



Practising Japanese Speaking Skills Using Project-Based Learning Model in Online Learning for Senior High School

Chitra Dewi Pertiwi^{1*}, Didik Nurhadi², Syamsul Sodiq³

Language and Literature Education, Master Program, State University of Surabaya, Indonesia
chitra.18030@mhs.unesa.ac.id^{*}, didiknurhadi@unesa.ac.id², syamsulsodiq@unesa.ac.id³

*Corresponding Author

Info Artikel

Sejarah Artikel:

Diterima Januari 2023

Disetujui Februari 2023

Dipublikasikan Maret 2023

Keywords:

Digital Dictionary, Media, Writing Kanji.

Abstract

Implementing learning conducted online during the COVID-19 pandemic forced teachers to be extra creative in using learning models in the learning process, especially in learning Japanese. This research aimed to determine the use of the project-based learning model in training students' speaking skills with an introductory video project as a final assignment and (2) to determine students' responses to learning with a self-introduction video final project to practice speaking skills. The research approach in this study used a qualitative research approach. The research location was the Senior High School of Kawung 1 Surabaya. The subjects in this research were class X students of Senior High School of Kawung 1 Surabaya. The object of this study was a video of introducing oneself and others in Japanese. The data sources in this research were the results of self-introduction video assessment rubrics and questionnaire results. The results of this research indicated that the final project of making a video on learning to speak using the Project Based Learning model was able to train students to speak Japanese fluently, as evidenced by the scores obtained by the students on average, a score of 21. The response given by the participants in giving the final task of making a self-introduction video in practicing speaking skills using the Project Based Learning model was at high criteria, obtained from distributing questionnaires, showing that the average was 24.7 and the highest score was number 29 and the lowest score was at number 21.

© 2023 Universitas Negeri Semarang

✉ Alamat korespondensi:
Gedung B4 Lantai 2 FBS Unnes
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail: chie@unnes.ac.id

E-ISSN 2685-6662
P-ISSN 2252-6250

INTRODUCTION

Listening and reading are receptive skills in language learning, whereas speaking and writing are productive skills. The four language skills are interconnected and must be mastered by students when learning Japanese. In the 2013 curriculum, all schools must use scientific learning, which includes several active verbs such as asking, observing, gathering information, associating, and communicating. According to Kurniasih (2014: 132), the emphasis of the 2013 curriculum is to aim for students to have better abilities in observing, asking questions (interviews), reasoning, and communicating (presenting) what they learn.

Okazaki et al. support the statement from Levelt (1989) that speech (話し言葉 'hanashikotoba' / speech) is an output process (生産過程 'shussankatei' / output) which includes: 1) ideas or concepts, 2) language, 3) utterances. In other words, spoken language has three fields, and the output of spoken language is the creation of content (ideas or concepts), the accuracy of the form of language (language), and the things indicated by sounds that are related and appropriate to the language (speech). The cooperation of speakers and listeners forms a conversation. The speaker responds to the speaker's response and receives the response; In contrast, responding, the speaker can add and modify the conversation or be added to the speaker, and sometimes the conversation is cut off in the middle.

Some of the difficulties that foreign language learners face are related to pronunciation. Beginner-level learners must still adapt to pronunciations that differ from their native language, so students must practice becoming more confident in pronouncing Japanese words, such as proper articulation. One of the speaker's skills is pronouncing articulation sounds of words to express, state, and convey thoughts, ideas, and feelings. Speaking is defined as a tool for communicating ideas that are organized and developed to meet the needs of the listener or listener (Tarigan 1983:12). Mukti (1988:17) defines speaking ability as the ability to

pronounce sounds, articulate words, or utter words to express, state, and convey thoughts, ideas, and feelings. A series of pitches, stresses, placements, and joints convey information to the listener. Mastery of these things is a type of speaking ability. According to Iskandarwassid and Sunendar (2015: 286), the goals of learning speaking skills at the beginner /basic level are as follows:

- a. students are able to pronounce the sounds of language
- b. submit information
- c. agree or disagree
- d. explain self-identity;
- e. retell the results of listening or reading;
- f. express expressions of respect; and
- g. role play.

In terms of learning techniques, the following were used:

- a. repeating
- b. seeing-saying
- c. flashcard game
- d. interview
- e. memory game
- f. picture story
- h. biography
- i. class management
- j. role playing
- k. phone game
- l. alphabet game.

In order to create innovative and creative learning that can grab the learner's attention and motivate him to speak out loud and without hesitation, it is necessary to select the appropriate speaking learning technique. Students' speaking abilities must be repeatedly practiced to appear adaptable and confident when opening their mouths and producing sounds. The next problem relates to the teacher's poor choice of teaching methods. For instance, the technique used is to show video examples, and students only listen without any practice speaking aloud while the teacher is present. This way, students who do not want to practice can watch instead of practicing their pronunciation of foreign words.

The next issue is that the COVID-19 pandemic occurred in Indonesia at the beginning of 2020, which impacted many fields, particularly

education. The policy implemented to reduce the spread of COVID-19 is to conduct online learning. Choosing the right learning model for online learning during a pandemic is critical for teachers. The learning model used during learning must also adapt to the pandemic conditions. The learning model is used as a strategy for how implemented learning can help students develop themselves through information, ideas, value skills, and ways of thinking to increase the capacity to think wisely and build social skills and commitment (Joyce & Wells).

The main learning model is used in the 2013 curriculum (Permendikbud No. 103 of 2014) and is expected to form scientific and social and develop a sense of curiosity. The three learning models are as follows: Problem-Based Learning, Project Based Learning, and Discovery/Inquiry Learning. According to Made Wena (in Lestari, 2015: 14), the Project Based Learning model is a learning model that allows educators to manage classroom learning by involving project work. Project work is a type of work that includes complex tasks based on extremely difficult questions and problems. It guides students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for students to work independently.

According to Rais in Lestari (2015), the following are the steps of the Project Based Learning learning model:

a. Begin with an important question

Choosing a topic that corresponds to real-world reality and conducting an in-depth investigation.

b. Project work planning rules

The rules of the game, the selection of activities that can help answer essential questions, integrating as many subjects as possible, and knowing the tools and materials that can be accessed to help complete the project are all part of the planning.

c. Make a schedule of your activities.

Educators and students work together to create a schedule of project completion activities.

d. Monitoring the progress of student projects.

Educators are in charge of monitoring students' activities as they work on the project.

e. Evaluation of student work results

Assessment is done to help educators measure standard achievement, evaluate each student's progress, provide feedback on the level of understanding that students have achieved, and help educators develop subsequent learning strategies.

f. Assessment of student's learning experiences

At the end of the learning process, educators and students reflect on the activities and outcomes of completed projects.

Based on observations made at the beginning of the lesson, students who had just learned Japanese appeared less flexible and embarrassed to speak Japanese, making them appear awkward and unnatural. In order to train the ability to speak Japanese, an appropriate learning model is required that allows students to express their speaking fluency independently or in groups, resulting in a work product that can be presented to others.

The reason for choosing the Project Based Learning Model or what is known as the project-based learning model for improving students' speaking skills in this writing is that this model provides flexibility for students to express ideas in learning, especially in speaking skills, so that participants students can design manuscripts to be used as a final project such as videos and so on. The final project of this writing is to create a self-introduction video in Japanese. The video is tailored to the teaching material in class X's early chapters on self-introduction.

According to Nurgiantoro (2011: 414), pressure, grammar, vocabulary, fluency, and comprehension are the assessment components of speaking skills in video project assignments introducing oneself and others. An assessment rubric with 1 to 6 scores will describe the five components in greater detail. Brown and Nurgiantoro also proposed components for assessing speaking ability. According to Brown

(2004: 172-173), assessing speaking ability consists of five components. The five components in question are speech, grammar, vocabulary, comprehension, and fluency. Brown assigns a score of 1 to 5 to each component.

Darmini (2019) conducted prior studies on the study of the Japanese language that showed that emphasizing the *ouyourenshuu* stage improved students' ability to speak Japanese. Students favourably responded because speaking became easier, and learning became enjoyable. Then, according to research by Natalia (2022), the role-play technique has helped students speak more fluently because it enables them to practice Japanese grammar, vocabulary, and expressions fluently and appropriately.

Disti Ayu (2015) carried out the third experiment, which used the Time Token Arends technique. Based on the results of the T-test formula calculations, it was obtained $3.27 > 1.212$ for a significance of 5%, implying that Japanese language learning employs the Time learning model. Arends tokens can help the student increase Japanese speaking skills.

Tantri (2021) conducted the fourth study, which showed how to use hide-and-seek games in learning Japanese. The difference between this study and others is that it will employ a Project Based Learning model, with the final project being a self-introduction video that will be shown together. Soemarmi (2017), by applying the role play technique, students' pronunciation skills, facial expressions, and body movements increased in the second experiment. Namely, the average result would be 87.8%.

Judiasri (2017), in his research, applied *koto renshu*, namely by conducting learning with various learning techniques, by repeating words (conversational text), viewing words (PowerPoint), interviews (interviews according to the material), one-party conversations (delivering information from interviews), and role-playing (training in speaking with the learner's ideas). The results of observations during lectures lasted until semester 6, students were actively involved in communicating, and the ability to initiate and express ideas when playing roles was very positive.

Putri (2021), in her research, applies *kamishibai*, a form of participatory visual storytelling that combines images with an interesting narrative from the storyteller. The research results on high school students found that more than 88% of respondents positively perceived the application of *kamishibai* as a medium for practising Japanese speaking. Almost all students believe that using *kamishibai* can increase student's interest, enthusiasm, confidence, interest, and motivation in speaking Japanese.

Based on the facts described above, the author will conduct research in improving students' Japanese speaking skills using the Project Based Learning model, so the problems that will be studied in writing articles are: (1) how are students' Japanese speaking skills in learning with the Project Based Learning model? Moreover, (2) what is the student's reaction to the Project Based Learning model to improve his or her ability to communicate in Japanese? Thus, this study aimed to (1) assess students' Japanese speaking skills in introducing themselves and others and (2) their reactions to the Project Based Learning model to improve Japanese speaking skills.

METHOD

The method used in this study was classroom action research, which was the research approach used. Classroom action research encourages innovation to increase or improve student learning outcomes (Wardani et al., 2003: 13). As a result, this method is implemented without a comparison class and aims to discover the project-based learning method for practicing speaking skills. The research was conducted at the Senior High School of Kawung 1 Surabaya.

The subjects of this study were Senior High School Kawung 1 Surabaya at X-grade students. The objective of this research was to create a self-introduction video in Japanese. The data sources for this research were the results of self-introduction video assessments and questionnaire results obtained from student responses that were distributed after the project

learning was completed. This follows the opinion expressed by Lofland and Lofland (in Moleong, 2006: 157), which states that "the main source of data from qualitative research is in the form of words and actions. The rest is additional data". A self-introduction video, assessment sheets, documentation, and questionnaires were used to collect data for this study. This study used speaking skills assessment sheets to evaluate self-introduction videos, and questionnaires were used to determine student responses. The data were analyzed using a qualitative descriptive method, with detailed descriptions of the data collection results.

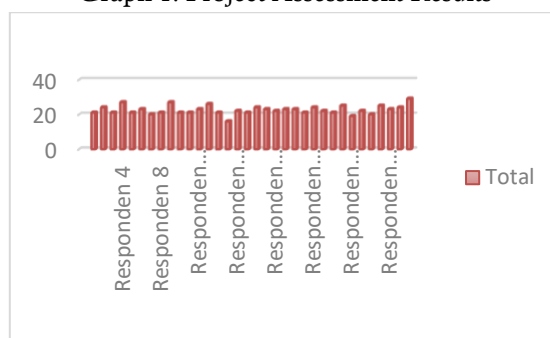
An evaluation was conducted using a sheet created following Brown's (2004: 172-173) assessment of speaking ability, which includes five components: pressure, grammar, vocabulary, comprehension, and fluency. Each component's score ranged from 1 to 6, and the assessment was used to determine the results of the self-introduction video. Each student was responsible for gathering videos via Whatsapp messages, listening to them individually, scoring them using the assessment tool, and leaving notes on the areas needing fixing. Students' opinions on project-based learning were also gathered through the distribution of closed-ended questionnaires with five possible answers about the advantages of learning models.

RESULT AND DISCUSSION

Result of Self-Introduction Video

The following are the results of the self-introduction video assessment of 34 students in the X grade at Senior High School of Kawung 1 Surabaya based on the five components of the speaking skill assessment:

Graph 1. Project Assessment Results



Based on the graph, it can be seen that there is one student with a score of 16, 1 student with a score of 19, and 2 students with a score of 20, 10 students received a score of 21, 4 students received a score of 22, 6 students received a score of 23, 4 students received a score of 24, 2 students received a score of 25, 1 student received a score of 26, 2 students received a score of 27, and 1 student received a score of 29. Based on these details, only one student received the highest score, 29, one received the lowest score, 16, and 10 received a score of 21.

The self-introduction video includes instructions on how to introduce themselves in Japanese. Here is an example of a self-introduction text:

Konnichiwa
 (Good afternoon)
Hajimemashite
 (Let me introduce myself)
Watashi wa Rizky desu.
 (My name is Rizky)
Jombang karakimashita.
 (I am from Jombang)
Wonokromo ni sunde imasu.
 (I live in Wonokromo)
Juu nensei desu.
 (I am at 10 grade)
Kawung dai ichi no koukou no seito desu.
 (I am student of Senior High School of Kawung 1)
Douzo yoroshiku onegaishimasu.
 (Nice to see you)

Figure 1. Self-Introduction 1



Figure 1. Self-Introduction 1

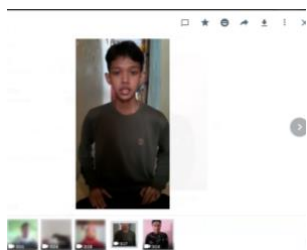


Figure 2. Self-Introduction 2

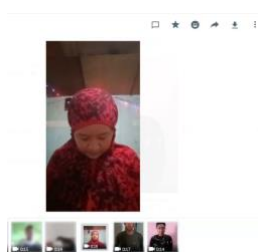


Figure 3. Self-Introduction 3

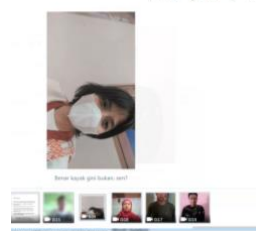


Figure 4. Self-Introduction 4

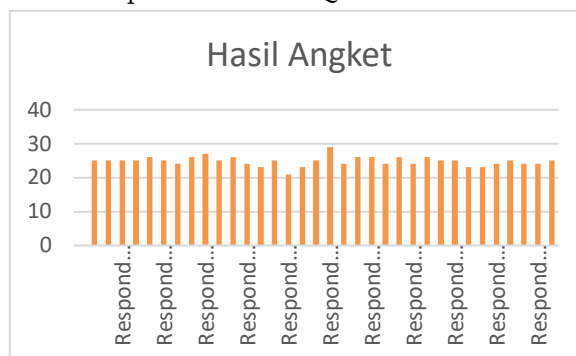


Figure 5. Self-Introduction 5

Questionnaire Results

The percentage of responses from the XI grade of Cross Interest II students after using the Akebi digital dictionary as a medium to improve their ability to write basic kanji was calculated using the results of a questionnaire with a total of 6 items out of 4 indicators. The percentage results of the questionnaire for each item are as follows:

Graph 2. Value of Questionnaire Result



According to the graph above, students responded with the highest score of 29 and the lowest score of 21. The average score of the questionnaire data related to the student's responses was 24.7, indicating that the student's responses met high criteria for learning using the project-based learning model, with details of 1 student with a score of 21, 3 students with a score of 23, 8 students with a score of 24, 12 students with a score of 25, 7 students with a score of 26, and 1 student with a score of 27.

Self-Introduction Video Project

The assessment procedure was carried out by each student collecting videos via Whatsapp message, then listening individually, giving an assessment based on the assessment instrument, and noting the parts that need to be repaired. The self-introduction video assessment is graded on five components, organized in an assessment rubric, and scored on a scale of 1 to 6, with one being very poor and six being very good. The following is a breakdown of the assessment results by assessment component.

No	Responden	Komponen Penilaian				Total
		tekanan	tatabahasa	kosakata	kefasihan	
1	Responden 1	3	4	5	4	21
2	Responden 2	4	5	6	4	24
3	Responden 3	3	4	5	4	21
4	Responden 4	5	6	6	4	27
5	Responden 5	3	4	5	4	21
6	Responden 6	4	3	5	6	23
7	Responden 7	3	5	5	3	20
8	Responden 8	3	4	5	4	21
9	Responden 9	5	6	5	6	27
10	Responden 10	3	5	5	3	21
11	Responden 11	3	4	5	4	21
12	Responden 12	6	4	3	4	23
12	Darrendan 12	2	6	6	6	26

Figure 6. Video Rating Sheet

a. Pressure component evaluation

In this pressure component, they evaluated each student's utterances, such as the accent, the influence of the learner's mother tongue, and so

on. According to the assessment rubric, 22 students received a score of 3 in this component, indicating that they were in doubt because most of the students still had the accent of their respective mother tongues, causing many mispronunciations and being influenced by the way they read English. This led to a lot of mispronunciations and misunderstandings. Four students received a score of four, indicating that their utterances did not cause misunderstandings despite being influenced by their respective mother tongues. Four students scored five, indicating no pronunciation errors and that the speech was close to standard. Four students received a score of 6, indicating that their pronunciation was correct. Typically, students with this ability have known Japanese for a long time, either through songs, anime, or manga.

b. Grammar component evaluation

In this grammar component, judging was related to each student's use of grammar, for example, in the arrangement to a state school, class, and origin. According to the assessment rubric, four students scored three in this component, indicating they were hesitant. Students still did not understand the meanings of the words originating (*Karakimashita*) and living (*sunde imasu*), so they were frequently confused and interfered with communication. Nineteen students received a score of 4, indicating that only the order of word placement interferes with communication. Five students scored 5, indicating that only a few errors were unrelated to the pattern. Seven students scored 6, indicating that the grammar used was correct according to Japanese grammar rules; typically, students with this ability have known Japanese for a long time, either through songs, anime, or manga.

c. Vocabulary component evaluation

In this vocabulary component, assessing the use of vocabulary by each student. According to the assessment rubric, in this component, 4 students received a score of 3, indicating that they were in doubt because students still did not understand the meaning of some words, limiting the choice of words used to only a few, whereas 24 students received a score of 5, indicating that

students already understand the meaning of several words, allowing the words used to be more varied. Six students received a score of six, indicating that they understood many meanings of words and that many appropriate words were used according to Japanese language rules. Students with this ability have typically known Japanese for a long time, either through songs, anime, or manga.

d. Fluency component evaluation

Judging is related to whether or not the students are flexible in speaking so that what is spoken becomes fluent in this fluency component. According to the assessment rubric, three students received a score of three in this component, indicating that they were in doubt because the students still did not understand the pronunciation of some words, so they appeared less fluent and carried away with their mother tongue accent, for example, in the pronunciation of *sunde imasu*, the letter "e" was read with Javanese pronunciation. Twenty-two students scored 4, indicating they were still hesitant to pronounce Japanese words and were thus not fluent and clear. Two students scored 5, indicating that they truly understood the correct pronunciation and did not hesitate when pronouncing it, resulting in flexibility and fluency. Six students scored six, indicating they were already flexible in their pronunciation and thus fluent in speaking. Typically, students with this ability have understood Japanese for a long time, either through songs, anime, or manga.

e. Comprehension component evaluation

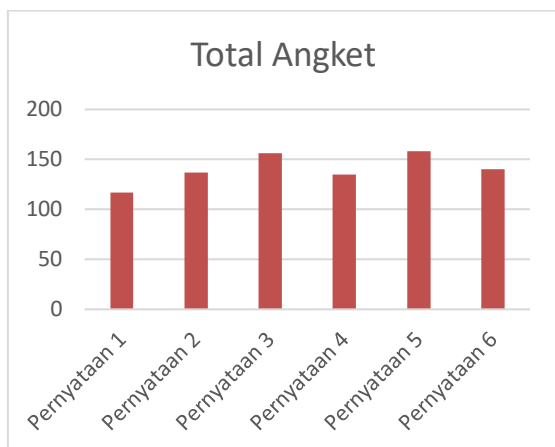
Assessing relates to whether or not what is being discussed is understood in this understanding component. According to the assessment rubric, two students in this component received a score of 3, indicating that they were unsure because the students did not fully understand what would be discussed, so their pronunciation appeared hesitant. 2 students received a score of 4, indicating that they understood the context being discussed but were still hesitant to say it.

Twenty-three students scored 5, indicating they truly understood the discussed context and

appeared masterful and relaxed when speaking. Seven students received a score of 6, indicating that they truly understood the meaning of the context of the conversation and were very flexible in their pronunciation. Students with this ability have typically studied Japanese for a long time, either through songs, anime, or manga.

Student Response Questionnaire

Graph 3. Value of Questionnaire Result



Related to collecting student responses in project-based learning, a total score of 120-160 was obtained for each statement by distributing a questionnaire containing six statement items and providing five answer choices. Students were allowed to circle the appropriate statement with their opinion. The statements in the questionnaire were obtained by creating indicators of the benefits of the learning model, with the following results and descriptions:

The first statement, "By learning using the Project Based Learning model with the final project of making a self-introduction video, I am motivated again to practice Japanese speaking skills properly." According to the graph above, the first statement had a total value of 117. Most students chose the doubtful answer that motivation would increase when learning was done using the Project Based Learning model.

The second statement, namely, "By learning to use the Project Based Learning model with the final project of making a self-introduction video, it becomes easier for me to learn Japanese grammatical structures correctly." According to the graph above, the second statement had a total score of 137. Most students

who chose the answer agreed that learning Japanese grammatical arrangements would be easier with the final project of making a video so that the scripts were compiled according to Japanese language rules.

The third statement, namely, "By learning using the Project Based Learning model with the final project of making a self-introduction video, learning activities become more varied." According to the graph above, the third statement had a total score of 156. Most students who chose the answer strongly agreed that learning became very varied in the pandemic era with the final project of making this video.

The fourth statement, namely, "By learning using the Project Based Learning model with the final project of making a self-introduction video, it makes it easier for me to think critically to exchange ideas with friends." According to the graph above, the fourth statement had a total value of 135. Most students who circled the answers agree that the final project of making this video made it easier to exchange ideas and knowledge with friends, resulting in a cooperative attitude.

The fifth statement is, "Learning using the Project Based Learning model with the final project of creating a self-introduction video makes it easier for me to design activities based on experience independently and with friends." The fifth statement had a total percentage value of 158, as shown in the diagram above. Most students who circled the answers strongly agreed that the final video assignment allowed students to become more independent in designing activities or creating assignments.

The sixth statement, namely, "By learning using the Project Based Learning model with the final project of making a self-introduction video, I have a better understanding of the division of tasks in collaboration with friends." According to the graph above, the fifth statement had a total percentage value of 140. Most students who circled the answer choices agree that with this final video assignment, students understood the fair and independent division of tasks with friends.

CONCLUSION

Based on the discussion above, it can be concluded that the final task of creating a video on learning to speak using the Project Based Learning model allows students who are just learning a foreign language to practice speaking skills. This statement is supported by the average student's score of 21, which is in the good category, so it can be concluded that the final task of creating a video on learning to speak using the Project Based Learning model can train students to speak Japanese fluently.

The average score for making videos on learning to speak using the Project Based Learning model obtained from distributing questionnaires is 24.7, with the highest score at number 29 and the lowest score at number 21. This demonstrates that students responded positively to the final task of creating a self-introduction video to practice speaking skills using the Project Based Learning model.

REFERENCES

- Brown, Sam ED, et al. (2004). *Activities for Teaching Using the Whole Language Approach*. U.S.A.: Charles C Thomas Publisher
- Darmini, dkk. (2019). *Meningkatkan Kemampuan Berbicara Bahasa Jepang Dengan Penekanan Tahapan Ouyourenshuu Di Kelas X MIPA 1 SMA Negeri 1 Tampaksiring Tahun Ajaran 2018/2019*. Jurnal Pendidikan Bahasa Jepang. 5 (2).
- Iskandarwassid & Dadang Sunendar. (2015). *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.
- Judiasri, Melia Dewi. (2017). Koto Renshu Dalam Pembelajaran Kaiwa (Berbicara) Di Departemen Pendidikan Bahasa Jepang FPBS UPI. JAPANEDU: Jurnal Pendidikan dan Pengajaran Bahasa Jepang, 2 (1).
- Kurniasih, Sani. (2014). *Strategi-Strategi Pembelajaran*. Alfabeta: Bandung
- Lestari, Tutik. (2015). *Peningkatan Hasil Belajar Kompetensi Dasar menyajikan contoh Ilustrasi Dengan Model Pembelajaran Project Based Learning dan Metode Pembelajaran Demonstrasi Bagi Siswa Kelas XI*. Skripsi: Program Studi Pendidikan Teknik Informatika Fakultas Teknik. Universitas Negeri Yogyakarta. Yogyakarta
- Mukti, Arsjad Maidar. (1988). *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga
- Moleong, J, Lexy. (2006). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- Natalia, Suyanti. (2022). *Peningkatan Keterampilan Berbicara Bahasa Jepang Melalui Teknik Role Play*. ResearchGate.
- Okazaki, Toshio et al. (2001). 'Gengoshuutokukatei; gengoshuutokukatei no shiten; shiten karami; mita nihongo kyouiku; nihongo kyouiku' "nihongo kyouiku; nihongo kyouiku ni okeru gakushuu; gakushuu no bunseki; bunseki to dezain". Nihongo no bonjinsha.
- Putri, M. A., Sanjaya, S., Wikarya, R. O., & Faisal, D. (2021). Students' Perception toward Implementation of Kamishibai as A Medium for Practicing Japanese Speaking. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 15(2), 124-135.
- Soemarmi, Karjati. (2017). *Upaya Meningkatkan Kemampuan Berbicara Bahasa Jepang melalui Metode Bermain Peran (Role Play)*. *Briliant: Jurnal Riset dan Konseptual*. 2 (2).
- Tarigan, Henry Guntur. (1983). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.