



## ANIMATED VIDEO FOR KANJI LEARNING

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**Abstract:** This paper describes the first step of the research and development project of *kanji jokyū* (advanced level for *kanji*). *Kanji* is one of the Japanese letters. A student learning Japanese must have knowledge about three letters in Japanese. They are *hiragana*, *katakana*, and *kanji*. During *kanji* lesson in advanced level, students' problems are mostly about remembering the *kanji* letter and forget about the shape of the letter. This problem becomes the reason for making an animated video to help students remember the *kanji* letter easier and the shape. The project is using the ADDIE model for developing learning media. In the making proves, the project employs "Animator 4". Therefore, the step-by-step process will be explained.

**Keywords:** animation, learning media, kanji, R & D, design phase

### INTRODUCTION

As stated in the curriculum of Ganesha university of Education, the Japanese Language Education Study Program (2017) has *kanji* lessons. This *kanji* lesson is a skill course to practice writing *kanji* letters. *Kanji* lessons are offered in three semesters. In the curriculum, it is shown that these lessons are prerequisite for beginner level (*shokyū*), intermediate level (*chukyū*), and upper level (*jokyū*). To cater the students' needs, the "Basic Kanji Book" is designed for the lessons.

Kanji itself is a symbol of meaning (Tjandra, 2015). He sees that these letters are part of the morpheme, so they can be referred to morphemic letters. This relates to the meaning of the kanji vocabulary which contain lexical meaning.

It could be seen that there is a connection between the *kanji* lessons and *kanji* as a letter itself. *Kanji* lessons have learning objectives so that learners might be skilful in writing *kanji*. These skills include the learners' ability to interpret and read the *kanji* vocabulary, and to write the letters in correct writing sequence. The former represents the morphemic function of *kanji* letter and the latter is related to the symbolic meaning of *kanji*. The way to write in Japanese is called *kakikata*, while the way of reading Japanese is referred to *yomikata*.

The result from the preliminary study, it was found that the implementation of *kanji* lessons at the beginner and intermediate levels made students have problems due to the students' learning outcomes. The students' score decrease is found to be the different levels of difficulties in *kanji* letter in the course itself. This problem arises because the *kanji* lessons require skills in writing and reading.

To solve the problems. A research and development design is required. Thus, this study employs ADDIE model as a development model. The following stages of ADDIE as a development model are as follows: analysis, design, development, implementation, and evaluation. Yet, this paper focuses the discussion on the design phase only.

### METHOD

This design of the study is ADDIE model. According to Moradman, Datta, and Oakley (2014), ADDIE model can be used to represent a flexible guideline for building effective teaching and learning tools. The reason is the ADDIE model is a systematic instructional design model. As an instructional design model, this article discusses three phases including analysis, design, and a certain portion of development phase.

The Analysis phase is a process to identify the problem and thinking about the solution. In this phase, the researcher will collect the data to find the problem. Then, he/she examines the environment reflected from the problem. After finding the cause of the problem, the next step is thinking about a solution. The solution becomes a foundation for the design phase (McGriff, 2000).

The design phase is a process to describe a solution to the problem. The process includes the following activities, such as: conducting the learning analysis, selecting the delivering system, and others. This phase will become a concept for the development phase (McGriff, 200).

The development phase is a process of realizing the concept from the design phase. This phase is making effective teaching and learning tools. AN example of this process is creating learning media in the form of producing hardware or software media (McGriff, 2000).

## FINDINGS AND DISCUSSION

### Animated Video *Kanji* Design Phase

The project is designing and making an animated video for *kanji* lesson. The reasons for choosing the video as learning media is due to its practicality to transfer the content to the learner. This reason is in accordance with Cruse (2013) stating that the video is a multimodal media. This causes an advantage for learners because the video has three modalities of learning: audio, visual, and kinaesthetic. Videos do not only reach linguistic aspects just like books but also enable to have kinaesthetic aspects.

The design phase using Cartoon Animator 4 for making animated video is *Wondershare, Filmora* to edit the video, and *Snipping Tool* for making video background. The steps are described as follows:

1. Choosing an actor

In Cartoon Animator 4, we can create a character or just use a template character. For the project, I choose a character from the existing template, and modify the actor by putting on a hat.

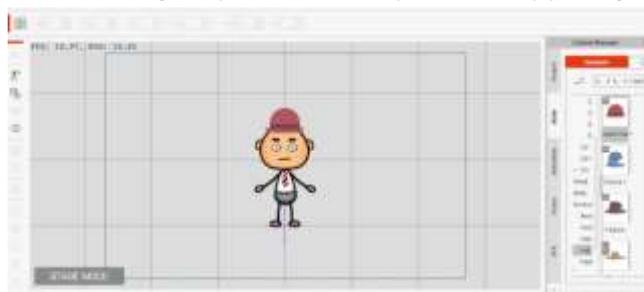


Figure 1. Choosing an actor

The reason for choosing a simple character is to make the learner focus with the *kanji* letter, not the actor. The actor would appear to have learners' attention.

2. Directing the actor

The next step is to make the character live because the design requires the actor to deliver the instruction and teaching materials.



Figure 2. Directing the actor

In directing the actor, it is crucial to not only design its movement but also to create its facial expressions. When the actor says something, the character's body, gesture and facial expressions must be synchronized.

3. Choosing the background

After the character can move naturally, the next step is thinking about the video background. I choose classroom setting for the background of this video. Then, this project needs a simple background.



Figure 3. Setting the background

The simple background would create chance to have texts easier to put. And this kind of reason also might have the changing of the position from center to the left side easier.

4. Putting the title and writing the *kanji* letters



Figure 4. Writing a title

For opening the video, in the design plan, I would like to put the title in the same background as the video content. But when the actor reads the example word from *kanji* letter which he explains, the background will change.

Figure 5 is the example when the video background change. The example has shown that there is a change in the background into an office because the character is reading the *shigoto* (job) *kanji* letter.



Figure 5. Changing the background

5. Editing

The last step is editing. For editing the video, I use Wondershare Filmora, even though Cartoon Animator 4 can edit video too. The reasons for choosing other video editor is to make have easier ways to fill a voice for the character.



## CONCLUSIONS

The design phase of *kanji* animated video has five steps. The five steps is from creating the character until editing to have finishing stage. The step of the project as follows:

1. Choosing an actor
2. Directing the actor
3. Choosing the background
4. Putting a title and writing the *kanji* letters
5. Editing

Then, this research will continue to the developing phase.

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