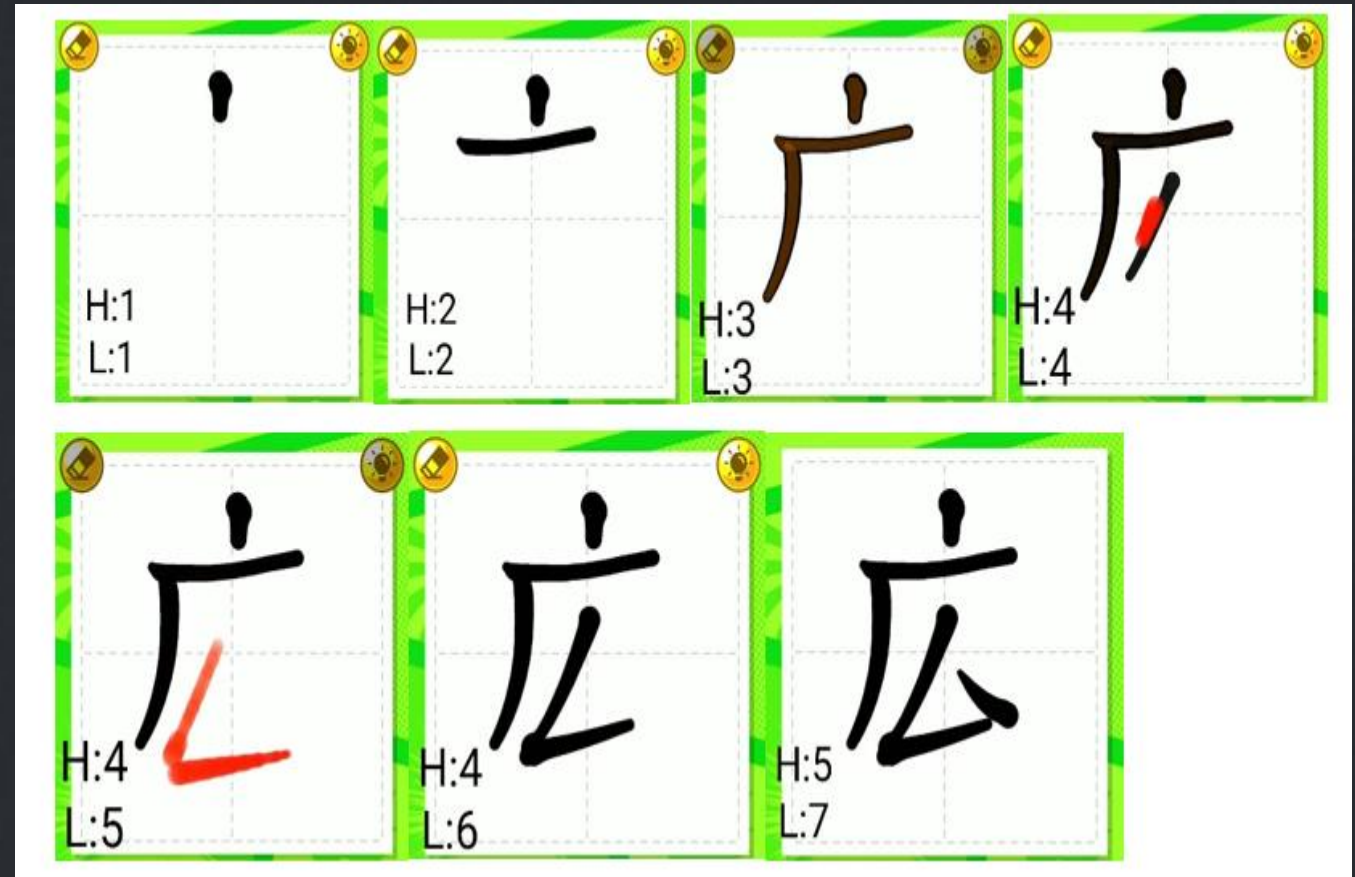
Grade 2 : levels 10, 15, 19 and 21
Grade 3 : levels 2, 4, 17 and 18
Total 40 Kanji Characters

FINDING AND DISCUSSION

USING FEATURE
EXSTRUSION/LENGTH CHECK



Graph 1

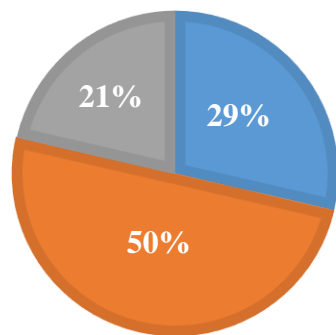


Picture 1

FINDING AND DISCUSSION

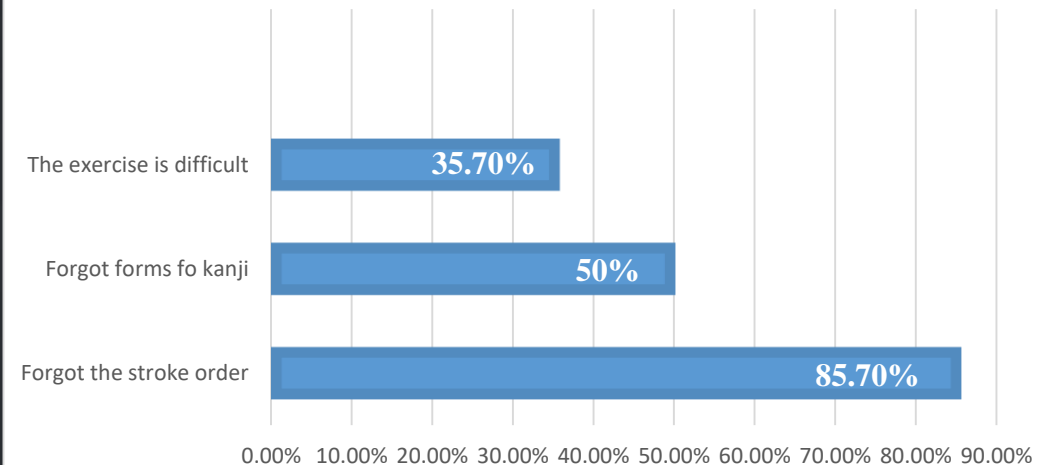
USING FEATURE “HINT BUTTON”

■ Never ■ Seldom ■ Often ■



Graph 2

DIFFICULTIES EXPERIENCED BY STUDENTS



Graph 3

CONCLUSION

Learning how to write kanji is a crucial aspect that Japanese learners must master, especially if they are hoping to read or write Japanese or become fluent. Despite this, there are few (free) apps such as Hitokoma Kanji that currently exist to teach students how to write kanji using an input-focused method where the student is expected to draw / write on the screen.

After analyzing the results of the questionnaire, it can be seen that the Hitokoma Kanji application received very positive responses as a real-time drill medium for learning kanji, especially in practicing kanji writing. This is because the Hitokoma Kanji application is very helpful for students learning kanji, especially in practicing kanji writing. However, the students also said that they could learn how to read onyomi and kunyomi, write according to the correct kanji composition (size and position), learn new kanji, and review the kanji they had learned.

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THANK YOU!

