



Effects of Japanese Vocabulary Instruction through Social Media

Hitomi Yamaguchi¹ and Bundit Anuyahong²

^{1,2} College of General Education and Languages, Thai-Nichi Institute of Technology, Thailand

¹ E-mail: hitomi@tni.ac.th, ² E-mail: bundit@tni.ac.th

Abstract

The purposes of this research were 1) to study effects of Japanese vocabulary instruction through social media; 2) to compare TNI students' Japanese vocabulary ability before and after the class; and 3) to compare Japanese vocabulary ability of control group and experimental group before and after the class. The subjects were 42 students divided into 21 students for control group and 21 students for experimental group at Thai-Nichi Institute of Technology during second semester of 2017 academic year which derived through simple random sampling technique. The instruments used in this experiment were the pre-post Japanese vocabulary test and 5 Japanese vocabulary lessons. The experimental process and data collection were conducted as follows: The subjects were given a Japanese vocabulary pre-test. Then, the 5 Japanese vocabulary lessons which consisted of reading short stories with vocabulary lists were used 2 weeks through Social Media. The data were statistically analyzed by mean scores, standard deviation, percentage and t-test for independent samples.

The results were as follows;

1. Japanese vocabulary ability of Thai-Nichi Institute of Technology students was at high level.
2. The students' Japanese vocabulary ability after the class was significantly higher than before, with instruction constructed at 0.05 level.
3. The students in experimental group acquired 3.81 words on average by 5 Japanese vocabulary lessons which consisted of reading short stories with vocabulary lists through Social Media.
4. The students' Japanese vocabulary ability of experimental group was higher than control group.

Keywords: Japanese Vocabulary, Social Media



1. Introduction

Japanese learners in the beginning level have to learn many vocabularies along grammar and letters. Acquisition vocabulary is essential when the learners learn foreign language. Vocabulary is the center of Japanese language and it is very important to the typical language learner (Zimmerman 1997). Moreover Vocabulary knowledge constitutes an integral part of learners' general proficiency in second or foreign language and it is prerequisite for successful communication (Nation 2001).

The method of learning vocabulary can be divided into two types. One is intentional learning and other one is incidental learning of vocabulary (Nation 2001). Besides, intentional learning is another method that is conducted primarily for vocabulary development (Nakata 2008). Word list is one of commonly used in intentional learning tool. Incidental learning which supports students to learn vocabulary from reading or listening. Learners' attention, then, is on the message of text. Consequently well-designed language learning program has an appropriate balance of opportunities to learn from message-focused activities and from direct study of language items (Nation 2001).

It could be assumed that learning Japanese language through social media plays a crucial role in technology age because it is a tool in educational communication which related the theory of Roblyer who stated that university students are very open to the possibility of using Facebook and similar technologies to support classroom work (Roblyer 2010). The learners, moreover, are able to develop their English organization, grammar and structure, content, vocabulary, as well as spelling through the activities (Shin 2011).

However, Japanese learners who are at beginner level find that vocabulary is difficult to learn. Students at Thai-Nichi Institute of Technology have to study Japanese as compulsory subjects. Most students have not studied Japanese before entering TNI. That means, the newly entered students' Japanese ability is at a beginner level. Therefore, they struggle to learn Japanese vocabulary.

In conclusion, the researcher created 5 short stories with vocabulary lists, provided to the students through social media. Moreover, the researcher organized Japanese vocabulary tests to examine Japanese vocabulary ability of TNI students in the second semester of 2017 academic year. The results derived from the research will be a guideline in improvement and development instruction and instructional materials next occasions.

Research Purposes

This research purposes are as follows;

1. To study effects of Japanese vocabulary instruction through social media
2. To compare TNI students' Japanese vocabulary ability before and after the class
3. To compare Japanese vocabulary ability of control group and experimental group before and after the class.

2. Method

Population and Samples

This research was study of effective of Japanese vocabulary instruction through Social Media which consisted of population and sample as follows.

The population of this research was undergraduate 1st year students at Thai-Nichi Institute of Technology in second semester of 2017 academic year. There were 800 students from all faculties.



The samples consisted of 42 students divided into 21 students for control group and 21 students for experimental group who enrolled in Japanese for Business communication 2 (JPN-102), and were derived from a simple random sampling technique.

Instrumentations

The instrument used in this study are as follows;

- 1) The pre-post Japanese test for control and experimental group
- 2) 5 Japanese vocabulary lessons which consisting of reading short stories with vocabulary lists through Social Media for experimental group.

Data Collection

The experimental process and data collection were conducted as follows: The subjects were given a Japanese vocabulary pre-posttest. Then, the 5 Japanese vocabulary lessons which consisting of reading short stories with vocabulary lists were used 2 weeks through Social Media. The data were statistically analyzed by mean scores, standard deviation, percentage and t-test for independent samples.

Statistic Used and Data Analysis

The collected data was analyzed using computer program. The t-test was employed to compare the subjects' Japanese vocabulary ability before and after Japanese vocabulary lessons.

3. Research Results

Results of analyze pre-test and post-test scores of Japanese vocabulary test of TNI students in the experimental and control group.

The researcher used Japanese vocabulary test (1 item : 30 scores) to experiment students' ability both pre-test and post-test after 5 Japanese vocabulary lessons which consisted of reading short stories with vocabulary lists as following table

Table: 1
Mean scores of Pretest, Posttest and difference in Japanese vocabulary ability of TNI students in the experimental group.

No.	pre-test 30 scores	post-test 30 scores	Differences
1	27	28	1.00
2	16	18	2.00
3	14	17	3.00
4	25	28	3.00
5	15	19	4.00
6	8	15	7.00
7	22	25	3.00
8	10	13	3.00
9	22	27	5.00
10	18	24	6.00
11	9	13	4.00



12	29	30	1.00
13	21	25	4.00
14	15	21	6.00
15	21	25	4.00
16	16	25	9.00
17	20	20	0.00
18	16	19	3.00
19	13	19	6.00
20	26	27	1.00
21	22	27	5.00
mean	18.33	22.14	3.80

The table 1 illustrated that pre-test total mean scores of Japanese vocabulary ability of TNI students in the experimental group were at 18.33 and post-test total mean scores were at 22.14 out of 30 scores. When considered in difference of mean scores, it was found that difference of Japanese vocabulary ability scores of TNI students in the experimental group between pre-test and post-test was at 3.80. This showed that students in the experimental group acquired 3.18 words on average.

Table: 2

Mean scores of Pretest, Posttest and difference in Japanese vocabulary ability of TNI students in the control group.

No.	pre-test 30 scores	post-test 30 scores	Differences
1	16	18	2.00
2	7	6	-1.00
3	19	22	3.00
4	14	8	-6.00
5	28	27	-1.00
6	20	20	0.00
7	24	24	0.00
8	14	10	-4.00
9	25	24	-1.00
10	25	26	1.00
11	27	29	2.00
12	12	14	2.00
13	9	11	2.00
14	18	20	2.00
15	20	23	3.00



16	12	12	0.00
17	29	29	0.00
18	19	18	-1.00
19	9	12	3.00
20	21	21	0.00
21	15	19	4.00
mean	18.23	18.71	0.47

The table 2 illustrated that pre-test total mean scores of Japanese vocabulary ability of TNI students in the control group were at 18.23 and post-test total mean scores were at 18.71 out of 30 scores. When considered in difference of mean scores, it was found that difference of Japanese vocabulary ability scores of TNI students in the control group between pre-test and post-test was at 0.47. This showed that students in the control group acquired 0.47 words on average.

Table: 3

Post-test scores of Japanese vocabulary ability of TNI students in the experimental group.

No.	post-test 30 scores	Percentage of Posttest
1	28	93.33
2	18	60.00
3	17	56.67
4	28	93.33
5	19	63.33
6	15	50.00
7	25	83.33
8	13	43.33
9	27	90.00
10	24	80.00
11	13	43.33
12	30	100.00
13	25	83.33
14	21	70.00
15	25	83.33
16	25	83.33
17	20	66.67
18	19	63.33
19	19	63.33
20	27	90.00
21	27	90.00



mean	22.14	73.81
------	-------	-------

According to the assessment of Japanese vocabulary ability of TNI students, the researcher used Japanese vocabulary test which created according to test procedure. Therefore, percentage of scores was calculated from criteria as following; (adapted from Thaweerat 2000, Wangsothorn 1995)

- 81-100 means very high
- 61-80 means high
- 41-60 means moderate
- 21-40 means low
- 1-20 means very low

The table 3 showed that post-test mean scores of TNI students in the experimental group in the total were at 73.81 out of 100 scores which referred to TNI students in the experimental group had Japanese vocabulary ability at a high level.

Table: 4
 Post-test scores of Japanese vocabulary ability of TNI students in the control group.

No.	post-test 30 scores	Percentage of Posttest
1	18	60.00
2	6	20.00
3	22	73.33
4	8	26.66
5	27	90.00
6	20	66.66
7	24	80.00
8	10	33.33
9	24	80.00
10	26	86.66
11	29	96.66
12	14	46.66
13	11	36.66
14	20	66.66
15	23	76.66
16	12	40.00
17	29	96.66
18	18	60.00
19	12	40.00



20	21	70.00
21	19	63.33
mean	18.71	62.38

The table 4 showed that post-test mean scores of TNI students in the experimental group in the total were at 62.38 out of 100 scores which referred to TNI students in the control group had Japanese vocabulary ability at a high level.

Table: 5

Comparison of pretest and posttest mean scores in Japanese vocabulary ability of TNI Students in the experimental group.

Experimental Group	N	\bar{x}	S.D.	T	Sig.
Pre-test	21	18.33	5.91	-7.83	0.00
Post-test	21	22.14	5.16		

** Statistically significant differences at 0.05 level

The table showed that Japanese vocabulary ability of TNI students in the experimental group after 5 Japanese vocabulary lessons was higher than before at 0.05 level. The mean scores of pretest were at 18.33 and mean scores of posttest were at 22.14. It indicated that 5 Japanese vocabulary lessons was able to increase students' vocabulary ability.

Table: 6

Comparison of pretest and posttest mean scores in Japanese vocabulary ability of TNI Students in the control group.

Control Group	N	\bar{x}	S.D.	T	Sig.
Pre-test	21	18.23	6.53	-9.09	0.37
Post-test	21	18.71	6.90		

** Statistically significant differences at 0.05 level

The table showed that Japanese vocabulary ability of TNI students in the control group. The mean scores of pretest were at 18.23 and mean scores of posttest were at 18.71. There is no statistically significant difference at 0.05 level.

Table: 7

Comparison of posttest mean scores in Japanese vocabulary ability of Experiment Group and Control Group

Post-test scores	N	\bar{x}	S.D.	t	Sig.
Experiment Group	21	22.14	5.16	-1.82	0.07
Control Group	21	18.71	6.90		

** Statistically significant differences at 0.05 level

The table 7 illustrated that Japanese vocabulary ability of TNI students with Experiment Groups' scores was higher than Control Groups' scores. It indicated that 5 Japanese vocabulary lessons was able to increase students' vocabulary ability. But there is no statistically significant difference at 0.05 level.



4. CONCLUSION AND DISCUSSION

DISCUSSION

According to results of Japanese vocabulary instruction through social media on Japanese vocabulary ability of Thai-Nichi Institute of Technology students was at a high level. Moreover, the students' pretest and posttest had statistically significance differences at 0.05 level. It might be because the students gained knowledge of Japanese vocabulary through 5 Japanese vocabulary lessons. In each lesson, the students were required to read Japanese short stories which focused on message. This is related to the notion of Krashen who established reading as a source for lexical gain. Learning vocabulary through reading text is the incidental learning (Krashen 1993). After reading short stories, the students had to check word list. Learning vocabulary by word list is the intentional learning. The researcher provided Japanese text as incidental learning and word list as intentional for experimental group. This is supported by the concept of Nation that well-designed language learning program has an appropriate balance of opportunities to learn from message-focused activities and from direct study of language items (Nation 2001).

CONCLUSION

According to study and data analysis, the result of this research was concluded as follows.

1. Japanese vocabulary ability of TNI students in the experimental group in the post-test total were at 73.81 out of 100 scores which referred to TNI students in the experimental group had Japanese vocabulary ability at a high level.
2. Japanese vocabulary ability of TNI students in the experimental group after 5 Japanese vocabulary lessons was higher than before at 0.05 level. The mean scores of pretest were at 18.33 and mean scores of posttest were at 22.14. It indicated that 5 Japanese vocabulary lessons was able to increase students' vocabulary ability.
3. Japanese vocabulary ability of TNI students in the experimental group were at 18.33 at pre-test and post-test total mean scores were at 22.14 out of 30 scores. When considered in difference of mean scores, it was found that difference of Japanese vocabulary ability scores of TNI students in the experimental group between pre-test and post-test was at 3.80. This showed that students in the experimental group acquired 3.18 words on average by 5 Japanese vocabulary lessons which consisted of reading short stories with vocabulary lists through Social Media.
4. Japanese vocabulary ability of TNI students with Experiment Groups' scores was higher than Control Groups' scores. It indicated that 5 Japanese vocabulary lessons was able to increase students' vocabulary ability. But there is no statistically significant difference at 0.05 level.

Acknowledgements

This research is supported by College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. I would like to express my deep gratitude to new generation researcher development project on intensive course in 2017 academic year for developing my research ability.

Moreover, I would also like to gratefully acknowledge to my research project leaders, Assistant Professor Dr. Bundit Anuyahong and Assistant Professor Dr. Wipanee Pengante, for their commitment of time and instructive guidance and comments through all the stages of my research writing and all my work and for being their mentors and supervisors.



Special thanks to Assoc. Prof. Dr. Bantit Rojarayanont, the president of Thai-Nichi Institute of Technology, Assoc. Prof. Dr. Pichit Sukcharoenpong, Deputy of president of Thai-Nichi Institute of Technology, and Asst. Prof. Dr. Wanwimon Rungtheera, the director for their supporting in research funding and supporting in funding for publishing in all process.

5. REFERENCES

- Krashen, S. *Power of reading*. Englewood, NJ: Libraries Unlimited, 1993
- Nakata, T. (2008). English vocabulary learning with word lists, word cards and computers: implications from cognitive psychology research for optimal spaced learning. *ReCALL*, 20(1), 3-20
- Nation, I.S.P. *Learning vocabulary in another language*. Cambridge: Cambridge University press, 2001
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in Higher Education: A Comparison of College Faculty and Student Uses and Perceptions of Social Networking Sites. *The Internet and Higher Education*, 13(3), 134-140.A
- Shih, R. C. (2011) Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blending learning. *Australasian Journal of Educational Technology*, 27(5), 829-845.
- Thaweerat, P. (2000) *Methodology of Behavioral and Social Sciences*, 8th Edition, Bangkok: Chareonphol Publishing.
- Wangsothorn, A. (1995) *Guideline for Language Testing*. Bangkok: Chulalongkorn University Publishing.
- Zimmerman, C, B, (1997). Historical trends in second language vocabulary instruction, in J. Coady (ed. et), *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University press.

Bio Data

Hitomi YAMAGUCHI is a Japanese lecturer of College of General Education and Languages at Thai-Nichi Institute of Technology. She obtained Master of Arts in Japanese Language Teaching from Dokkyo University, Japan.

Assistant Professor Dr. Bundit Anuyahong is an English lecturer at College of General Education and Languages, Thai-Nichi Institute of Technology. He got Ph.D. in Curriculum and Instruction-Teaching English at Silpakorn University. He also obtained double degrees for his master. One is Master of Education in TEFL from Silpakorn University and Master of Education in Educational Administration from Naresuan University, Thailand.