# THE EFFECTIVITY OF ASSOCIATON PICTURE MEDIA APPLICATION TOWARD THE KATAKANA LETTER READING COMPREHENSION OF GRADE TEN STUDENTS OF SMK MANAJEMEN (MANAGEMENT VOCATIONAL SCHOOL) JAKARTA

**Restoe NINGROEM[a]\* & Endy Sjaiful ALIM[b]\*\***

[a] *State University of Jakarta, Indonesia*
[b]*University of Muhammadiyah Prof. DR. HAMKA (UHAMKA), Jakarta, Indonesia*
*\*restoe.ningroem@yahoo.com, \*\*esaitb@yahoo.com*

**Abstract**: The purpose of this research is to acknowledge the effectivity of association picture media application toward the students' katakana letter reading comprehension. The hypothesis proposed that the comprehension of students' katana letter reading, which are exposed to association picture in class is more effective compared to the students which aren't exposed with such media. The research was conducted over grade ten students of SMK Manajemen Jakarta. The research used quasi experiment. The sample was taken from 50 students, which categorized 25 students as experimental class and 25 students as controlled class. The data collection technique used an instrument of katakana alphabet reading comprehension test. The requirement test of data analysis used in this research was Lilliefors Test for normality and Fisher-test for homogeneity, it was revealed that the class was normal and homogeneous. Hypothesis assessment used t-test which showed tcount = 7.67 ≥ 1.67 = ttable that Ho was rejected It is revealed from the research that association picture media is effective to increase student's comprehension in reading katakana letter.

**Keywords:** Learning Media, Association Picture, Reading Katakana.

## 1. INTRODUCTION

Indonesia has had bilateral cooperation with other countries for a long time, In engaging cooperation with other country, it is necessary to comprehend the language, because it is the sound symbol system that articulated (produced by speech device) which is used by community members to cooperate, interact, and self recognition (TPKB, 2005)

One of the important evidences of language in engaging cooperation with Japan has been shown by the presence of Japanese curriculum in middle schools in Indonesia. Acquiring skill in Japanese is a basic step and access for our people to study, get knowledge, understand their culture, and have employment in Japan, a modern and developed country. A country that has rich natural resources, various cultures, and positive life values that deserve to learn from.

In order to have skill in Japanese, it is necessary to read researches of Japanese literature first hand. One of the components of the Japanese writing system is Katakana letter.

In reality, students find it difficult to memorize Katakana compare to Hiragana, because Hiragana letter appears more in the text book. Students' obstacle in learning Katakana is revealed to be psychologist one, such as: interest, attitude, confidence, and intelligence.

One of the efforts to overcome the issue is to use media in teaching Katakana letter. According to Hamalik, using media in the learning process can stimulate new will and interest, arouse motivation and eagerness in learning, and even affects psychologically to students. It can also ease students to comprehend, presents data interestingly and reliably, interprets data and information easily (Rohani, 1997).

One of teaching media that eases students in learning Katakana is association pictures, the benefit of such media can deliver messages, idea, etc. That involves little verbal languages but, leaves a deeper impression (Arsyad, 2003). With association picture media, learners will have long term memorization of *katakana* letters because association makes words easy to be stored in the memory and to be retrieved if needed since they already accustom to the words (Sameto, 2003).

## 2. LITERATURE REVIEW

### 2.1.Learning Media

Association of Education and Communication Technology (AECT) in USA identifies media as all forms and channels which are used to deliver messages or information (Arshad, 2005). Gerlach and Ely (1971) give the definition of media broadly and narrowly. Broadly, it means every individual, material, or event that gives the student opportunity to gain knowledge, skill, and manner. Therefore the media doesn't simply mean things or objects, it can also mean an individual and a learning event. Teacher, text book, school environment can be the media. While narrowly, media is non-personal media that teacher use as people in charge of the learning process to achieve goals. That way media tend to be looked as graphical tools, photograph, or electronic tools to grasp, reshapes visual or verbal information (Roshidi, 2009).

According to Hamalik (1986) educational media is something that can be digested by the senses, shape and things which are visual and audio, used as a means of communication in the learning process, as an aid in learning process and related to teaching method. Picture is a crucial visual aid and available everywhere. Crucial because it can replace verbal words, concretes the abstract. Pictures enable people to grasp the idea or information contained clearly, vividly more than words can say (Munadi, 2007). As the Chinese saying, pictures speak more than a hundred words (Adiman, 2009).

### 2.2 Association

The association is relating one event to another event, between someone and other people, which is considered as a related series and interconnected to each other.
In learning a foreign language, we must develop association as a mean that allows us to memorize words easily and brings full picture and any circumstances that embedded in that word (Sameto, 2003). The ability to associate in learning foreign language needs to be developed according to particular events.

Association is available to be developed for all life aspects and circumstance that related to our life (Sameto, 2003). Memorization in conventional ways is by applying left brain hemisphere by memorizing and repeating materials, while the association is done by applying right brain hemisphere to memorize symbols or pictures which is easier and quicker to absorb. From descriptions and benefits of association elaborated above. It can be concluded that the association picture media discussed in this research are pictures that serves as a noun or verb that resembles a Katakana letter as a series of meaning that interconnected to each other to smoothen long term memorization of Katakana letter shapes.

*2.3.Reading Comprehension*

Anderson (Syamri, 2011) defined reading as uttering written language symbols. While A.S.Broto and Syamri (2011) stated that reading is the uttering of sound symbols.
Aspects of reading:
1. Mechanical Skills, which is considered in the lower order. This aspect covers:
a. Identifying letter form
b. Identifying linguistic parts (phoneme, word, phrase, clause pattern, sentence, etc)
c. Identifying relation or correspondence of spelling and sound pattern
d. Low level of reading speed.
2. Comprehension skills, which is considered in the higher order. This aspect covers:
a. Comprehend meaning definition.
b. Comprehend meaning.
c. Evaluation or assessment (content, form)
d. Flexible reading speed, that adjustable to particular situation.
From both important reading aspects in reading, it can be inferred that reading letter is in the early introduction of mechanical skills, which takes place before one do comprehension skills.

*2.4 Katakana Letters*

Katakana letters are formed from straight and sketchy lines or *chokusenteki* (直線的). These straight and stroke lines that differ them from *hiragana* (Ang, 2005)
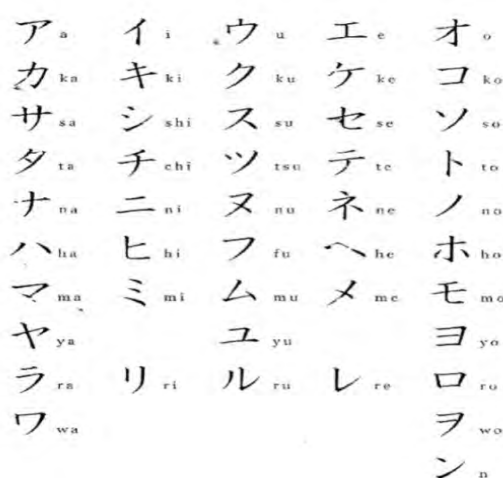


Figure 1. Katakana Letter

The word "kata" means partial, incomplete, or separated. The word "katakana" means "kana separation", as katakana script which originated from more complicated kenji component (Japan: an Illustrated Encyclopedia, 1993).
In koujien dictionary, the function of katakana (Izuru, 1998) is:

現在では主に外来語や擬音語などの表記に用いる。

*"Genzai de wa omo ni gairaigo ya giongo nado no hyouki ni mochiiru " ,* Which means in the contemporary time, generally *katakana* letter is used for foreign language writing and *onomatope*.

130

Although *katakana* and *hiragana* letters are in the group of *kana* letter, but the function is different. *Katakana* letter is used in the writing of Japanese words which comes from absorption of foreign languages, foreign countries, animals, foreigner's name, plants, and foreign cities (Ang, 2005).

*Katakana* also often (not always) used for transcription of Japanese company, e.g: Suzuki becomes スズキ, and Toyota becomes トヨタ. *Katakana* also serves as reinforcement, specially on signs, advertising and billboard. For example, seems common to see *koko* ココ (here), gomi ゴミ (waste), or megane メガネ (glasses). Reinforcement using *katakana* in sentences is sometimes done by writers..

Katakana sometimes serves as *hiragana* replacer or as *furigana* to give utterance a word that is written in Latin letter, or for foreign word, which is written in *Kanji* for meaning, kanji but meant to be read as the origin form.

*Katakana* sometimes also used to indicate words that speech in foreign accent or unusual, in foreign character, robot, etc. For example, in *manga*, foreign character speech or robot can be represented by *konnichiwa* コンニチワ (hello) not *hiragana* which is more typical こんにちは.
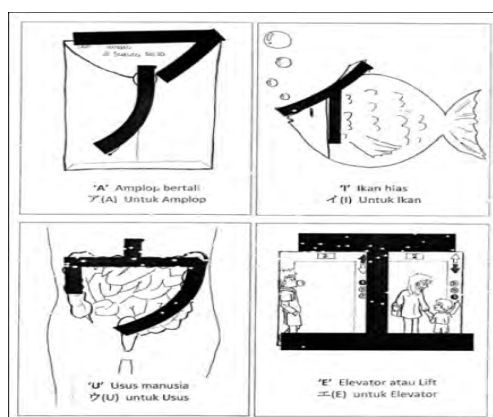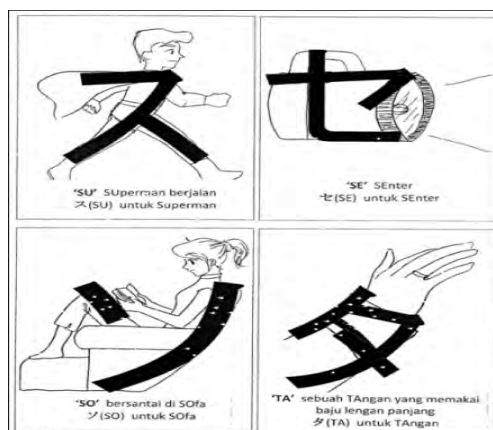


Figure 2. Association Picture Media sample



Figure 3. Association Picture Media sample

## 2.5 Critical Framework

Since it is important to improve *katakana* reading comprehension of grade ten students of SMK, and the benefit of using association picture media is to ease students in memorizing the shape of *katakana*

letter in a long term, then it is assumed that association picture media is suitable to be implemented in the learning process of *katakana* letter. So, it can be inferred that association picture media is effective to improve *katakana* letter reading comprehension.


## 3. METHOD AND SAMPLING

This research applied quantitative approach using Quasi Method. Sampling was treated by the technique of cluster sampling. Two classes of grade ten students of SMK Manajemen Jakarta are determined as experimental and controlled classes. Instruments used for the research consisted of a set of test and questionnaire as additional data. There were three kind of test forms; multiple choice, translation of katakana into latin, and vocabularies matching.


## 4. FINDING AND DISCUSSION

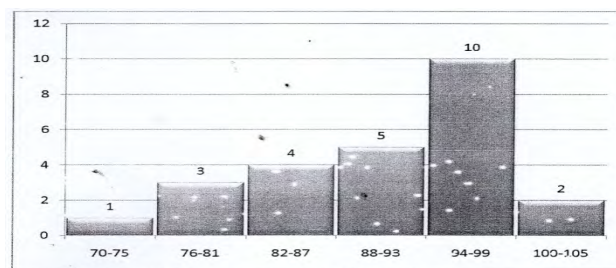The research shows the end result of the comprehension of students in reading *katana* letter as follow:



Figure 4 : Experimental Class Score

Figure 4 shows that the score of the comprehension of reading *katana* letter of the Experimental Class , from 10 students the scores are in the span of 94-99 and the highest score is 100, and the average score is 90,5.
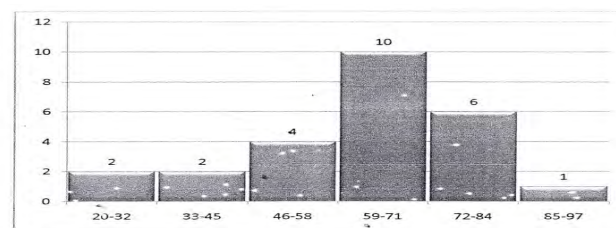


Figure 5: Controlled Class Score

Figure 5 shows that the score of the comprehension of reading *katana* letter of the Controlled Class , from 10 students the scores are in the span of 59-71 and the highest score is 97, and the average score is 61,2.

Looking at the test result the comprehension of reading *katana* letter of experimental class and controlled class, it is revealed that the average score of experiment class is higher than the score of control class. Looking at the data analysis, it is noted that nul hypothesis (Ho) succesfully rejected and research hypothesis (HI) was successfully accepted. This finding was revealed by t-test formulation, tcount was found at 7.64 and t table which came from degree of freedom at 48 with significant level at 0.05 was 1.67. After research, t count was found to be at 7.638. The requirement of H0 rejection and HI acceptance was $t_h > t_t$. Since t count was higher than t table (7.638 > 1.67), so Ho is rejected and HI was accepted which means "the application of association picture media to increase

reading comprehension of grade ten sudents of SMK Jakarta Manajemen is more effective compare to the opposite approach".

After a comparative test conducted using t-test, it showed that tcount = 7.67 ≥ 1.67 = ttable with the level of significant 0,05, it was assumed that the comprehension of reading *katana* letter from students who were exposed with association picture media was better than those who weren't exposed by the media.

## 5. CONCLUSION

Based on the research of data analysis evaluation and all data that the writer received for this research, a conclusion reached, that applying educational media in learning process of Japanese will help to reach learning goals, since one of the benefits of using educational media is to make learning easy.

In this research association picture media is concluded to be effective to improve students' comprehension of reading *katakana* letter. The special feature of association picture media that presents pictures that resembles and inter-relates *katakana* letters eased student to memorize *katakana* letter. Besides that, using association picture media, learning process becomes less boring since the students were exposed with attractive pictures and little verbal elaboration (in written or speech only).

## References

All, Muhammmad. (1987). Proses Kependidikan Prosedur Dan Strategi, Bandung: Angkasa.

Ang, Haryono. (2005). Mengenal Aksara Jepang (Hiragana, Katakana, Kanji). (Cetakan pertama). Jakarta: Puspa Swara.

Arsyad, Azhar. (2003). Media pembelajaran. Jakarta: PT Raja Grafindo Persada.

Arsyad, Azhar. (2005). Media Pembelajaran, Jakarta: PT Raja Grafindo Persada.

Danasasmita, Wawan. 2009. Metodologi Pembelajaran Bahasa Jepang (Cetakan Pertama). Bandung: Rizqi Press.

Emzir. (2008). Metode Penelitian Pendidikan: Kuantitatif dan Kualitatif. Jakarta: PT Raja Grafindo Persada.

Frederic, Louis (Translated by Ka The Roth). (2002). Japan Encyclopedia. England: The belkmap Press of Harvard University Press.

Hamalik, Oemar. (1986). Media Pendidikan. Bandung: PT Alumni.

Izuru, Shimura. (1998). /Si^lE ; J^jEJiS. Japan: Iwanami Shoten.

Pusat Pembinaan Bahasa Departemen Pendidikan dan Budaya. (1995). *Kamus Besar Bahasa Indonesia edisi kedua.* Jakarta: Balai Pustaka.

Rohani, Ahmad. (1997).Media Instruksional Edukatif. (Cetakan pertama).Jakarta: PT RINEKA CIPTA.

Roshidi, Abdul Wahab. (2009). Media Pembelajaran Bahasa Arab. Malang: UIN-Malang Press.

Sudjianto dan Ahmad Dahidi. (2007). Pengantar Linguistik Bahasa Jepang. (Cetakan kedua). Bekasi: Kesaint Blanc.

Sadiman, Arief S, dkk. (1990). Media Pendidikan .*Pengertian, Pengembangan dan Pemanfaatannya.* Jakarta: CV Rajawali.

Sadiman, Arif S, dkk. (2009). Media Pendidikan. *Pengertian, Pengembangan dan Pemanfaatannya.* Jakarta: Rajawali Pers.

Sameto, Hudoro. (2003). Kiat Menguasai Bahasa Asing. (Cetakan pertama). Jakarta: Puspa Swara.

Sukardi. (2003). Metcdologi Penelitian Pendidikan. *Kompetensi danPraktiknya.* Jakarta: PT Bumi Aksara

Tim Penyusun Kamus Pusat Bahasa. (2005). Kamus Besar Bahasa Indonesia. Edisi ketiga (Cetakan ketiga). Jakarta: Balai Pustaka

Usman, M. Basyiruddin dkk. (2002). Media Pembelajaran. (Cetakan pertama). Jakarta: Ciputat Pers.

Wiryawan, Sri Anitah, dkk. (1987). Strategi Belajar Mengajar Bahasa Indonesia. (Cetakan Pertama). Jakarta: Karunika.

Yudhi Munadi. (2007). Bahan Ajar Media Pembelajaran. Naskah. Jakarta: PSWUIN Syarif Hidayatullah Jakarta.

*Japan; an Illustrated Encyclopedia.*(1993). Tokyo: kodansha Ltd. Him. 731

http:/'Aepository.upi.edu/operator/upload/s_prs_981119 chapter2.pdf. accessed on 23 April (2011)