

ANALYSIS OF THE DEVELOPMENT OF TEACHING METHODS FOR JAPANESE GRAMMAR: A LITERATURE REVIEW STUDY FROM 2000–2025

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Abstract

This study examines the development of Japanese grammar teaching methods from 2000 to 2025 through a comprehensive literature review. The main focus of the study is to analyse the paradigm shift in grammar teaching from traditional memorisation-oriented methods to more communicative, contextual, and technology-based methods. This study also discusses the impact of digital technology integration, task-based approaches, blended learning, and the influence of cultural aspects in the Japanese grammar learning process. The results show that adapting teaching methods to student needs and technological developments is essential to improve the effectiveness of bunpō learning. The implications of these findings are expected to serve as a reference for teachers, curriculum developers, and researchers in their efforts to improve and develop relevant and effective bunpō teaching methods in the future.

Keywords: Teaching methods, bunpō, Japanese grammar, literature review, Japanese language learning, educational technology, language communication.

Introduction

Japanese is one of the foreign languages widely studied in various countries, especially in Indonesia. In learning Japanese, mastery of bunpō or grammar is a very important aspect because bunpō is the basic foundation for understanding the structure and rules of language (Herniwati, 2024). Teaching Japanese grammar not only serves to develop the ability to communicate correctly, but also to understand the surrounding culture and social context. Therefore, the development of bunpō teaching methods is an important topic to study so that Japanese language learning can be carried out more effectively and in line with the needs of the times (Nursya, 2023).

Since the beginning of the 21st century, there have been significant changes in Japanese grammar teaching methods. Traditional methods that focused more on memorising rules and mechanical grammar exercises have begun to shift towards a more communicative and contextual approach. This paradigm shift has been influenced by many factors, including technological advances, the latest language learning theories, and the increasingly dynamic needs of the world of education. This transformation has not only occurred in Japan but also throughout the world, including in Indonesia, where Japanese language learning continues to evolve and adapt to modern learning curricula and technologies (Nursya, 2023).

Understanding the development of bunpō teaching methods also means looking at how technology and learning media are integrated into the learning process (Sitopu

et al., 2024); (Iksal et al., 2024); (Fawait et al., 2024). Advances in information and communication technology have opened up opportunities for more interactive and engaging learning methods, such as the use of digital applications, learning videos, and online platforms that support distance learning. This has become increasingly relevant, especially after the global pandemic that has encouraged the adaptation of online learning at various levels of education (Sudarmo et al., 2021); (Haddar et al., 2023); (Irwan et al., 2024).

Japanese language teachers in various countries face specific challenges in teaching bunpō due to the characteristics of the Japanese language, which has a unique grammatical structure that is very different from Indonesian and English. Therefore, it is important to analyse methods that are not only effective but also adaptive, which can simplify the understanding of Japanese grammar for learners with different linguistic and cultural backgrounds (Lestari, 2024).

In the context of formal education in Indonesia, bunpō teaching is a mandatory component of the Japanese language curriculum in schools and universities. However, challenges in teaching grammar are often associated with a lack of varied strategies and the unavailability of adequate learning resources. In addition, the level of motivation and ability of teachers also greatly affects the quality of bunpō learning (Moniung, 2018). Therefore, research on effective teaching methods is needed to support the improvement of Japanese language learning quality in Indonesia. In addition, the development of language learning theory during the 2000-2025 period has influenced the approach to teaching bunpō. For example, the emergence of communicative approaches, task-based learning, and thematic approaches has brought new perspectives to grammar teaching (Santoso, 2021).

Cultural aspects are also important in teaching bunpō, as Japanese grammar often cannot be separated from the cultural and social context of Japanese society. Therefore, teaching methods that consider cultural aspects are expected to help students understand the language more comprehensively and practically. In terms of learning evaluation, bunpō teaching methods must also be accompanied by appropriate evaluation techniques to measure students' mastery of grammar objectively and comprehensively.

Research Methodology

The research method used in this study is a literature review with the aim of collecting and analysing various relevant sources on the development of Japanese grammar teaching methods from 2000 to 2025. The literature sources used include books, scientific articles, journals, and previous studies discussing the theory, practice, and evaluation of Japanese grammar teaching methods (Eliyah & Aslan, 2025). The collected data was then analysed descriptively and comparatively to identify patterns of development, strengths, weaknesses, and the effectiveness of these methods in the

context of Japanese language learning. This approach allows for a comprehensive understanding of trends and innovations in bunpō teaching during the study period, while also providing a basis for recommendations for improving teaching methods in the future (Baumeister & Leary, 2020).

Results and Discussion

Developments in Japanese Grammar Teaching Methods 2000–2025

The development of Japanese grammar teaching methods since the early 21st century has shown a significant transformation in approach, technique, and learning media. In 2000, traditional methods were still very dominant, namely an approach that focused on memorising grammar rules and repetitive exercises. Teaching was teacher-centred, with textbooks as the main resource, and lessons emphasised structural accuracy over communicative language use. At that time, learning was still very much oriented towards mastery of the formal forms of Japanese, with little attention paid to the social or cultural context of its use (Santoso, 2021).

As understanding of the process of learning a foreign language developed, communicative language learning theory began to gain ground. The communicative language teaching (CLT) method, which emphasises the use of language in everyday interactions, began to be adapted in bunpō teaching. This method shifted the focus from simply memorising rules to using grammar in real situations.

Teachers were encouraged to create a learning environment that allowed students to practise speaking and listening using the grammatical structures they had learned, so that their mastery of bunpō was not only theoretical, but also functional and practical (Anitah, 2021). The development of technology in the 2000s had a major impact on bunpō teaching methods.

The use of multimedia, computers, and later the internet enabled the emergence of various new learning media such as interactive videos, learning CDs, and computer applications that made it easier for students to understand grammatical concepts in a more interesting way. These media also opened up opportunities for independent learning outside the classroom, helping students to repeat the material at their own pace and in their own learning style (Oktavia, 2023).

Task-based learning became increasingly popular among Japanese language educators from the mid to late 2000s. This approach places communicative tasks at the centre of learning activities, encouraging students to actively use grammar in meaningful contexts. For example, students may be asked to create conversations, write letters or emails, or give presentations using specific grammar structures. This helps overcome the weaknesses of traditional methods, which are too rigid, and strengthens students' practical communication skills (Sari et al., 2023). In addition, the blended learning method has begun to be widely adopted, combining face-to-face learning with online learning. Blended learning provides opportunities for students to

access bunpō teaching materials through digital platforms such as Learning Management Systems (LMS), instructional videos, and online discussion forums. This approach has become particularly relevant after the COVID-19 pandemic, when face-to-face learning has become limited. Bunpō teaching has become more flexible and accessible at any time, enriching students' learning experiences with a variety of methods (Widjaja & Aslan, 2022); (Aslan et al., 2020); (Judijanto et al., 2024).

The paradigm shift also includes the incorporation of Japanese cultural aspects into bunpō teaching. Understanding the use of distinctive and complex grammar structures such as honorific bunpō (keigo) is essential for effective communication in Japan. Therefore, teaching methods have evolved to include cultural context so that students not only understand the structure of the language but also the values and norms attached to its use. This approach makes grammar learning more contextual and applicable (Sari et al., 2023).

Over time, bunpō teaching materials have also improved in quality and variety. Textbooks and learning resources are now designed to be more interactive, with illustrations, contextual exercises, and communication exercises that help students learn actively. The use of digital technology also allows for the delivery of material in a more engaging and understandable form, such as animated videos about the use of grammar in everyday conversation (Krisnawa, 2023).

Japanese language teachers have also undergone a change in their role, from teachers who only transfer grammar knowledge to facilitators who guide students in the communicative and creative use of grammar. Teachers are required to be able to combine formal bunpō knowledge with teaching techniques that can motivate and adapt to the diverse characteristics of students. Training and professional development for teachers is increasingly important to support this (Adnyana, 2015). Parallel to this, the use of more varied learning assessments that are in line with teaching methods has also developed. Assessments are not only conducted through written tests on grammar rules, but also through communication performance assessments, project assignments, and learning portfolios. These assessments help provide a more holistic picture of students' mastery of bunpō (Krisnanto, 2020).

In the 2010s, bunpō teaching also began to be influenced by competency-based learning theory, which emphasises the achievement of comprehensive and measurable language skills. The Japanese language curriculum has been adapted to competency standards that involve the correct use of grammar in spoken and written contexts, harmonising learning theory and practice (Kubota, 2001).

The involvement of the latest technology, such as mobile applications and e-learning, has grown stronger in recent years. Grammar learning applications with interactive features such as automatic quizzes, progress tracking, and gamification help to significantly increase student motivation and learning outcomes. This also opens up opportunities for more effective and personalised independent learning. In addition,

online Japanese language learning communities and international forums facilitate the exchange of experiences on effective bunjō teaching methods, including innovative techniques and creative approaches from various countries. This phenomenon provides additional references and inspiration for teachers around the world, including in Indonesia (Winaya & Abdullah Sani, 2022).

The different learning needs of students from various cultural and linguistic backgrounds are also an important consideration in the development of teaching methods. Adaptive and flexible methods are developed to accommodate diverse learning styles, motivations, and ability levels, making bunjō learning more effective for each individual (Nugraha, 2017).

In recent years, there has been an increase in research and scientific publications on bunjō teaching methods, providing empirical evidence on the effectiveness of various approaches. This research forms the basis for methodological innovation and the development of Japanese language curricula that are more suited to the needs of the times.

Finally, the development of Japanese bunjō teaching methods from 2000 to 2025 reflects a comprehensive transformation from traditional passive and normative approaches to communicative, contextual, and technology-driven methods. This trend reinforces the importance of integrating technology, cultural context, and student needs into a learning process that is increasingly dynamic and relevant to global developments.

The Impact and Effectiveness of Japanese Grammar Teaching Methods in the Context of Learning

The Japanese language teaching method that has been applied over the past two decades has had a significant impact on the overall quality of Japanese language learning. One of the most important impacts is the improvement in students' ability to understand and use grammar better in the context of everyday communication, rather than just at a theoretical level. More communicative and contextual methods help students to not only memorise rules, but also to apply bunjō in real conversations, making learning more meaningful and practical (Nugraha, 2017).

These positive impacts are clearly seen when students begin to have opportunities for active interaction in learning activities, such as discussions, conversation simulations, and task-based projects. These types of activities reinforce their understanding of grammatical structures through direct experience, which in turn improves retention and the ability to use the language spontaneously. This demonstrates the effectiveness of methods that prioritise practice and interaction over theory alone (Setiana, 2023).

In addition, the use of technology in the bunjō teaching method has a significant impact on student motivation. Interactive learning media, mobile applications, and e-

learning platforms are able to create a more interesting and enjoyable learning atmosphere. Thus, students who previously felt bored with traditional teaching methods become more enthusiastic and motivated to learn. This increase in motivation certainly contributes directly to the effectiveness of the bunpō learning process (Nishina, 2020). However, the effectiveness of the bunpō teaching method is also greatly influenced by the ability and role of teachers in implementing it. Teachers who are able to combine theory with practice in a creative and communicative manner will produce more effective learning. Conversely, if teachers only rely on old methods that are monotonous, the effectiveness of new methods will be very limited. Therefore, teacher training and professional development are key elements in supporting the success of the bunpō teaching method (Takunori, 1017).

On the other hand, there are challenges that arise due to differences in students' backgrounds in terms of motivation, learning styles, and diverse initial language abilities. Methods that are too uniform without adjustments to individual needs tend to be less effective. Therefore, flexibility and adaptability in teaching methods are key to optimally reaching various types of students. Methods that are able to personalise learning show better and more sustainable results (Sartika & Fransiska, 2024); (Juliani & Aslan, 2024).

Social and cultural influences are also important factors in the effectiveness of bunpō teaching methods. Incorporating Japanese cultural context into the learning process helps students understand the reasons behind the use of certain grammatical forms, especially those related to social values such as keigo (honorific language). Methods that are able to integrate this cultural context have been proven to be more effective in building comprehensive and authentic Japanese language awareness and skills (Takunori, 1017).

Comprehensive and diverse learning evaluations also have an impact on the effectiveness of the bunpō teaching method. Assessments that measure not only theoretical mastery but also practical skills such as speaking and writing in Japanese encourage students to learn more deeply and apply their knowledge. With appropriate assessments, teachers can detect students' difficulties or needs so that teaching methods can be directed more effectively and efficiently (Herniwati, 2024).

The use of a task-based approach in the bunpō teaching method has a positive impact by connecting grammar learning to real-life activities. Tasks such as creating dialogues, discussions, and presentations allow students to use grammar actively and contextually. This approach strengthens the transfer of knowledge from the classroom to everyday situations, making it easier to master Japanese in a more functional way (Nursya, 2023).

Although many new methods have a positive impact, not all methods are suitable for all learning contexts. The effectiveness of a method greatly depends on the learning environment, student characteristics, and learning objectives. For example, a

communicative approach that is ideal in higher education may be less than optimal when applied to beginner-level students in secondary school who need a stronger grammatical foundation.

This shows the importance of adjusting methods according to context (Lestari, 2024). The impact of technology on bunpō teaching methods is becoming clearer with the ease of access to learning materials and flexibility of learning. Students can access videos, applications, and interactive exercises independently, giving them the freedom to learn according to their needs.

However, the effectiveness of this technology also depends on the availability of resources and the ability of students to utilise technology properly, which is not evenly distributed in all places (Moniung, 2018). In addition, the blended learning method, which combines online and face-to-face learning, has been proven to increase the effectiveness of bunpō learning. With digital support, students can learn grammar repeatedly and independently while teachers provide direct guidance when needed.

This approach also facilitates more active student engagement and increases interaction between teachers and students (Mariska & Aslan, 2024); (Fawait et al., 2024). High student engagement in the learning process greatly influences the effectiveness of the bunpō teaching method.

Methods that encourage active participation, collaboration between students, and independent exploration result in better understanding and lasting skills. Conversely, passive methods tend to result in superficial mastery that is quickly forgotten. The contribution of empirical research related to bunpō teaching methods also has an impact on the development of more effective methods (Santoso, 2021). Through case studies, experiments, and surveys, new methods are tested and evaluated so that teachers can choose the most appropriate strategies based on scientific evidence. This systematically strengthens the quality of Japanese language learning. However, there are also negative impacts if the methods are not implemented properly or are not contextually appropriate. For example, the use of technology without sufficient guidance can confuse students and reduce their motivation. Methods that are too complex can also make learning difficult and reduce students' interest in learning. Therefore, a balance between innovation and contextual appropriateness is very important (Anitah, 2021).

Finally, the effectiveness of Japanese bunpō teaching methods is closely related to the harmony between the methods, media, teachers, students, and learning context. Innovative and communicative methods will have a significant positive impact if they are balanced with adequate resources and the active involvement of all parties in the learning process. Through continuous evaluation and adaptation, bunpō teaching methods can be further developed to support the achievement of optimal Japanese language proficiency.

Conclusion

The development of Japanese language teaching methods from 2000 to 2025 shows a major transformation from traditional approaches focused on memorisation and rigid rules to more communicative, contextual, and technology-driven methods. This change has been influenced by advances in language learning theory, increased use of digital technology, and the need for learning oriented towards practical communication skills.

The use of interactive media and task-based approaches has contributed significantly to improving student motivation and learning outcomes. New methods that integrate aspects of Japanese culture, such as the use of honorific grammar (keigo), as well as the use of blended learning and mobile applications, have proven effective in enriching the bunpō learning experience.

In addition, flexibility and personalisation of teaching methods are key factors in reaching diverse types of students with different backgrounds and needs. The role of adaptive and trained teachers is also crucial to the successful implementation of these methods.

Overall, the development of bunpō teaching methods over the past 25 years shows that innovation and adaptation to the learning context are essential to improve the effectiveness of Japanese grammar teaching. The recommendation for teachers and curriculum developers is to continue adopting communicative approaches, learning technologies, and cultural integration so that bunpō learning is not only linguistically effective but also relevant and interesting for current and future students.

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