

# Cross-Cultural Learning Strategy

## *Japanese Drama for Oral and Written Japanese Competency*

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**Abstract:** The low understanding of Japanese culture is one of the causes of student's low understanding in oral and written Japanese. Thus, misunderstandings occur either in verbal or written communication. The role of the teacher is fundamental in designing the learning strategy and creating the captivating Japanese cross-cultural material. Therefore, the purpose of this research is to develop a Japanese cross-cultural learning strategy through Japanese drama and anime in improving the competence of the level II students both in oral and written. This research applies descriptive and experimental research method. The outcomes of this study are the increasing competence of oral and written through the transfer of Japanese cross-cultural and the growing understanding of the students about Japanese culture. Students are active in searching Japanese culture from drama and Japanese anime. Moreover, they can retell the cultural aspects by using Japanese to their friends in class. The study contributes to knowledge Japanese culture in Japanese conversation class.

## 1 INTRODUCTION

Fundamentally, the primary goal of learning language is having communicative competence both verbal and written. Communicative competence consists of language competence, actional competence, sociocultural competence and strategic competence applied in real situations (Hymes, 1972; Canale, 1983; Celce-Murcia, Dörnyei, and Thurrell, 1995; Celce-Murcia and Olshtain, 2000). To achieve communicative proficiency, students must have a receptive ability, i.e., listening and reading, as well as productive ability, i.e., speaking and writing. In this regard, Japanese language teaching in college is directed to the mastery of four language skills including listening, speaking, reading and writing. Kawaguchi and Yokomizo (2005) stated that there are four aspects to consider in teaching speaking, such as 1) the grammar mastery; 2) repeated exercises; 3) development exercises; and 4) question and answer exercises.

The strategies to write interestingly are as follows: 1) Write down the ideas when they come to the mind; 2) decide on a topic; 3) think about the structure; 4) determine whether to write in either the *dearu* or the *desu-masu* style (Taguchi, 1994). Also,

it needs to be supported by the cultural understanding of the learned language to avoid miscommunication. An excellent cultural understanding will affect the process of communication. Thus, the language knowledge competence and sociocultural competence are related.

An understanding of the relationship between language and culture is important for language learners, users, and for all those involved in language education. For language teachers and learners in general, an appreciation for the differences in opinion regarding the relationship between language and culture can help to illuminate the diversity of views held toward the use of language (Elmes, 2013). And learning the Japanese language also cannot be separated from the way the language is used in everyday life, primarily when the culture affects the language of the native speakers. Hammer, Bennet and Wiseman (2003) state person who studies a particular language without having some cultural understanding has the potential to be a "stupidly eloquent" person will occur misunderstanding in communication. Language and cultural misinterpretations can be avoided by increasing our understanding of other people and

their cultures (Padhi, 2016). The recognition of the importance of culture as such has acquired a widely acknowledged position in second/foreign language acquisition theory, for culture has no longer been seen as “an ‘add-on’ but rather as an ‘integral part’ of second/foreign language learning” (Courchene, 1996) in the second language classroom (Atkinson, 1999; Byram, 1989; Duff and Uchida, 1997; Kramsch, 1993; 1998; 2003; Kubota, 2003; Roberts, 2001). Accordingly, second/foreign language learning must not be separated from acculturation, now that “learning new languages opens students’ minds to the ways of other peoples and increases the opportunities for cross-cultural understanding” (Citron, 1995).

The above descriptions imply that cross-cultural understanding in learning a foreign language – in this case, Japanese language - is necessary. A modern country as Japan still upholds and maintains the culture, tradition of ancestral custom which continuously implemented in everyday life. Therefore, understanding Japanese culture plays an essential role for the learners in delivering the message and building the excellent communication with the counterpart. Herniwati and Aneros (2016) in a previous study stated that Japanese culture that needs to be taught is a culture that closely related to everyday life. It is easier for the students to apply the lesson in their speaking skills. However, the application required several drills and exercises. To overcome the above problems, innovations are needed, specifically in developing the cross-cultural learning strategies to improve the speaking and writing skills through Japanese drama. Thus, the students’ low self-confidence in speaking and writing the Japanese language can be resolved.

This study aims to determine whether cross-cultural understanding strategy through Japanese drama can improve Japanese speaking and writing skills. Also, does the composed teaching materials contribute to implementing cross-cultural learning strategies in strengthening Japanese speaking and writing skills? Therefore, the results of this study discover the students’ improvement in speaking and writing competence and have a good understanding of Japanese culture and cultural differences that exist in Indonesia.

## 2 METHODS

The research method used in this study is descriptive and quasi-experiment method. A total of 30 level II students participated in the study. The phenomenon

that occurs recently is the condition of Universitas Pendidikan Indonesia’s Japanese language learners in semester three and four on *Chukyu Kaiwa I* and *Chukyu Kaiwa II* in improving students’ confidence in writing and speaking Japanese.

The data is taken through the selection of dramas, movies, anime favored by the students. The groups of students seek and select their favorite dramas, movies, and anime. The selected data is cropped in the parts that contain Japanese culture. The cross-cultural understanding strategy through drama in improving the writing skill is done by listening and understanding Japanese culture that exists in the plot of drama, film, and anime. Then, the students retell the story by writing in Japanese. After that, the students tell and represent the scenes in movies, dramas, and anime which filled with Japanese cultures in front of their friends. This activity is designed to improve the students’ speaking skills.

## 3 RESULTS AND DISCUSSION

The Japanese language learning strategy for improving the writing and speaking skills of Japanese is conducted by applying some media such as Japanese drama, film, and media which are filled with Japanese culture. This learning activity is expected to give an excellent contribution to understanding Japanese culture. Following the activities of the students through the project, the experiments obtained various cultural loads which are taken from the scenes in students’ favorite drama, movies, and anime.

### 3.1 Results

Here are some dramas, films, and anime as students’ sources in searching the Japanese cultural content: 1) *My boss my hero*; 2) *Zoku natsumeyuujii*; 3) *Kuroko no basuke*; 4) *Itazura na kiss*; 5) *Gekkan Shoujo Nozaki Kun*; 6) *Chibimaruko chan*; 7) *Kimi no Todoke*; 8) *Gakkou no bunkasai*; 9) *Nagi no asukara*; 10) *Sakurasou no pet nakanojo*; 11) *Chihayafuru*; 12) *Detective Conan*; 13) *Doraemon*; 14) *Shinigami*; 15) *Ishukan*; 16) *Kimi no Nawa*; 17) *Saikyou karutakuin*; dan 18) *Hyakunin isshu*.

The culture loads from those drama, film, and anime are: 1) *Oshougatsu*; 2) *Tanabata*; 3) *Hanami*; 4) *Hanabi*; 5) *Ekiden*; 6) *Maid cafe*; 7) *Gion Matsuri*; 8) *Gakkou no bunkasai*; 9) *Kumihimo*; 10) *Kaguramai*; 11) *Sugahashigo*; 12) *Mochi*; 13) *Shoudo*; dan 14) *Onsen*.



Figure 1: Trailer of *hatsumode*, *otoshidama*, and *nengajou*.

Figure 1 is a video cut from the *hatsumode*, *otoshidama*, and *nengajo* trailer, and the script below are student's essay that described about *hatsumode*, *otoshidama*, and *nengajo*:

Q: 初詣は、新年に初めて神社（神社）や寺院を訪れ、昨年の恵みに感謝の気持ちを表し、安心と平穏を求めて来年の人生を歩む活動である。また、24時間営業している寺院事務所では、濱屋、だるま、おまごりなどの一般的なものを購入することができる。

A: しかし、ベストセラーはおみくじである。オミクジは、その年の運と不幸の予測を含むフォーチュン紙である。おみくじを購入して内容を読んだ後、ほとんどの人は預言書を巻いて神社の庭に置いた場所に縛り付けり。初も出と言うのはお正月に寺へ訪問する、普通、人たちは今年の人生はもっといい方法に向かうそう祈っている。まずコインを箱に入れ、そして大きい鐘をゆする、手をたたき最後はお祈る。

初も出にもおみくじと言うものがある。おみくじは紙に書けた運である。それぞれの運があり、大吉から大凶まで、凶当たったらその紙近くにある松に縛り、そしてその凶はその松に待つこれはだじゃれである。

Below is a student essay that tells about *otoshidama*:

お正月はインドネシア語で "tahunbaru" と言ういみである。1月1日に行われますこの週間はまつの家のためである。1月1日もしゅくじつであり。官公庁と会社は12月29日から1月3日までちゅうしされ、でも銀行は12月31日から1月3日までである。

お年玉は anpao と同じ意味です。新しいお金は封筒の中に入れる。子どもたちがたくさんお年玉をもらう。とてとうれしいと言われた。

Below is a student essay that tells about *nengajou*:

年賀状はクリスマスカードのように、日本人がよく出し合うはがきだ。この年賀状は必ず

1月1日に到着する。毎年賀状のテーマが違う。通常、年賀状は友人や親戚や同僚に送る。

The study calculates the statistical data based on the results of the acquisition analysis of pre-test and post-test values to obtain the data of the improvement on learning strategy. The results of the test is as shown in table 1 and figure 2.

Table 1: Data analysis of pre-test and post-test result.

Competence	Written		Oral	
	Total	$\Sigma$	Total	$\Sigma$
Pre-Test	2256	75.2	2205	73.5
Post Test	2625	87.5	2562	85.4

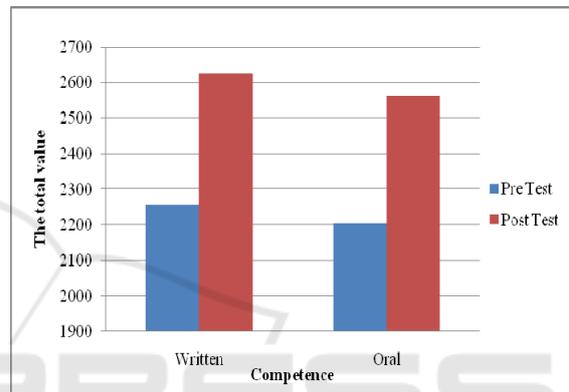


Figure 2: Total value of pretest and posttest in written and oral competence.

Test results from Pre-test and Post-test after using drama in the class are as seen on table 1 and figure 2. Table 1 show that the test result for written competency from pre-test was 75.2, while post-test was 87.5. The test results for oral competency is also increasing from pre-test (73.5) to post-test (85.4). These results also can be seen from figure 2, that student's written and oral competence is improved after using Japanese drama, film, and anime as media in class.

### 3.2 Discussion

The learning strategy implemented in this study is by applying the ability to speak and write in Japanese using Japanese drama, film, and anime. The activity is done through the project-work learning method by determining the film, drama, and anime which is favored by the students. The verbal ability of this research is emphasized through students' presentation in showing the movies, dramas, and anime with Japanese culture. Meanwhile, the script written by the students is their activity in writing skills.

Before the learning strategy was applied, the students were embarrassed and reluctant to speak Japanese. Also, the role-playing approach still dominates the practice of speaking Japanese in the classroom. However, the combination of watching and listening to the content of Japanese dramas, movies, and anime motivate the students in expressing what they see and understand.

The result from the students' writing ability is seen from the writing using sentence-pattern in the form of written language (*repoto tai*). The new vocabularies mastery is increased, especially the vocabularies associated with Japanese culture.

The improving speaking ability is done through presentation method. Sharing the Japanese cultural information obtained from films, dramas and anime increase students' confidence in conveying the ideas in Japanese. The speaking ability is not only measured when students do the presentations but also measured through the questioning and answering activities in Japanese.

From the results of pre-test and post-test, it is found that there is a significant impact after applying Japanese drama, film, and anime in understanding Japanese culture to improve students' writing and speaking skills. The assessment is done by looking at the results of students' Japanese writing and students' presentation about Japanese culture. This learning strategy increases students' confidence in writing and speaking Japanese. Besides, students know new information about Japanese culture.

## 4 CONCLUSIONS

Cross-cultural learning strategies through film, drama, and anime can improve the writing and speaking skills of Japanese second-year students. The results of test values show that there is a significant increase in students' understanding of Japanese cultures. The diversity of Japanese culture is difficult to understand, especially when the learners do not see the real situation. However, students can see the conditions and the circumstances of Japanese culture on Japanese drama, film, and anime. This approach contributes to the increasing students' understanding of Japanese cultures through the sharing of information during presentations and answering and questioning activities in Japanese. In addition, students can compare and discuss the existing culture in Indonesia.

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