

# Implementing Kanji Mapping for Intermediate Japanese Language Learners to Enhance Kanji Acquisition

No. Abstract: ABS-ICOLLITE-24036

**Noviyanti Aneros & Dianni Risda**

Universitas Pendidikan Indonesia

# INTRODUCTION

Learning Japanese has its own complexity. It is due to the characteristics of Japanese language, especially in the variety of writing that is not found in other foreign languages that use Latin letters in the writing system (Lensun, 2016)

In Japanese, there are five types of letters: hiragana, katakana, **kanji**, romaji, and figures (Suzuki and Ishida, 1999)

Kanji is one of **the difficulties felt by learners from non-kanji users** as Indonesian who use alphabetical characters (Visiaty and Yulianti, 2013; Herniwati & Aneros, 2014; Aneros, et al. 2024)

The difficulties faced by mostly non-kanji users are (1) the number of ways to read a kanji, (2) the number of strokes, (3) writing kanji (kanji stroke order), (4) similar-looking kanji, (5) **easily forget kanji because it is rarely used**, and (6) **do not know how to memorize kanji** (Ulambayar, 2005)

Japanese Language Education Study Program Students

Ka, Hi      Ji, Koto  
火 事

San, Yama  
山

Ka      ji  
火 事 

Ka      zan  
火 山 

**KANJI MAPPING**



# LITERATURE REVIEW

**Maps** have various names and shapes depending on the creator, such as concept maps, semantic maps, association maps, mind maps, and topic maps. In any case, they have in common that they are a way to visualize the relationships between concepts. They also have various functions, such as being a thinking tool, a memory technique, a creative technique, and a learning method (Seki, 2019).

The "**Kanji Image Map**" is based on the mind mapping method, but it emphasizes the positional relationship between the kanji character in the center and the kanji components arranged around it (Sasaki, 2011). **Mind Mapping** method has been shown to support permanent learning by helping students to organize and connect information in a meaningful way (Dabbagh & Kitsantas, 2012).

"**Kanji Mapping**" is a representation that recontextualizes the learned kanji words and visualizes the network created in one's mind. Although it is based on the Mind Map of Buzan and Buzan, students can draw it however they like. The Kanji Map activity involves the learner choosing a kanji word and then representing it on the map. Using various learning strategies, the learner refines knowledge in the process of linking existing knowledge with new knowledge (Sasaki, 2011; Seki, 2017; Hayashi et.al, 2017)

# METHOD

## Research Design

A qualitative research method was employed to investigate the effectiveness of kanji mapping as a learning tool

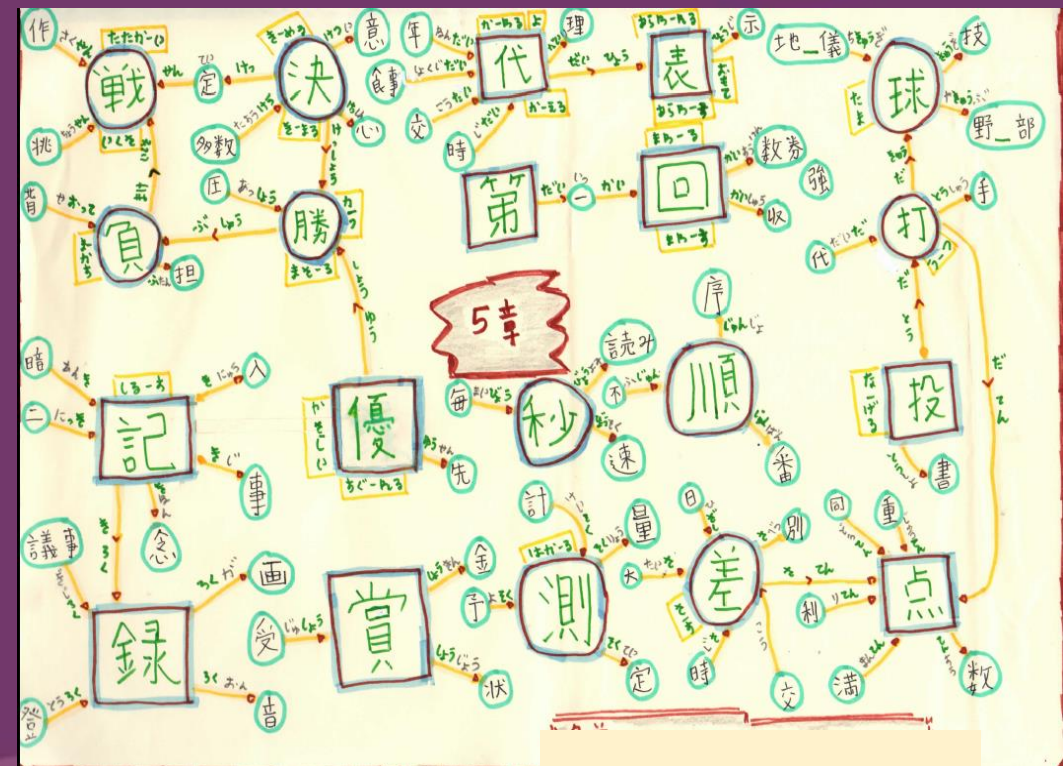
## Subject:

Japanese Language Education students in semester IV on Chukyu Hyouki 2 (Total : 25 peoples)

## The Instruments:

Kanji Mapping Sheet for 4 meetings (total 80 kanji character) & Questionnaires (30 Questions)

4-point Likert type scale with strongly agree; agree; disagree; and strongly disagree for the items of the questionnaire, was developed to measure students' attitude toward teaching through Kanji Mapping method to learning kanji.

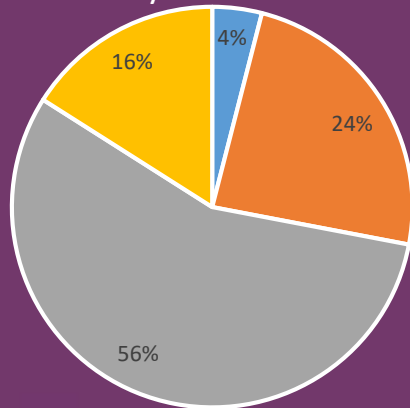


# FINDING AND DISCUSSION

What are your views on the effects of the kanji mapping method on permanent learning?

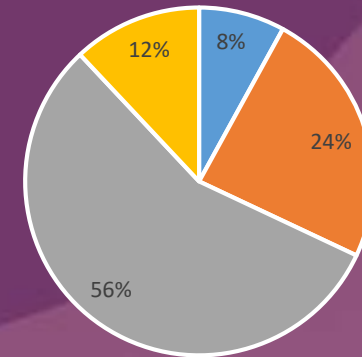
The statement “supports permanent learning” came to the fore in the most. In addition, in the opinions of some students about the effect of Kanji Mapping on permanent learning, it was seen that most of them emphasized that it saves time, provides success, permanence in memory, fast learning, facilitating learning, being fun, and keeping it in mind. They also stated that shapes and colors are permanent in their minds and that it is an effective method because it helps to work well.

Kanji mapping allows me to remember kanji permanently in our brain



■strongly disagree ■disagree ■agree ■strongly agree

Summarizing with colors, it becomes permanent in our minds

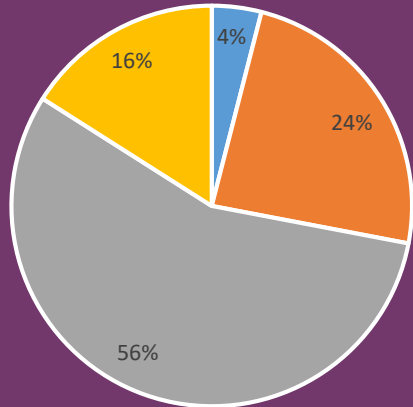


■strongly disagree ■disagree ■agree ■strongly agree

# FINDING AND DISCUSSION

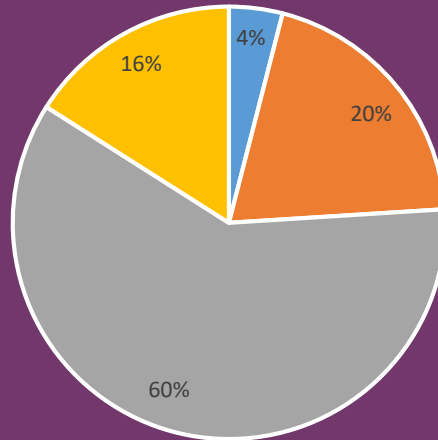
Responses to their views on the effect of the mind map method on attention and focus time. Prolongs my attention and focus, helps you focus faster, I learn faster because it draws attention, I focus more because it attracts attention.

Prolongs my attention and focus



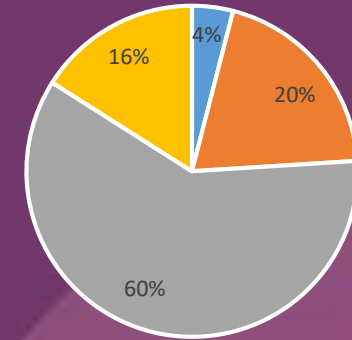
strongly disagree disagree agree strongly agree

I learn faster because it draws attention



strongly disagree disagree agree strongly agree

kanji mapping helps you focus faster



strongly disagree disagree agree strongly agree

# CONCLUSION

The kanji mapping method has a positive effect, it supports and provides the most permanent learning, it stays in the mind more, it saves time, it prolongs my attention and focus time, it is very enjoyable and motivation-enhancing because we choose keywords that are easy to remember, fast learning. It has been seen that emphasis has been placed on the aspects that enable us to be successful, and increase our imagination.

The dissemination of kanji mapping and similar applications in the learning and teaching process is considered important in terms of ensuring meaningful and permanent learning. In addition, kanji mapping can be used to probe prior learning, detect incorrect and incomplete learning, and facilitate remembering information and concepts and the relationship between them.

# REFERENCES

- Aneros, N., Esthi, A. T., Renariah, R., & Juangsih, J. (2024). Hitokoma Kanji App as a Direct Corrective Feedback Medium. *CHI'E: JURNAL PENDIDIKAN BAHASA JEPANG*, 12(1), 64-77.
- Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and higher education*, 15(1), 3-8.
- Hayashi, S., Seki, M., & Saito N. (2017). 留学生の見た漢字の世界: 漢字学習への創造的アプローチ. (No Title).
- Herniwati, H., & Aneros, N. (2014). MODEL PEMBELAJARAN KANJI "WAKARAU OBOERU TSUKAU" DALAM MENINGKATKAN KOMPETENSI PENGUASAAN KANJI N4. *Jurnal Barista*, 1(2).
- Lensun, S. F. (2016). Peningkatan Penguasaan Kanji dengan Met Ode Nemonik melalui Multimedia. *Bahtera: Jurnal Pendidikan Bahasa dan Sastra*, 15(1), 107-117.
- Seki, M. (2019). ワークショップ「漢字マップ」第12回日本語フェスティバル(クアラルンプール)での実践報告. *JSL 漢字学習研究会誌*, 11, 45-49.
- Sasaki, S. (2011). 漢字イメージマップの検討:「鬼」を素材にして. *山口国文*, 34, 68-57.
- Visiaty, A., & Yulianti, V. (2013). Strategi Pembelajaran Kanji: Studi Kasus pada Pembelajar Bahasa Jepang Tingkat Pemula dan Menengah di Universitas Al Azhar Indonesia. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 2(1), 46-52.





# THANK YOU!

Follow us @...

