Effectiveness of Use Brainstorming Techniques in Dokkai Learning

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Abstract

Dokkai learning is one of the subjects given to Japanese language learners in Japanese language teaching. Dokkai learning is one of the lecture materials that can improve the reading skill of Japanese language. Dokkai learning not only emphasizes the ability to read text written in Japanese characters that include hiragana, katakana, and kanji. Dokkai learning aims to learners can understand the contents of Japanese discourse and able to absorb the various information conveyed in the text he read. This study aims to find out how the ability to understand students reading through brainstorming techniques with conventional methods on learning dokkai, is there a significant difference in reading ability between classes using conventional and classroom methods using brainstorming techniques, and student responses / responses to the application of brainstorming techniques in learning dokkai. This research is a purely experimental research with two sample groups ie experiment group and control group. Research instruments for data collection are tests and questionnaires. Data processing is done by using SPSS 21.0 for windows. Result of data processing based on statistical test with t-test, it can be seen that the improvement of reading comprehension ability of experiment class students using brainstorming technique is significantly higher than control class using conventional method. The results of questionnaire data indicate that there is a correlation between the use of learning techniques in teaching *dokkai*, indicating that respondents are more interested in studying dokkai and with this technique can increase activity, learning motivation, sense of responsibility, independence and confidence, sense of cooperation, ideas or opinions, and the atmosphere is more fun because of a close relationship with fellow friends.

Keywords: *Dokkai*, Conventional Learning Method, Brainstorming Technique

1. Introduction

Reading is a process done and used to obtain the content to be conveyed by the author to the reader through the sentences contained in the written language (Tarigan, 1970: 7). This, also supports the language skills because the more reading a person will get a variety of information from the text read will also be enriching knowledge such as vocabulary mastery, phrases, sentence patterns and so forth. Thus it will be easier to communicate both oral and written. Reading is one of the skills that must be mastered to become proficient in foreign languages.

Dokkai learning is one of the subjects given to Japanese language learners in Japanese language teaching. Dokkai learning is one of the lecture materials that can improve the reading skill of Japanese language. Dokkai learning not only emphasizes the ability to read text written in Japanese characters that include hiragana, katakana, and kanji. Dokkai learning aims to learners can understand the contents of Japanese discourse and able to absorb the various information conveyed in the text he read.

Dokkai learning is a complex process not only to understand the grammatical element but also the ability to interpret the reading. Based on the writer's observation, in the learning process of Japanese language especially on the learning of dokkai, Japanese language learners have difficulty when reading the Japanese text. It is caused by several factors such as: (a) difficulty in reading kanji kanji, (b) new vocabulary not understood, (c) increasingly complex grammatical elements, (d) lack of understanding of the overall meaning of the content of the reading.

In connection with this, Danasasmita (2004: 106) that, grammatical understanding has a close relationship with learning to read (dokkai); because the activity of reading means the activity of understanding the discourse prepared by the language unit (grammar). Therefore, in teaching *dokkai*, a teacher should pay attention to many things because of the complexity of the reading process. Reading requires a reader to master the rules, phonological, morphological, syntactic and semantic. Therefore, learning should be centered on maximum learner activity in applying these skills. For that required methods and techniques that are communicative and effective so that the learner can develop their abilities optimally.

Another influential factor that causes learners to find difficulties in understanding the discourse of the Japanese language is a conventional learning model. Conventional learning is implemented in a classical more emphasis on teachers as the center of information that teachers actively explain the subject matter, provide examples of completion and answer all problems raised by the learner. While the learner only as a receiver of passive information. Conventional monotonous learning like this will have a saturated, boring and uninteresting effect on learners of *dokkai* learning, as well as on learning outcomes. Trianto (2007) said empirically, based on the results of research analysis of low learning outcomes of learners, it is due to the learning process dominated by traditional learning.

From the various difficulties experienced by the learner to both the material and the condition of the learning model experienced, then the role of a teacher is needed to direct and make the learning activities of the *dokkai* become easy, interesting and effective is something very important. To overcome this required methods or learning techniques that become alternative, appropriate, interesting, and effective so that learners can achieve the purpose of learning.

From the things mentioned above, the authors want to experiment implementing brainstorming learning techniques in learning dokkai, whether the results will be more effective when compared with using conventional / traditional way. This brainstorming learning technique aims to explore the ideas of learners in expressing what they think about the Japanese text. This will help learners together in solving problems such as questions contained in Japanese textbooks. All this is done so that *dokkai* learning can take place creatively, effectively, interesting and not something boring. Learning *dokkai* by applying brainstorming technique is an alternative in teaching *dokkai* which aims to improve the reading ability of a Japanese language learner.

Research on the methods and techniques of learning applied in teaching *dokkai* has been done by many other researchers. Among others, Chevy Kusumah Wardanah (2010) entitled "The Effectiveness of Application of Cooperative Learning Model Script in Dokkai Learning. Experimental research on second grade students of Japanese Education University of Indonesia in the academic year 2008/2009 ". The results obtained are effective in learning dokkai. The varied learning will foster interest in learning and give rise to improved learning outcomes. In previous research on brainstorming techniques has also been done by Zhenhui Rao (2007) with the title "Training in brainstorming and developing writing skills". Based on the results obtained from the training of brainstorming strategies shows that students in the experimental group are more efficient at finding topics, finding ideas on topics, letting ideas interact, and organizing ideas. The results also show that the quality of writing in the experimental group is enhanced by the use of brainstorming strategies.

2. Literatur Review
2.1 Aspects of Learning Dokkai (Reading)
According to Tarigan (1979: 11-12) argues that in outline, in reading has two important aspects, namely:
1) Mechanical skill (mechanical skill) is considered at the lowest order (lower order). These aspects include:
    a. Letter recognition;
    b. Introduction of linguistic elements (phonemes / graphemes, words, phrases, clause patterns, sentences, and others);
    c. Introduction of spelling and sound pattern correlation / correspondence (ability to speak written material);
    d. Reading speed is slow.
2) Skill is comprehension (comprehension skill) which can be considered to be in higher order (higher order). These aspects include:
    a. Understand simple notions (lexical, grammatical, rhetorical).
    b. Understanding significance or meaning.
    c. Evaluation or assessment (content, form)
    d. Flexible reading speed, which is easily adjusted to the circumstances.

To achieve the goals contained in these mechanical skills then the appropriate activity is reading aloud, reading aloud (reading aloud or ondoku). While to achieve the goals contained in the skills of understanding, then the appropriate activity is to read in the heart (silent reading or *mokudoku*).

While reading aloud we use visual sight and memory (visual memory), also active auditory memory and memory associated with our muscles (motor memory). While reading in the heart, we only use visual memory (visual memory) only. In this case the active eye is (sight / sight) and memory.

Based on the aspects of reading as explained before, then to improve the reading and comprehension skills of Japanese texts in learning *dokkai* includes three components, namely: (1) the introduction of letters / writings that understand the meaning of a single word (2) the introduction of linguistic elements ie understand the interconnection of words in the reading (3) interpretation of the text that combines the ability of recognizing writing and linguistic elements in order to understand the contents of the text so that reading can be drawn a meaning and make a conclusion.

2.2 Conventional Method
Conventional learning method is the usual learning in use to menyampikan materials in the classroom. Conventional learning is learning that refers to the teacher or teacher center, where the teacher is the main character in learning. One method of learning that is often used in learning dokkai is a conventional method. Djamarah (1996), conventional learning method is a traditional learning method or also called lecture method, because since this method has been used as a means of oral communication between teachers and students in learning and learning process.

In the conventional learning model, students learn more to listen to the teacher's explanation in front of the

class and perform the task if the teacher gives the students questions. Conventional system is a teaching system that is usually done in teaching and learning process using lecture method, question and answer and demonstration.

2.3 *Brainstorming Technique*

Verne and Knowles (in Sudjana, 2010: 2) reveals that 'methods that can be used in participatory learning can be classified into three categories, including individual methods, group methods, and methods of mass learning (community methods) '. Brainstorming is one example of techniques in group learning in participatory learning methods.

Brainstorming technique was first popularized by Alex F Osborn in the 1950s, in his famous first book Applied Imagination describes that brainstorming as a "Mind Breaker", that is, when a person takes out his idea in a discussion, it automatically encourages the creativity of the participants other discussion in thinking. At the same time, the idea he has posed becomes a stimulus to the idea or problem-solving idea. Sawasaki (1929: 139) defines brainstorming as an engineering practice of conferences, that is, the attempts of a group or individual to seek solutions to a particular problem by compiling all ideas contributed by members spontaneously.

Brainstorming or brainstorming techniques are defined as learning techniques that are undertaken in groups where learners have different backgrounds of knowledge and experience (Sudjana, 2010: 74). This activity is conducted to collect ideas and opinions in order to find, select, and determine the various statements in response to questions related to learning needs, resources, obstacles and so forth. Each pesjak learners are given the opportunity in turn to convey a statement of opinion or idea. Learners who are not expressing their thoughts should not criticize or argue against the ideas or opinions that other students are conveying. Opinions or ideas are written on the board or on the sheet sheets provided. Once written, the opinion or idea is reviewed and assessed by the group or by a team appointed to carry out the review. This activity is held in the form of discussion to collect ideas, opinions, information, knowledge, experience from all participants. Unlike discussions, where the ideas of a person are responded (supported, complemented, reduced, or otherwise disagreed) by other participants, on the use of brainstorming techniques, the ideas or opinions of others are not to be addressed.

The existence of members in expressing to express his mind is in need in the implementation of brainstorming. In fact, the idea that emerges about the use of brainstorming techniques is very effective to get a good idea, in solving problems creatively. The thoughts and ideas possessed by each of its members are able to encourage the overcoming of problems faced creatively. This is similar to what is proposed by Roestiyah (2008: 74) that brainstorming technique is a technique or way of teaching that is implemented by teachers in the classroom. It is by throwing a problem into the classroom by the teacher, then the students answer or express opinions, or comments so that the problem may develop into a new problem or can be interpreted as a way to get many ideas from a group of people in a very short time.

The purpose of brainstorming is to compile (gather) the opinions, information, experiences of all the same or different participants. The result is then used as an information map, experience map, or mind map to become a shared learning. This method is used to drain away what students think in response to the teacher's problem in the class. Similarly Roestiyah (2008: 74) mentions the purpose of using this technique is to drain away, what students think in response to problems that the teacher to the class. Brainstorming techniques encourage students to develop and find as many ideas as possible to solve problems. Thus the participation of students in the opinion and discussion with the group to produce a good solution can develop the potential and courage.

2.4 *Application of brainstorming techniques in teaching dokkai*

Okazaki (1999: 110) provides procedures or steps in teaching *dokkai* namely:
Dokkai no jugyouha ookikutsugino sandankainiwakerareru.
1. *Dokkaimae no dankai:*
   - *Dounyuu (yomu tame no doukiwo ataetari, naiyouni kansuru kichi no jouhou wo ninshiki suru)*
   - *Gengojikou no teate (atarashiikanji ya goi, hyougen, mojijikou wo teijishi, setsumeisuru)*
2. *Dokkai no dankai:*
   - *Gakushusha hitori hitori ga jiriki de yomu.*
3. *Dokkaigo no dankai:*
   - *Naiyourikai wo ninshikisuru tameni kyoushi ga shitsumon suru*
   - *Gakushusha ga wakaranai kotokoro, gokaishiteiru kotokoro wo kyoushi ga setsumei suru*
   - *Naiyou no youyaku ya kansou, iken wo matomeru*

Based on the procedure then the steps taken by the author in applying the brainstorming technique on learning dokkai is to use a group system with the following characteristics:
1. Each group consists of 3-8 students.
2. The use of groups aims for each student to motivate each other to express opinions, ideas and ideas.
3. Does not require a full leader.

4. The teacher acts as a facilitator, acting as a guide and guide.

5. Participants of the group are asked to express opinions, ideas or ideas in order to solve a problem.

6. Emerging ideas are recorded and collected without any criticism or response.

Based on the above steps, then through the application of brainstorming techniques in learning this dokkai, expected learning activities not only sit quietly, listening to the teacher's explanation and answer the learning materials only. It is expected that group learning discusses issues based on given Japanese subtitles, then the opinions, ideas, ideas generated are recorded. In the later stages discuss with other groups in the idea gathering and conclusion sessions.

3. Research Method

In this research the method used is experiment. McMillan and Schumacher (2001: 50) explain that experimental research is "research in which independent variable is manipulated to investigate the cause and effect relationship between the independent and dependent variables". The experimental method used to examine the use of the application of brainstorming techniques to the learning of this *dokkai* using pure experiments. Furthermore, Iqbal Hasan (2004: 10) mentions "the purpose of this study is to investigate the presence or absence of cause-and-effect relationships and how much the cause-effect relationship by giving certain treatments in some experimental groups and providing control for comparison". The form of the research was with two sample groups, namely experimental group and control group.

The population in this study is the students of semester V of the Japanese language education program, Manado State University academic year 2016/2017 that follow the Dokkai 1. The sample is done by random technique. Samples taken as much as two groups of control group as many as 25 people and the experiment group as many as 25 people. The experimental design used was Randomized Control Group Pretest-Posttest, a treatment carried out by a comparison group (control class). This is done to determine the effect of treatment on student learning outcomes. This design was carried out by grouping the research sample into experimental group treated with the application of Brainstorming Technique (T1) and the control group treated by conventional method (T2). In each group get the same Pretest (x1 and x2) and Post test (y1 and y2).

In doing research and collecting the necessary data, then used several instruments. The research instrument is a tool used to collect or provide various data required in research activities (Sutedi, 2011: 115). The instruments used in this study are as follows: The test given is a written test consists of 20 questions. Problem given this aims to determine the ability of students in understanding the discourse.

The questions used refer to the available text. Thus, students are required to understand the text first before answering questions. The test is done twice, ie pre-test and post test. Pre-test is given to know the ability of student *dokkai* before being given treatment. Post-test is given to determine the ability of student *dokkai* after being given treatment. After the data collected test results, the authors perform data processing. To process the test result data using SPSS for windows 21.0 program.

4. Result And Discussion

Discussion of research results in general discuss the design of learning that has significance in realizing the efficient and effectiveness of learning in menumbuhkembangkan understanding and ability of students to obtain optimal learning outcomes. Learning process is a process that contains a series of deeds of teachers and learners on the basis of interactive relationships that take place in educational situations to achieve certain goals. One of the alternatives used by teachers in achieving that goal is the selection of appropriate methods or techniques in a lesson. Roestiyah (2008: 1) states that "in the learning process, teachers must have a strategy, so that students can learn effectively and efficiently, on the expected goals. One step to having that strategy is having to master presentation techniques, or so-called teaching methods. Brainstorming technique is one of the alternative techniques of presentation while teaching in achieving the learning objectives. The application of brainstorming techniques to the teaching of this *dokkai* had an impact on the learning process of *dokkai*, as well as students' reading ability.

4.1 Impact of Application of Brainstorming Technique to Dokkai Learning.

Based on the result of the research, it can be described the application of brainstorming technique to the teaching of *dokkai* in the experimental class which is held for five meetings. The application of this learning technique is a new learning model for V semester students majoring in Japanese language education, Manado State University. From the questionnaire data, the student's response to the learning of *dokkai* with brainstorming technique is positive. Where the majority (80%) of students expressed the likes of learning dokkai by using brainstorming techniques. This technique has an impact on learning outcomes, whereas most (88%) of students respond that by using this brainstorming technique they are improving on learning outcomes. It can be seen from the difference of the result of the average value of pre-test and post-test in the control class as well as the experimental class. The average score after the post-test, the students' ability in learning the *dokkai* is 87.20 in

the experimental class and 77.80 in the control class.

This shows the impact of the application of brainstorming techniques to improving learning outcomes. Based on the result of data analysis through t test on post-test obtained t value equal to 8,31 which indicate there is significant difference between mean value of control class and experiment class after conducted treatment in the form of application of brainstorming technique at study of class in experimental and experiment method lectures and question-and-answer in the control class.

From the interpretation of the data then it can be interpreted that the application of brainstorming techniques on learning *dokkai* proven effective in improving the ability of student *dokkai*.
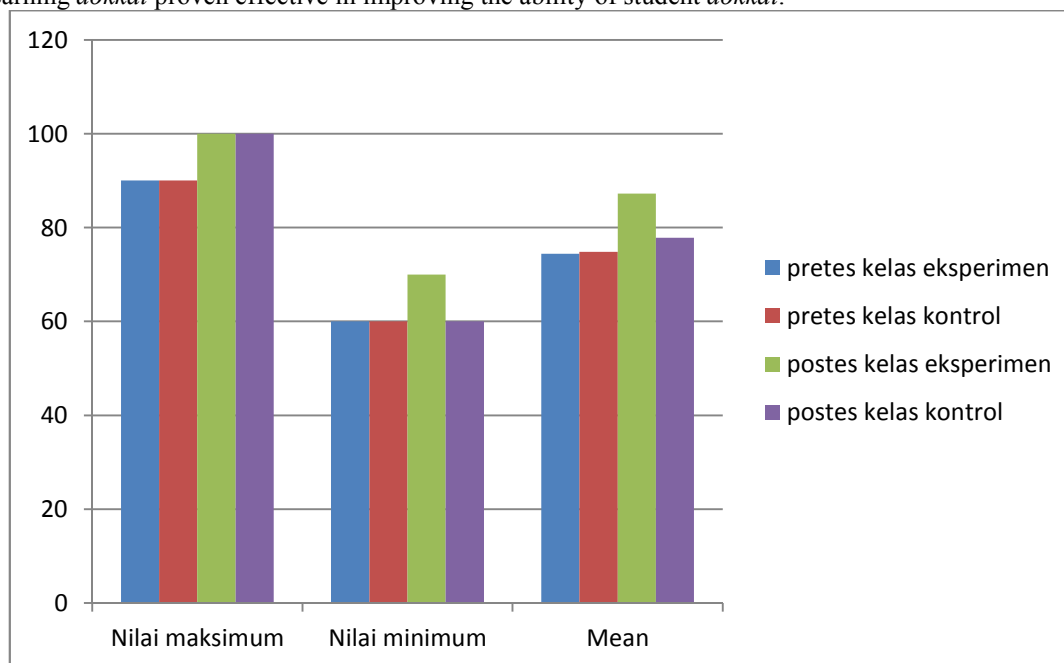
Graph of brainstorming technique in teaching *dokkai*

Furthermore, student activities on learning *dokkai* with this brainstorming technique, directing students actively involved and creatively create a conducive learning conditions. This is indicated from the results of questionnaires 40% or nearly half said that this technique improves the activity and motivation to learn which is also the reason and interest of students in learning dokkai. In addition to the impact of the atmosphere in the learning process is more fun because of a close relationship among fellow learners. Besides that cooperation is intertwined and able to increase the motivation of learning among fellow learners.

Positive impression as the impact of the application of brainstorming techniques on learning dokkai is that students can solve problems together, exchange information, the cooperation that can increase the liveliness in pouring ideas, ideas and opinions. So this technique can be used as one of the alternatives that can be applied to learning dokkai able to give new nuances to learning.

4.2. Impact of Application of Brainstorming Technique on Student's Reading Skill.
Prior to conducting the research, the researchers conducted a pre-test to see the learner's initial ability before giving treatment. Based on pre-test results obtained before the application of brainstorming technique on learning *dokkai* it is known that the average value of Japanese language proficiency experimental class is 60.00 and control class is 60.00. Based on the table of interpretation according to UNIMA assessment standard, then the students' ability to learn the *dokkai* both experiment and control class before being given treatment is enough. This is indicated by the acquisition of t test value of control and experimental pre-test result is 0.42. This also means that there is no significant difference between the mean values of the control class and the average value of the experimental class before the treatment is in the form of the application of brainstorming techniques to the teaching of the *dokkai*.

Research was conducted in the experimental class and control class. In the experimental class, the *dokkai* uses brainstorming and control classes using conventional methods of lecture and question and answer with the aim of knowing how to comprehend the ability to read the semester V students of Japanese language education at Manado State University

After the research was conducted, the researcher conducted a post-test to know the learning result and how the students' reading comprehension ability after being given the treatment. So obtained the average ability of students in learning dokkai is 87.20 in the experimental class and 77.80 in the control class. Based on the table of

interpretation according to the standard of UNIMA assessment, then the students' ability in teaching *dokkai* in the experimental class after being given treatment in the form of the application of brainstorming technique has improved and entered in very good category, while the ability of dokkai in control class after given learning by using conventional method in the form of lecture and question answer is good. This is reinforced by the results of hypothesis testing by finding the value of t arithmetic, it can be seen that the ability to read students from the calculation of the value of t obtained by 8.319 with significant value is 0.000. This means, the significant value obtained from the calculation is smaller than the significant level (α) = 0.05, it can be concluded there is a significant difference between the average value of the control class and the average value of the experimental class after the implementation of treatment in the form of application brainstorming techniques on classical experimental study and experimental methods in the form of question-answer in the control class

In addition, there is an increase in student learning outcomes after receiving treatment in the form of application of brainstorming techniques on learning dokkai. In other words learning that implementing brainstorming techniques can improve the ability to read Japanese text and directly improve student learning outcomes. In addition, the average Normalized gain in the experimental class that has applied the brainstorming technique on learning dokkai, worth 0.57 with the criteria of effective learning is effective. While the average Normalized gain in the control class using conventional methods of lecture and question and answer is 0.13. So it can be concluded that learning dokkai by using brainstorming technique is more effective than conventional learning in the form of lectures and question and answer.

It can also mean that the application of brainstorming technique to learning dokkai can be one of the alternative learning that can improve students' comprehension ability in reading text / discourse of Japanese also improving student learning outcomes. Besides, one of the priciple of learning is the principle of liveliness is reflected in the application of this brainstorming technique. Toto Ruhimat (2009: 167) "the potential of each individual should be utilized in the learning process, but the issue is whether any potential is already accommodated in a more conducive learning atmosphere? In connection with Thorndike's liveliness principle with "Low of Exercise" states learning needs training. And Mc Keachie's opinion of individuals is an active and curious human being, it can be an input that in the learning process, teachers can explore and develop student-centered learning activities. In applying this barinstorming technique, in line with its goal is to drain away what the learner thinks provides an opportunity for the learner in developing his potential

In learning dokkai, which is held with the aim of being able to understand and capture the content or meaning contained in the text in depth and thoroughly it takes an interesting form of presentation that is able to develop the potential also owned by the learner. Teachers strive constantly to do everything that helps build their self-concept. This means that the learner involves the learner in the learning process, so that the learner has successful experiences, shapes attitudes with openness, accepting, liking, and reducing fear. With the implementation of this brainstorming technique, it is seen the effectiveness in learning dokkai, which is also able to improve students' reading ability based on research data.

5. Conclussion

Docking learning with brainstorming techniques can improve students' reading ability. This is shown on the average value of the students' ability in learning Dokkai is 87.20 has increased from 77.80. In addition, the average Normalized gain in the experimental class that has applied the brainstorming technique on learning dokkai, worth 0.57 with the criteria of effective learning is effective.

Dokkai learning with conventional methods is less effective. This is shown in the average Normalized gain in the control class using conventional methods of lecture and question and answer of 0.13. There is a significant difference between classes using conventional methods and classes using brainstorming techniques. This is seen in the post-test results, indicating that students' reading ability from the calculation of the value of t obtained by 8.319 with significant value is 0.000. This means, the significant value obtained from the calculation is smaller than the significant level (α) = 0.05, it can be concluded there is a significant difference between the average value of the control class and the average value of the experimental class after the implementation of treatment in the form of application brainstorming techniques on classical experimental study and experimental methods in the form of question-answer in the control class.

Based on the questionnaire data, the student's response to the learning of *dokkai* with brainstorming technique is positive. Most of the students (80%) said that they liked learning *dokkai* by using brainstorming technique. This is because this technique can increase activity, motivation, responsibility, independence and confidence, cooperation, ability to express ideas, , as well as a more pleasant atmosphere because of a close relationship with fellow friends.

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