

Student Response to Short Story Teaching Materials on Aisatsu Material at SMAN 7 Malang

Avi Putri Mauludiah¹, Wiranto Aji Dewandono²

{aviputri@student.ub.ac.id¹, wirantoaji@ub.ac.id²}

Japanese Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya^{1,2}

Abstract. Fun learning can attract interest in learning. So that teaching materials are needed in learning. This study aims to determine student responses to short story teaching materials on Aisatsu material. This research method is quantitative survey type with closed questionnaire. Data collection was done with simple random sampling technique with Likert scale. The subjects of this study were 83 students of class X SMAN 7 MALANG. Data were analyzed by quantitative descriptive. The results of this study were 77.7% of students strongly agreed on fun learning. As many as 70.9% of students agreed on the need to use teaching materials for learning. Then, as many as 70.7% of students agreed to use short story teaching materials to learn aisatsu. So, that short stories in Aisatsu lessons get a positive response from students.

Keywords: Learning interest, teaching materials, short stories.

1 Introduction

Learning is a process of learners in the acquisition, deepening, and mastery of knowledge, as well as a means of character building. Learning in a school environment is assisted by teachers through interactions both directly and indirectly, to support students to learn well (Djamaluddin, 2019). The curriculum is an important component of learning. Sri Astuti in [5] revealed, broadly speaking, the curriculum is all learning experiences that students get while attending certain education at school. This learning experience aims to improve the quality of students, both through activities in the classroom and outside the classroom, as well as through any form of media. In this Merdeka Curriculum, students are allowed to recognize elective group subjects for one year in grade X for further study in grades XI and XII. The process of introducing elective subjects aims to make students more psychologically mature before choosing and can reinforce basic competencies.

The system of this elective group subject is that the class will be opened if there is interest in the subject. The Japanese language itself is included in the elective group subjects. If there are no students who are interested in Japanese, this subject will be eliminated from the

school. This is a concern for Japanese language teachers, including at SMAN 7 Malang. So, efforts can be made to attract students' interest in learning Japanese.

One of the components that can attract interest in learning is teaching materials. Pannen (In A.Prastowo, 2015) defines teaching materials as materials or subject matter that are arranged systematically and used in the learning process. Teaching materials that are arranged in a varied and creative way can increase students' interest in learning. In addition, teaching materials can also function as guidelines that help to learn activities (B.Prastowo, 2015). So, teaching materials are materials that are arranged in such a way, both in the form of written and non-written materials that can support the learning atmosphere and increase learning interest.

According to Belawati and Tian (In C.Prastowo, 2015), teaching materials have various types and forms, one of which is print-based teaching materials such as short stories. Aeni (2018) states that short stories are literary works of the fiction genre that are widely read and in demand by teenagers because they use a language style that is easy to understand and related to everyday life. Then, Slatterly & Willis in [11] suggested that activities developed by teachers should help learners to acquire language unconsciously. The use of stories is suitable for learning because, in addition to containing various meanings that can be learned, it also helps learners practice listening, speaking, reading, and writing. (Cameron, 2001) in [11] also revealed one of the main advantages of using short stories is that short stories offer authentic material that appeals to learners' tastes, interests, and preferences in the reading and discussion process. Then, Srilestari's research in 2011 showed that 50% of learners felt that short stories were able to increase motivation to learn Japanese. In addition, short stories can improve Japanese language skills by up to 65%.

Based on the research that has been done before, short stories can be included as learning materials in it. In addition to attracting interest in learning, short stories can also help acquire knowledge unconsciously so that students are not pressured and enjoy the learning process. Short stories can also increase students' learning motivation.

The problem found by researchers is that Japanese language learning must be organized interestingly and creatively so that students are interested in learning Japanese. Research on short stories makes researchers interested in applying short stories to Japanese language learning. In addition, short stories are already quite widely used in learning Indonesian and other foreign languages, but still not widely used in Japanese.

In Japanese itself, especially for early learners, there are some basic materials for introducing Japanese. One of these introductory materials is *aisatsu*. *Aisatsu* is a form of greeting in Japanese, such as good morning (*ohayou gozaimasu*) and others. The researcher then applied a short story in the *aisatsu* lesson to attract interest in learning, as well as to help students understand Japanese language material. Researchers can freely use any teaching materials based on the Merdeka Curriculum policy, where teachers are free to be creative and explore their creativity in the learning process.

Based on the background exposure, researchers are interested and conduct research with the title "Student Response to Short Story Teaching Materials on *Aisatsu* Material at SMAN 7 Malang".

2 Research Methods

This research uses a type of quantitative research. In this study using survey method with closed questionnaire instrument. The subjects in this study were 83 students of 1st grade at SMAN 7 Malang. Students were asked to fill out a questionnaire regarding teaching materials in the form of short stories used in learning aisatsu. This study aims to describe students' responses to short story teaching materials applied in aisatsu learning. The questionnaire consists of three indicators obtained through operational definitions, including fun learning, teaching materials, and short stories as teaching materials.

This study used questionnaires as a data collection technique. Questionnaire is a data collection technique by giving questions or statements in writing to be answered by respondents. The type of questionnaire can be an open or closed questionnaire, depending on the purpose of the research. Based on the type of research which is quantitative, the questionnaire used is a closed questionnaire. Data collection is by simple random sampling technique with a Likert scale. The description of the Likert scale is as follows:

Table 1. Likert scale description

Questionnaire Response Options	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The range of respondents' answers is a maximum is 4 and minimum is 1. Then the range of answer numbers will be used as a reference for categorizing the average score of respondents' assessments of the research variables. To find out the categorization of answers, the formula used is:

$$\text{Average score} = \text{highest average score} - \text{lowest average score} \quad (1)$$

Then the class interval is calculated using the formula:

$$\text{Scoring guidelines} = \frac{\text{highest average score}}{\text{lowest average score}} \quad (2)$$

If the range of answers is up to 4, the categorization calculation is as follows.

Table 2. Guidelines for categorizing the average respondent assessment score

Average Score	Criteria
1.00 - 1.75	Strongly Agree
1.76 - 2.50	Agree
2.51 - 3.25	Disagree
3.26 - 4.00	Strongly Disagree

The data that has been collected through the questionnaire is then analyzed using descriptive quantitative data analysis techniques, or called descriptive statistics. According to Subagyo in [8], descriptive statistics are data collection, presentation, and determination of values, diagrams, and images in a form that is easy to read and understand.

3 Results

Validity Test, it is used to measure the validity of research instruments. The test was conducted on 30 samples taken from the research population¹. The validity test was carried out with the help of IBM SPSS version 26.

Table 3. Validity test calculation results

Indicator	Item	calculated value	Table value	Description
Fun learning	1	0,867	0,3610	Valid
	2	0,817	0,3610	Valid
	1	0,687	0,3610	Valid
	2	0,465	0,3610	Valid
Teaching Materials	3	0,673	0,3610	Valid
	4	0,633	0,3610	Valid
	5	0,763	0,3610	Valid
	6	0,850	0,3610	Valid
	7	0,902	0,3610	Valid
Short stories as teaching materials	1	0,618	0,3610	Valid
	2	0,654	0,3610	Valid
	3	0,661	0,3610	Valid
	4	0,829	0,3610	Valid
	5	0,624	0,3610	Valid
	6	0,737	0,3610	Valid
	7	0,612	0,3610	Valid
	8	0,642	0,3610	Valid
	9	0,404	0,3610	Valid

¹ From the chapters "Measurement Scale and Research Instruments" in Educational Research Methods Quantitative, Qualitative, and R&D Approaches, by Sugiyono, 2017, p.177-179.

10	0,604	0,3610	Valid
11	0,390	0,3610	Valid

Table 3 above shows the calculated value obtained from the correlation of respondents' statement answers on each indicator. The calculated value is compared with the table value. An indicator on the questionnaire can be said to be valid if the calculated value > table value [7] The calculated value in table 3 above is more than 0.3610. So, these 20 indicators are declared valid.

Reliability Test, is a test to determine the consistency of the questionnaire so that it can be used more than once, at least on the same respondents [4].

Table 4. Calculation results of reliability test

Indicator	Chronbach's Alpha	Description
Fun learning	0,860	Reliabel
Teaching Materials	0,775	Reliabel
Short stories as teaching materials	0,752	Reliabel

The calculation of the reliability test in table 4 above uses Chronbach's Alpha method with the help of IBM SPSS version 26. A variable is reliable if it has a Chronbach's Alpha value > 0.6 [3]. Then the questionnaire indicators can be declared reliable.

3.1 Data Description

Response is defined as a response, reaction, either in the form of acceptance or rejection. Student response means the reaction of students to the learning process. Student response is obtained through a questionnaire filled out by students after learning *aisatsu* material using short story teaching materials. Indicators of student response include enjoyable learning, teaching materials, and short stories as teaching materials.

Student responses that have been collected as data are then tabulated and summarized into a table. Below is a description of the processing results with the help of IBM SPSS version 26, with the score category in table 2 as a guideline for respondent answer criteria.

Table 5. Student Response to Indicator of Fun Learning

No.	Statements	Respondents' Answer Categories				Average	Respondents' Answer Criteria
		SA	A	D	SD		
		4	3	2	1		
	I am more interested in learning if the learning is fun.	67 80,7%	16 19,3%	0	0	3,81	Strongly Agree
	I understand the material more easily if the learning is fun.	62 74,7%	20 24,1%	1 1,2%	0	3,73	Strongly Agree

Total	129	36	1	0
	155,4%	43,4%	1,2%	
Average	64.5	18	0,5	0
	77,7%	21,7%	0,6%	

Based on table 5, with an average score of 3.81, students strongly agree that fun learning can attract interest in learning. In addition, with an average score of 3.73, students strongly agree that fun learning can facilitate understanding of the material.

Based on the average percentage, out of 83 students of 1st grade in SMAN 7 Malang, 77.7% of the students strongly agreed on the fun learning. Then, as many as 21.7% of students also agreed to the fun learning. In this indicator, 0.6% of students disagree with fun learning. It can be concluded that most of the students responded positively by strongly agreeing to the fun learning.

Table 6. Student response indicators of teaching materials

No.	Statements	Respondents' Answer Categories				Average	Respondents' Answer Criteria
		SA	A	D	SD		
		4	3	2	1		
1	I need teaching materials such as LKPD or Handouts in the learning process.	20 24,1%	56 67,5%	5 6%	2 2,4%	3,13	Agree
2	I easily accept the material by using teaching materials.	22 26,5%	58 69,9%	3 3,6%	0	3,23	Agree
3	I can adjust my learning speed by using teaching materials.	10 12%	66 79,5%	7 8,4%	0	3,04	Agree
4	I use teaching materials as a learning guide.	17 20,5%	55 66,3%	11 13,3%	0	3,07	Agree
5	The existence of teaching materials makes learning interesting and fun.	15 18,1%	63 75,9%	5 6%	0	3,12	Agree
6	The existence of teaching materials makes it easier to learn material independently.	24 28,9%	54 65,1%	5 6%	0	3,23	Agree
7	The existence of teaching materials makes it easier to understand the subject matter.	21 25,3%	60 72,3%	5 6%	0	3,23	Agree
	Total	129 155,4%	412 496,5%	41 49,3%	2 2,4%		
	Average	18,4	58,8	5,8	0,28		

22,2%	70,9%	7,04%	0,34%
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In realizing learning that is fun and interesting for students, teachers need to compile learning materials in the form of teaching materials. Based on student responses to the use of teaching materials in table 6, with an average score of 3.13, students agreed that teaching materials such as LKPD, and Handout are needed in the learning process. With an average score of 3.23, students also agreed that the subject matter would be easily accepted by using teaching materials. Then, with an average score of 3.04, it shows that students agree that teaching materials can help adjust their learning speed. Student responses also support this statement, with an average score of 3.07 indicating that students agree to use teaching materials for study guides.

With an average score of 3.12, students responded that they agreed that teaching materials could make learning more enjoyable. Then, with an average score of 3.23, students agreed that teaching materials make it easier to learn material independently and can help understand the subject matter.

Based on the average percentage, out of 83 students in 1st grade in SMAN 7 Malang, 22.2% of students strongly agreed. Then, as many as 70.9% of students agreed on using teaching materials in learning. In addition to positive responses, there were other responses that 7.04% of students disagreed, and even 0.34% strongly disagreed with the use of teaching materials in learning. It can be concluded that most students respond positively by agreeing that teaching materials in learning can not only make lessons more interesting but also help them understand the subject matter and act as a learning guide. Only a bit of student disagrees with this.

Table 7. Student response to short stories as teaching materials

No.	Statements	Respondents' Answer Categories				Average	Respondents' Answer Criteria
		SA	A	D	SD		
		4	3	2	1		
1.	I like to read short stories.	21 25,3%	52 62,7%	10 12%	0	3,13	Agree
2.	Short stories are works of writing that are easy to read.	20 24,1%	60 72,3%	3 3,6%	0	3,20	Agree
3.	Short stories are easy to understand because they relate to daily life.	16 19,3%	62 74,7%	4 4,8%	1 1,2%	3,12	Agree
4.	The short stories I read can help to understand the different types of Aisatsu and their uses.	21 25,3%	59 71,15%	3 3,6%	0	3,22	Agree
5.	The short stories I read can help to learn Aisatsu	17 20,5%	57 68,7%	9 10,8%	0	3,10	Agree

	independently.						
6.	The short stories I read can make it easier to pronounce Aisatsu.	18 21,7%	60 72,3%	5 6%	0	3,16	Agree
7.	The short stories I read are teaching materials I expect to learn aisatsu.	14 16,9%	59 71,1%	9 10,8%	1 1,2%	3,04	Agree
8.	The short stories I read can attract interest in learning Aisatsu.	20 24,1%	59 71,1%	4 4,8%	0	3,19	Agree
9.	The short story I read made learning more fun.	25 30,1%	55 66,3%	3 3,6%	0	3,27	Strongly Agree
10.	After reading this short story, I can become enthusiastic about learning new things.	17 20,5%	63 75,9%	3 3,6%	0	3,17	Agree
11.	After reading this short story, a strong curiosity arises when I learn new things.	17 20,5%	60 72,3%	6 7,2%	0	3,13	Agree
	Total	206 248,3%	646 778,5%	59 70,8%	2 2,4%		
	Average	18,7 22,5%	58,7 70,7%	5,3 6,4%	0,18 0,21%		

Teaching materials are materials that have been systematically arranged by the teacher so that students can easily accept them. This study used short stories as teaching materials. Based on the student response questionnaire data in table 7, with an average score of 3.13, students agree that they like to read short stories. This score is also supported by student responses, in an average score of 3.20, students agree that short stories are works of writing that are easy to read. Then, with an average score of 3.12, students agreed that short stories are easy to understand because they are related to everyday life.

Short stories are works of writing that are liked and easily understood by students, so the use of short stories as teaching materials gets a positive response from students. With an average score of 3.22, students agreed that short stories could help understand various kinds of aisatsu and their uses. Then, with an average score of 3.10, students agreed that short stories also help to learn aisatsu independently.

Aisatsu is a form of greeting in Japanese, which is more often used in conversation. With an average score of 3.16, students agreed that short stories could help in learning to say aisatsu. In addition, with an average score of 3.04, students agreed that the short stories used in learning aisatsu were the expected teaching materials. An average score of 3.19 also shows that students agree that short stories can attract interest in learning aisatsu. Then, with an

average score of 3.27, students responded strongly agreed that short stories can make learning more fun.

Short stories are light-written works that contain moral messages. With an average score of 3.17, students agreed that after reading short stories in aisatsu learning, there is a sense of enthusiasm for learning new things. Then with an average score of 3.13, students agreed that short stories could also bring up strong curiosity in learning new things.

Based on the average percentage, out of 83 students of 1st grade in SMAN 7 Malang, 22.5% of the students agreed, even as many as 70.7% of them strongly agreed to use short stories in aisatsu learning. In another response, 6.4% disagreed, and 0.21% strongly disagreed with using short stories in aisatsu learning. So it can be concluded that most students respond positively by agreeing to use short story teaching materials in aisatsu material. In addition to helping in learning, short stories also raise interest in learning aisatsu.

4 CONCLUSION

4.1 Conclusion

Based on the research on students' responses through questionnaire instrument, out of 83 students of 1st grade at SMAN 7 Malang, 77.7% of students agreed with the fun learning. This result follows the opinion of Hermowo in [6] who revealed that learning would be effective if students were happy. Then as many as 70.9% of students agreed that teaching materials could facilitate learning and make learning more enjoyable. This response follows the benefits of teaching materials in the book *Creative Guide to Making Innovative Teaching Materials* (Prastowo, 2015). Teaching materials help to make the learning process more enjoyable, help students get independent learning opportunities, and make it easier to learn the material. In addition, 70.7% of students agreed with the use of short stories in learning aisatsu. This response follows Slatterly's opinion in [11] that the use of stories is suitable for learning because, in addition to containing various meanings that can be learned, it also helps students practice listening, speaking, reading, and writing.

Based on this research, the conclusion is that short stories as learning materials in learning aisatsu received a positive response from students of 1st grade at SMAN 7 Malang. Thus short stories can help attract interest in learning, help to learn and understand the kinds of aisatsu and its use, and students can take moral messages from short stories.

4.2 Suggestion

Based on the results of this research, short stories as teaching materials did get a positive response from most students. However, for future research, it is hoped that there will be an evaluation and development of better quality teaching materials. Short stories as teaching materials can also be poured and developed in the form of media that can increase the attractiveness of reading interest. Short stories are expected to be used not only in Japanese language learning but also in other subjects.

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