

The Development of Japanese Teaching Material in Tourism Vocational School

(A Development Research)

Ruty Jacoba Kapoh

Japanese Education Study Program
Faculty of Language and Arts - UNIMA
Universitas Negeri Manado
rutykapoh@gmail.com

Abstract- This study aims to produce a Japanese language teaching material for hospitality at tourism vocational schools in Tomohon city. The method used is the method of research and development (R & D). For this reason, an analysis of the needs (students, teachers and users of the graduates) is carried out, an assessment of the teaching materials that are being used, the design and development of teaching material models, expert feasibility tests and model effectiveness tests. Data obtained by observation, survey, interview, and experimental techniques. By using a mixed method approach, the data collected in the form of text is described qualitatively while the experimental data is tested using the t test. The results of the needs analysis show that students, teachers, and tourism entrepreneurs all need teaching materials which are in accordance with the special field of expertise namely tourism/hospitality. Based on the results of the needs analysis, and by following the steps modified by the Borg and Gall, Jolly and Bolitho and Barnard and Zemach models, a model of Japanese Tourism Vocational Tourism Hospital was developed. The results of the research effectiveness test showed that the material model developed was very effective. Readability test results, 97% of students and teacher respondents stated that the teaching material was good and even very good. The results of the t test show a significant difference. This study recommends that the development of teaching materials should reflect the needs in a comprehensive manner.

Keywords: *Teaching Material Model of Japanese Language; Hospitality Tourism Vocational School; Research and Development*

I. INTRODUCTION

1. Background

Japanese Language Learning at Vocational Schools that organizes Tourism / Hospitality majors in Tomohon City, aims to prepare skilled and ready-to-use workforce in their fields, as well as quality and competitiveness that

students or graduates can use Japanese properly and correctly in accordance with their employment when communicating directly with native Japanese speakers. This is in line with what Platt stated that vocational graduates who master languages that are in accordance with the work environment can convince companies that they are able to work and are able to explain processes and procedures well, talk to customers, and solve problems in the workforce especially during group work.

However, the reality in the field shows that students or graduates do not have the appropriate competencies in their jobs, especially in communicating Japanese with native speakers both at school and at the place where they work. Of the various variables that influence the success of language acquisition as suggested by Brown[1], the researcher focuses on instructional variables concerning textbooks or teaching materials. This is concluded because from direct observation, it turns out that in learning in Vocational Schools, using textbooks that are intended for high school is totally incompatible with the needs of vocational school students and does not accommodate the skills needed by students in the field of tourism / hospitality. Meanwhile according to Cunningsworth that a teaching material greatly influences the atmosphere of a learning process. In connection with that and along with the demands of improving the quality of Japanese language learning and the quality of graduates, it is necessary to conduct an assessment of Japanese language teaching materials for vocational schools[2].

Teaching materials are all forms of material used to help teachers / instructors in carrying out teaching and learning activities in the classroom. According to Tomlinson the material can be written material or unwritten material or in the form of linguistic, visual, auditory or kinaesthetic, which can be printed out, through live performance or display, or in cassette, CD-ROM, DVD or internet[3].

A good and quality textbook according to Rubdy in Tomlinson is a book that has fulfilled three categories of validity in relation to students, teachers, and material, namely; Psychological validity, pedagogical validity, and process and content validity[3].

Good teaching material is certainly expected to enable students to be active and striving, and more dominant and active in building their own knowledge in the learning environment, and teaching materials carried out through a mature assessment process and through learner needs analysis.

Based on the background stated above, the development of the Japanese language teaching model for Tourism / hospitality Vocational Schools is very necessary. In connection with that, the development of teaching material models in this study was carried out based on various theories and principles of development and based on needs analysis. Theoretical theory is referred to as follows.

a) Concept of Model Development

Model is a product that is produced through a design process that is used as an example or reference to something that will be created or produced in order to respond to needs as an application of human intelligence. Joyce and Weil in Rusman argue that the model is a plan or pattern that can be used to shape the curriculum, design learning materials, and guide learning in the classroom or others, and can be used as an appropriate and efficient pattern of choice by teachers to achieve their educational goals. Meanwhile Murdick and Ross in Amirin suggest that the model is an estimate or abstraction of a reality. In line with that, Murray said that the model is a representation of simplified reality in the form of a diagram. Thus the model can be grouped in three terms, namely: 1) a model in the sense of an example of a product that is produced through a design process that can be copied or used as a reference for something to be made, 2) a model in terms of shapes, patterns or designs, shapes or images a theory, or an entire concept that is interconnected contained in the form of a flowchart, and 3) a model in the sense of reflection or abstraction from reality that is simplified in the form of a diagram.

Development can be interpreted as a process, the act of developing something makes it advanced, better and perfect. Richey and Klein suggest that model development is a study of the design, development, and systematic evaluation process to create the latest products, equipment and models in its development in the field of teaching or non-teaching. The approach used is through analysis, planning, producing, and evaluating.

b) Types and Development Research Models

The theory of the development research model which is presented below is divided into two parts, namely: 1. Development research in general, namely; Development of Borg and Gall Models and 2. Development Models of Curriculum and Teaching Materials, namely: a. Teaching Material Model According to Jolly and Bolitho in Tomlinson and b. Development of language teaching materials for special purposes according to Barnard and Zemach in Tomlinson[3].

b) The concept of the model developed.

The theory used as a concept in the development of Japanese teaching material models for Hospitality Tourism Vocational Schools in Tomohon City is: 1). Development of teaching materials (Development Theory and Principles according to Hutchinson and Torres,

Singapore Wala, and Tomlinson 2). Assessment of materials teaching according to Littlejohn, Dick and Carey, Rani Rubdy, Tomlinson and Cunningsworth, and 3). Needs Analysis,

2. Research Objectives

The main objective of this research is to develop and produce the ideal Japanese language teaching model for hospitality tourism majors in the city of Tomohon. The main objectives above are elaborated in five sections which become the details of the objectives, namely: 1) Obtaining a description of the need for the development of Japanese language teaching materials for tourism hospitality in the city of Tomohon, 2). Knowing and describing existing Japanese teaching materials models and being used in tourism / hospitality vocational schools in the current Tomohon city, 3). Produce a design model for the development of Japanese language teaching materials for vocational tourism hospitality based on needs, 4) test the feasibility of teaching materials developed through expert tests, and 5). Evaluating the effectiveness of the use of instructional materials that have been developed through trial use on vocational students.

II. RESEARCH METHODS

The method used is the research and development method (Research and Development = R & D). The approach used is a mixed method approach (Creswell, 2014: 5). Qualitative approaches are used in research that is subjective or cannot be controlled as in the case of model development and in data collection of needs analysis obtained through observation and interviews in the form of text information. While the quantitative approach is used to analyze the results obtained from questionnaires ranging from the needs analysis to the implementation of teaching materials or effectiveness tests by determining the number and percentage that appears as well as the use of t test for calculating the difference in experimental results of using instructional materials as a result of development[4].

Data collection techniques were carried out through observation, interviews, questionnaires, document review and tests. The types of data and data sources are as follows. Data on the needs of teaching materials[5], the main data sources are students and teachers, and as a supplementary data source are tourism entrepreneurs. The effectiveness test data of the teaching material model was collected through questionnaires and tests. The questionnaire instrument with a Likert scale was filled out by students and teachers after the teaching materials developed were used in the classroom. Data on Japanese language learning outcomes of hospitality tourism SMK students, collected through the pretest and posttest in the class. Furthermore, all data collected was analyzed qualitatively and quantitatively.

The research and development of teaching material products go through four main stages which include ten steps of activities as a result of modification or a combination of Borg and Gall models, Jolly and Bolitho models, and Barnard and Zemach models. The stages of the stages referred to are: 1). The preliminary stage, in the form of needs analysis activities, document analysis and exploration of needs so as to produce profiles of teaching materials. 2). The development phase, namely the activities

of designing and developing draft Early teaching materials
3) Phase validation, evaluation, and revision. At this stage a trial is carried out, then revised based on the results of the trial, as well as due diligence or expert validation, so as to produce a draft of teaching material II. 4). The Implementation Phase is carried out effectiveness tests on students and teachers and then revised as needed to produce the final product teaching materials.

III. Results

A. Results of Need Analysis

Needs analysis was carried out in the research and development of Japanese language teaching materials in the Tourism Tourism Vocational School in Tomohon through three activities, namely: 1) Questionnaires distributed to students and teachers, 2) Direct observation during the implementation of classroom learning, and 3). Interviews with students, teachers, and graduate users. First, the results of the analysis of student needs are presented. as follows:

The results of the analysis of the needs of students captured through questionnaires are divided into three components, namely: components of teaching materials, methods of learning and teaching Japanese, and evaluation. In the teaching material component, the main and most prominent requirement is the content of the material that must be in accordance with the field of study, namely tourism and hospitality. Furthermore, physically it should be interesting, there is a list of words and meanings, colored / colored, and need a cassette / tape recorder / video. In general the students stated that in order to improve all types of language skills the teaching materials needed to be supplemented with a list of words and their meanings (Goi), dialogues in Japanese, Bunpo (grammar and explanation), Japanese language tapes, training material (sentences - sentence) complete with how to say and intonation, and additional material. Also need to be equipped with a VCD or tape recorder. and the preparation of teaching materials from the easy to the difficult and the preparation of more challenging questions. Learning methods align, students propose to be varied. The form and technique of assessment should be made varied.

Furthermore, the components of teacher needs captured through questionnaires are based on seven components, namely; rational, subject and content, gradation, methodology, design and layout, exercises and other components The results of the interview analysis of needs carried out through three sources, namely students, teachers and entrepreneurs are essentially the same, all of which require teaching materials that are in accordance with the field of hospitality tourism. The employers really expect high quality vocational graduates in the field of tourism / hospitality especially competent in foreign languages including Japanese.

The results of the document analysis obtained indicate that the teaching materials currently being used in the vocational tourism department majoring in the city of Tomohon are currently too general and there is no specificity so that it is not suitable for SMK in hospitality tourism. The topic of discussion is very inappropriate. This fact causes both students and graduates of hospitality tourism SMK to not be able to achieve the competencies expected in accordance with their majors in hospitality tourism.

Referring to the data obtained from the results of the needs analysis and data from the analysis of the documents above, it can be concluded that it is necessary to develop a teaching material model that is suitable for the needs of hospitality tourism SMK students and teachers. Based on the results of the needs analysis and situation analysis, a Japanese language teaching material model was developed with reference to various theories about the development of language teaching materials, the principles of developing teaching materials and the assessment of language teaching materials. Besides that, it also follows a variety of teaching material development model models, but the only reference is the development model according to Borg and Gall, Jolly and Bolitho models, and Barnard and Zemach models.

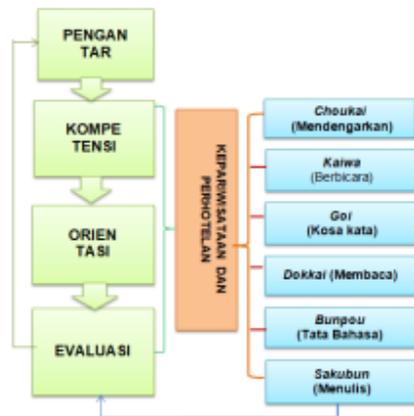
B. Design of Japanese Language Teaching Materials for Tourism Hospitality Vocational Schools in Tomohon City

a. Draft Model 1

Preparation of the draft 1 model for Japanese language vocational teaching in hospitality tourism was carried out after the needs analysis and document analysis activities, namely through the results of triangulation analysis of types of needs from several information sources such as students, teachers, and users.

The concept of the initial draft model of Japanese language teaching materials at the SMK Tourism hospitality developed was arranged based on: 1). the principles of developing instructional material models, 2). the results of the analysis of the needs of teachers and students as well as users of graduates obtained through observation, interviews and questionnaires, and 3). the results of the analysis of Japanese hospitality vocational tourism hospitality materials currently in use. From the results of the analysis of the research components above, the draft development model for Japanese language teaching materials for Vocational Tourism / Hospitality was formulated consisting of four structural components, three main components and sub-components. The four structural components are: 1) Introduction, 2). Competence, 3). Orientation, and 4) Evaluation of two main components, namely: tourism and hospitality components, and language skills components. Furthermore, the sub-component is the translation of language skills in sub-topics and various activities / activities in teaching materials. The draft model 1 instructional material as a result of the development is visualized through the picture on the following page. Furthermore, the image can be explained as follows:

Figure 1. Draft 1 (Initial) Learning Material Model after Needs Analysis



1) Introduction

The introduction is displayed at the beginning of each material which contains general description as a guide for students before entering the topic or core of learning material. This introduction can be in the form of sentence questions that can stimulate learners to immediately want to know new material.

2) Competence

Competence is the final ability that will be obtained by the learner after each subject is completed. These competencies are sent in the form of Learning objectives.

3) Orientation

Orientation is a description of all the material or content of learning materials for each one topic or subject. In the description contains all the material studied in one unit in a comprehensive manner covering four language skills and linguistic aspects namely vocabulary and grammar. Each topic or subject in teaching materials contains material related to tourism and hospitality.

Furthermore, the description of the contents in this orientation section is explained as follows: In the first part it starts with listening (*choukai*) through videos / CDs in the form of vocabulary recognition in the form of short conversations. Then talk through conversation (*Kaiwa*). Next is vocabulary through understanding new words and expressions (*atarashii kotoba*), which also includes reading. After that grammar through various forms of sentence patterns, and followed by writing. Writing in the form of a brief discourse that is implemented through tests. It can be stated here that the range of skills such as speaking, listening, reading, writing and other aspects of linguistics such as vocabulary and grammar are not explicitly written per section but all are written in the form of command sentences in certain parts because indeed the target of this teaching material is the ability to communicate.

1) The teaching material model developed in this initial draft is part I or lesson I, the content of the subject matter is the experience and introduction. Therefore, the topic is divided into two sub-topics, namely A. Greetings Expressions, and B. Introduction. All material is written in *Romaji* letters.

4) Evaluation.

Evaluation activities are carried out to determine the extent to which the learning process is achieved and to find out the ability of students to understand the material being learned. The instructional materials prepared are based on a contextual approach so evaluation or assessment activities are carried out while the teaching and learning process takes place and at the end of the teaching and learning process.

b. Draft Model 2

The draft 1 model which was completed, was trialled in a small group of six students (three male students and three female students) who were selected as achievers. This is so that after the trial it will get sufficient and quality input to improve the model developed. Students' opinions about the draft 1 teaching material model are as follows: 1). The teaching material model is good because it uses videos that can be seen directly. 2). The material is interesting. 3). Exercise is good because it directly practices (more in the form of role play)., 4). Need to add time to practice, 5). The use of tapes should only listen to the test, 6) .. The model is good because it uses a lot of pictures, 7). Immediate test during conversation practice, 8). There needs to be lessons and exercises in writing Japanese letters (hiragana / katakana), and 9). The topic fits perfectly with the hospitality tourism department.

Opinions, suggestions and input from students through limited group trials can be stated as follows: Opinions no. 1, 2, 3, 6, and 9. state that teaching materials are good. No. 4, 5, and 7, only in the form of suggestions for additional training time, use of tapes only at the hearing test, and suggestions that the test be carried out immediately during conversation practice. Very meaningful input so that it is necessary to revise the 8th point about the need to learn and practice writing hiragana letters and katakana. Thus, the authors held a revision of phase I to improve the quality of teaching materials.

After the revision of the input of students in a limited trial is held, then validation or expert judgment or expert judgment is carried out. The people involved in the validation have expertise in the Japanese language and Japanese teaching methodology.

Based on the input obtained, the authors revised again by developing a unit of learning by taking different topics. This is done because the lesson material on topic I above is an introduction to Japanese material for tenth grade (so it is not yet going to use Hiragana and Katakana letters. The results of revision of teaching materials after expert validation are in the form of draft II models.

c. Final Model

After going through various stages of evaluation in the form of trials, expert feasibility tests, and effectiveness tests, the final or final model of Japanese teaching materials for the Hospitality Tourism Vocational School is produced as the final result as visualized through the image on the following page

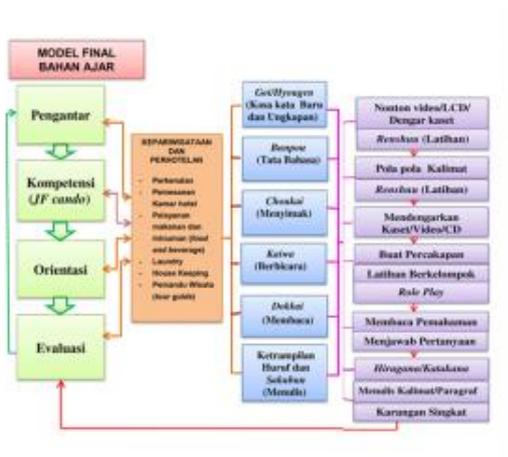


Figure 2.
Teaching Material Model after Needs Analysis

A. Discussion

In the process of research and development of Japanese language teaching materials models of SMK Tourism in the city of Tomohon, a number of things that are very supportive for researchers have been made. Some of the factors mentioned are: The attitude of the students who were very enthusiastic made the researchers very enthusiastic in carrying out and completing this study. Another factor that is also very supportive is the Japanese language teacher in the Vocational School who is very helpful in carrying out this research so that the research runs smoothly. starting from research sampling to implementation of the teaching material model that has been developed. Other supporting factors are the institutions namely the school and the Education Office of the city of Tomohon which are very cooperative so that it is very helpful for researchers in the process of collecting data especially in the form of written data through existing documents.

The strengths and strengths of the instructional materials model produced by the development are based on the results of the needs analysis so as to produce teaching materials with the following characteristics: 1) Developed for specific purposes. and 2). focusing on the relevance of the needs of work in the field of tourism / hospitality, so that these teaching materials greatly motivate students to study actively independently or in groups even more teachers function as facilitators.

Based on the explanation above, it can be stated that the model of Japanese language teaching materials for SMK Tourism hospitality based on a contextual approach developed in accordance with the needs analysis is more suitable for use in Tourism / Hospitality Vocational Schools because indeed in various aspects it has been adapted to that field. Thus this model of teaching material can be

recommended as a model for Japanese language teaching materials that can be used by hospitality tourism SMKs in Tomohon City.

Furthermore, the model developed was named *Tanoshii Nihongo* (Pleasant Japanese). Research Results The developed model of Japanese language teaching materials for SMK Tourism hospitality contains four types of language skills, coupled with grammar, vocabulary, and simple letter skills (kana), so that they form a whole language. In addition, it is also equipped with other components such as: practice questions along with the answer key, vocabulary list for each subject, and the use of teaching aids such as; video, cassette tape recorder or LCD and other props. Other complementary components are guidelines for the use of instructional materials, explanations about the content and structure of teaching materials and learning flow. The final part is attached to the types of words in Japanese, the words of time, and the verbs and changes.

E. Conclusions and Suggestions

The results of the needs analysis and document analysis found those both students, teachers and users need teaching materials that meet the needs of the hospitality tourism department.

Based on the results of the analysis, a Japanese language teaching material model was developed with reference to various theories about the development of language teaching materials, the principles of developing teaching materials and the assessment of language teaching materials. After going through the effectiveness test, it can be stated that the model of Japanese vocational teaching materials in hospitality tourism as a result of the development can improve student learning outcomes. This can be seen from the results of the effectiveness test of teaching materials used in the experimental class which shows a significant difference where the average value obtained when using teaching materials in schools is only 66.39, while the average post-test value using instructional materials is 81.61. Furthermore, the results of testing the difference in two averages show that t count is greater than t table. Thus it shows that there is a difference between the learning class using the development model and the class that uses teaching materials in the school. Based on the results of these tests it can be concluded that the class that uses the instructional material model that was developed has better learning outcomes than the class that uses other instructional materials.

The results of the effectiveness tests carried out through questionnaires carried out on students and teachers obtained results that 53.77% of students said that the teaching materials were very good (very agree), 46.03% good (agree), and 0.198% less (or disagree) While the opinion of the teacher is 96.442% said very good / very agree, and 3.571% good / agree. From the results of this acquisition show that 97% of respondents both teachers and students said that the developed teaching materials were good and very good. Based on the opinions of respondents above, it can be stated that the teaching materials developed meet the feasibility and effectiveness of teaching materials in the Tourism Hospitality Vocational School in Tomohon City.

The recommendations that can be put forward are: First, the development of Japanese or foreign language

teaching materials models, especially for language learners for special purposes, namely vocational school schools such as vocational schools, should be based on needs analysis. Secondly, the model of Japanese vocational teaching materials in hospitality tourism is developed based on needs analysis and has gone through expert feasibility testing. In addition, it has also been evaluated by both students and teachers through effectiveness tests with positive results. It is recommended that Japanese language teachers or school parties namely Tourism Tourism Vocational Schools in Tomohon city be able to use these teaching materials in the process of learning Japanese in school.

REFERENCES:

- [1] H. D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 4th ed. New Vistas, 2004.
- [2] A. Cunningsworth, *Evaluating and Selecting ELT Materials*. Heineman, 1984.
- [3] B. Tomlinson, *Material development in Language Teaching (2nd Ed.)*, 2nd ed. Cambridge: Cambridge University Press, 2011.
- [4] N. . Leech and A. Onwuegbuzie, *Beyond Constant Comparison Qualitative Data Analysis*. 2011.
- [5] A. . Berger, *Media and Communication Research Methods*. Boston: SAGE Publications, Inc, 2000.