

# Group Project Work in Developing Japanese Teaching Materials for Tourism and Technical Field

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## ABSTRACT

The demand for competency standards for graduates of Japanese language study programs at the master's level in the School of postgraduate studies at Universitas Pendidikan Indonesia is to produce Japanese language education experts, who later work as educators such as teachers, lecturers, equipped with good Japanese language skills. To acquire the above competencies, one of the subjects studied is a curriculum development course and Japanese language teaching materials that aim to equip students to be able to design curriculum and prepare Japanese language teaching materials. The results of the questionnaire of 12 student respondents obtained 92% stated there was no experience compile Japanese teaching materials, and 100% want to make Japanese teaching materials for technical field and tourism because, in the field, it is still very limited. This research aims to train students in groups through project work in developing Japanese teaching materials in the fields of tourism and the technical field. By using the action research method of 12 master students, it was concluded that in compiling teaching materials one must think about analysing the needs of Japanese language learners in the field, obtaining actual data to be included in Japanese teaching materials. The advantages of project work in groups can jointly discuss designing teaching materials and the content of teaching materials. The drawback is that the composition of the material is slightly different because there are differences in the abilities and creativity of each student.

**Keywords:** Japanese language, project work, teaching material, technical field, tourism

## 1. INTRODUCTION

Learning Japanese as a foreign language in Indonesia has developed so rapidly. In secondary education and higher education, the Japanese are second only to China. According to The Japan Foundation research results from the year 2009, 2012, 2017; there is an increase of 21.8% of new Japanese learners, estimated to be around 872,411 learners (The Japan Foundation, 2012) and in 2015 as many as 745,125 learners (The Japan Foundation, 2017). This proves that the interest of Indonesians in learning Japanese is very high. The success of learning Japanese is not only measured by a large number of learners; but more importantly is how many Japanese language graduates, at the undergraduate and postgraduate levels in tertiary institutions, have good competence in Japanese language skills and whether or not these graduates can enter society to practice the knowledge they have learned.

Japanese language competencies that must be mastered are not only exclusive to obtaining high scores

during lectures but also to master the ability to speak Japanese at an international level so that graduates from higher education are eligible for working both in Indonesia and in Japan. Besides, the ability of students at the postgraduate level of Japanese language education is not only limited to Japanese language competence but also the ability to analyse and synthesize learning plans, designing curricula, planning teaching materials that are appropriate and suitable for the necessary fields both in secondary schools and Japanese language education institutions (Herniwati, 2019).

The development of Japanese language teaching materials under the needs of Japanese language schools or educational institutions is still very limited. The suitability of teaching materials with the needs of students is very important to produce quality educational outcomes. Nurdyansyah, Rais, and Aini (2017) state that the education world must innovate as a whole. It means that all the devices in the education system have its role and be the factors which take the important effect in successful of the education system". The learning process involves various parties, not only

involving educators and students, the role of teaching materials is also very much needed during the learning process. The learning process will run well and be pleasant if the teaching materials taught are in accordance with the fields.

Teaching materials are a set of subject matter that refers to the curriculum used to achieve predetermined competency standards and basic competencies. Teaching materials are useful to assist teachers in carrying out learning activities and to direct all their activities and what should be taught to students during the learning process. Whereas for learners, it would be used as a guide regarding what topic will be studied during the learning process.

There are several definitions of teaching material. According to Tomlinson (2011), teaching material is anything that is used by teachers or students to facilitate learning a language. Sarıçoban (in Ocak, Özçalışan, & Kuru, 2010) stated that teaching material in language classes is a source of student activity to practice and improve teacher effectiveness. Ocak et al. (2010) also made their definition, which states that teaching materials are the helpful resources needed by every student in the learning process. Based on some definitions from experts, it can be concluded that teaching material is anything that helps students learn and practice using language, or teachers to improve the effectiveness of the teaching and learning process. Teaching materials have many uses in the teaching and learning process. Meraji and Zamanian (2014) state that language learning materials are the main source of information that helps second language learners in the second/foreign language learning path. Besides, Ocak et al. (2010) show that teaching materials brought into the educational environment have a function to produce a lot of learning environments, attract attention, increase student awareness, motivate students, increase time and support permanent and lasting learning.

Teaching materials play a central role in language teaching. They are considered to be the heart of the teaching and learning process. In general, it is believed that the materials selected selectively and used effectively will improve the quality of the teaching and learning process. They can make it easier for teachers to do their jobs, and lead students to higher levels of understanding in learning. Ocak et al. (2010) argue that material makes learning more enjoyable and understandable. Besides, materials make time allocated for learning pass effectively and increase the teaching quality as well. With its vital role, there is no doubt that materials must be a top priority in the implementation of the teaching and learning process since it is fundamental in the teaching and learning process.

Japanese specialized for certain fields of expertise such as nurses, caregivers, tour guides, tourism, hospitality, technical field, management, and accounting

had its specificities, both in terms of vocabulary, conversations, and the theme of the learning material. As Japanese language educational institutions can't specialize in teaching trainees to work in car factories in Japan, to learn Japanese related to hospitality and tourism, and vice versa. Research that has been conducted by Herniwati (2019), Bagiasa, Mardani, & Sadyana (2018), Pratama, Sadyana, & Mardani (2016), Prasetiani & Nugroho (2014), Diner (2013) is related to the development of textbooks for Japanese for nursing, Japanese for hospitality, Japanese for medical and Japanese for tourist.

Graduates of the Japanese language education program at the Postgraduate School of the Indonesian Education University has the goal of becoming an expert in Japanese language education, whether working as an educator such as a teacher, lecturer, or as a planner of Japanese language education activities, or an expert in Japanese language, literature, or culture; supported by having sufficient Japanese language competency according to the UPI Curriculum (in 2019). To support the above competency, amongst them are courses of curriculum development and Japanese language materials. These courses seek to equip students with knowledge regarding the study and design of Japanese language education curricula and also to develop Japanese language teaching and learning materials.

To achieve the aforementioned goals, researchers together with postgraduate students of Japanese language education are trying to design Japanese language teaching materials for Japanese language learners specifically in tourism and technical vocational high schools. This work project trains students to apply the theory of designing Japanese teaching materials. The results of this study are Japanese language teaching materials for tourism and Japanese for a technical field that will be published and used in vocational high schools.

## 2. METHOD

This study employed an action research method. McTaggart (1997), McTaggart, Henry, and Johnson (1997), Grundy (1995), and Sukamto (1996) explain that action research is a group of activities in development for curriculum, staff, schools, systems, and policy. These activities have similarities in the aspect of identifying the strategy of a planned action which is then implemented, and systematically observed, reflected, and modified. Participants, who are also clients, are completely involved in all these activities. In this study, lecturers and students carried out project work on 12 Japanese language education postgraduates' students who were divided into 2 groups. The needs analysis was obtained through questionnaires and interviews to obtain student responses towards Japanese

language teaching materials that will be compiled and from the results of the project work carried out before. Through the workshop, there were 10 lecture meetings with 150 minutes in group work preparing Japanese teaching materials in class and implementing panel discussions and presenting teaching materials. The following is the flow of project activities used in this study. The products to be developed are the development of Japanese language teaching materials, Japanese for tourism and technical fields.

Development is carried out by dividing it into 6 phases, namely: (1) The lecturer and students jointly create and determine the theme of tourism and technical field. (2) The lecturer divides two groups for each theme according to the student's interest in choosing a theme in tourism or a theme in technical field. (3) The students start working on, develop, and compile a predetermined theme. (4) The workshop is held in the classroom on the course of curriculum development and Japanese language teaching materials with discussion and presentation activities. The lecturer reviews and edits the results of the discussion and provides feedback to revise the teaching materials that will be made. (5) After completion, the two books were registered for the ISBN standard and printed. (6) Postgraduates Japanese language education students have experience in creating Japanese language textbooks for Japanese language learners in the field of tourism and technical field. This flow can be seen in Figure 1.

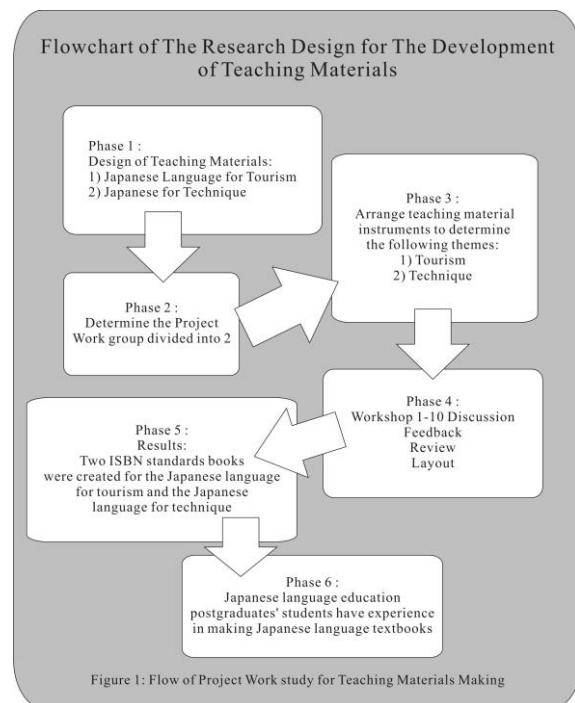
### **3. FINDINGS AND DISCUSSION**

#### **3.1. Learning Flow**

The implementation of the SPS Japanese language education master course at the Indonesian Education University in the Japanese Language Curriculum Development and Teaching Materials course was carried out in the first semester with a total of 12 students. Teaching and learning activities are carried out once a week with a total of 3 credits. The teaching materials provided are examining the development of the Japanese language curriculum in Indonesia, the Japanese language syllabus and learning plans, examining the contents of the book on how to make Japanese teaching materials.

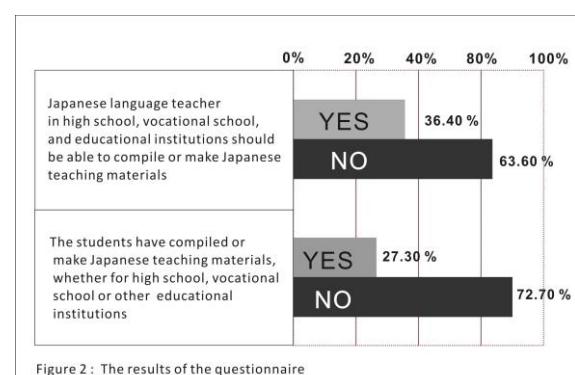
After the midterm exam, project work activities are carried out by determining what Japanese language teaching materials will be made according to the analysis for needs in the field. Based on the results of questionnaires and interviews from 12 students, 8 people (92%) have never made teaching materials, and 1 person (8.0%) has made Japanese language teaching materials for vocational high schools and job training institutes. The results of interviews and discussions obtained an agreement to make Japanese language

books for vocational schools specialized for tourism and technical field. Furthermore, whether a Japanese language teacher at a high school, vocational school, university, or job training institute needs to be able to compile or make Japanese textbooks, respondents stated that as many as 8 students strongly agreed (63.6%), 4 people agreed (36.4%).



**Figure 1** Flowchart of the research design for the development of teaching materials. The flow of project work-study for teaching materials making.

The project work activities for the preparation of Japanese language teaching materials were made into 2 groups, 1 group totalling 6 people. Group 1 discusses Japanese for tourism and group 2 discusses Japanese for technical field. Project work activities in each class meeting take 150 minutes, group workshop activities, panel discussions, presentations, reflections, and feedback.



**Figure 2** The results of the questionnaire.

**Table 1.** Design of Japanese language teaching materials for tourism

Tourism theme	Learning objectives
1. <i>Ohayou gozaimasu</i>	Students can pronounce and differentiate various Japanese greetings
2. <i>Hajimemashite</i>	Students can introduce themselves in Japanese
3. <i>Denwa bangou wa nanban desuka</i>	Students can have simple conversations about telephone numbers in Japanese
4. <i>Nan mai motte imasuka</i>	Students can count objects in Japanese
5. <i>Sore wa ikura desuka</i>	Students can ask the price of an item in Japanese
6. <i>Kore wa koohi desu</i>	Students can use indicative words in Japanese
7. <i>Kore wa kippu desu</i>	Students can say possessive expression/pronoun in Japanese
8. <i>Robi wa doko desuka</i>	Students can explain the location of a room in a hotel in Japanese
9. <i>Suppatsu wa juuji desu</i>	Students can mention the time in Japanese
10. <i>Kyou wa doyoubi desu</i>	Students can reveal day and time information in Japanese
11. <i>Matsuri wa 1 gatsu futsuka desu</i>	Students can name activities with time information, date, month, year in Japanese
12. <i>Teeburu ga arimasu</i>	Students can practice the position and location of objects in Japanese
13. <i>Bari to wa dou desuka</i>	Students can have simple conversations about the state of a tourist area in Japanese

Teaching material designs made by students can be seen in table 1. The structure for the design of Japanese language teaching materials specialized for the tourism field starts with 1) learning objectives, 2) *kaiwa* (conversation), 3) explanation, 4) *renshuu* (exercise), 5) *tango* (vocabulary), 6) hiragana, 7) *hiragana* exercise, 8) reflection, as shown in table 2.

The structure for the design of Japanese language teaching materials specialized for technical field starts with 1) learning objectives, 2) *hiragana*, 3) *katakana*, 4) *kotoba* (vocabulary), 5) *bunkei* (sentence patterns), 6) *renshu* (practice), 7) *kaiwa* (conversation), 8) role play, 9) *fukushu*, 10) *kanji*, 11) self-assessment portfolio.

### 3.2. Discussion

Project work can be carried out according to a predetermined time. The workshop activities can be seen by real solidarity and well-established cooperation. Contributing suggestions in discussion and presentation activities becomes feedback and reflection for each group in preparing Japanese language teaching materials for tourism and technical field. It is mentioned above that project work activities which are an important part of action research are collaborative collaborations for advancement in education (McTaggart, 1997; McTaggart et al., 1997; Sukamto, 1996). The organization of teaching materials is in accordance with the goals expected to be met in the Japanese language

curriculum and syllabus for Japanese language learning. The learning that the two groups expected in the preparation of Japanese language teaching materials for technical field or Japanese for tourism was 1) being able to communicate in simple Japanese both verbally and in writing. 2) Learners master the Japanese language used in sentences when working in their field by using vocabulary specialized for tourism and technical fields, for example: vocabulary words for machine parts, vocabulary when traveling or in hotels. Hiragana, sentence patterns (*bunkei*), conversations and exercises. In Japanese for tourism, there is a reflection session and the additional material introducing Japanese culture. And there is also an independent portfolio assessor. Furthermore, it is hoped that learners will not only finish the material but also having Japanese language skills equivalent to JLPT N5 and N4.

Students' opinions regarding interesting new innovations in compiling Japanese language books for technical field and tourism fields, namely: technical field and tourism vocabulary, writing hiragana and katakana, kanji in factories, sentence patterns according to the theme, illustrated images and coloured teaching materials to attract interests, role-play conversations, reflection and self-assessment. Tomlinson (2008, 2014) structured teaching materials will be useful as resources to provide a rich and diverse language learning experience; making some discoveries for self-learners to independently learn languages.

**Table 2.** Design of Japanese language teaching materials for technical field

Theme in technical field	Learning objectives
1. <i>Hiragana</i>	Students can write and read hiragana letters
2. <i>Katakana</i>	Students can write and read katakana letters
3. <i>Aisatsu</i>	Students can respond to greetings and use greetings in Japanese
4. <i>Shoukai</i>	Students can introduce themselves and others in Japanese
5. <i>Sore wa hon desuka</i>	Students can use expressions of possession and existence of a place in Japanese
6. <i>Tsukue no ueni hon ga arimasu</i>	Students can present an object somewhere in Japanese
7. <i>Jikan</i>	Students can communicate information about time, date, month, year in Japanese
8. <i>Sukina koto to kazoku</i>	Students can inform about family in Japanese
9. <i>Dekiru koto</i>	Students can respond to expressions of proficiency in Japanese
10. <i>Gakkou no seikatsu</i>	Students can make simple conversations about school, days, subjects, lesson schedules in Japanese

The obstacles and shortcomings faced in the manufacture of Japanese language teaching materials specifically for technical field and tourism are that they must be based according to the needs in the field, an interesting structure of teaching materials. Not all group members have the same commitment to finish the creation of teaching materials, bringing together differing opinions between each group member is a challenge in itself to maintain cohesiveness in the making of said teaching materials. There are difficulties in arranging the content of teaching materials in the same form in each chapter. Japanese learned at an elementary level makes it difficult to hold conversations related to tourism and or technical field, because such topics will only be available at an intermediate level.

The role of the lecturer in this activity contributes to reviewing, editing, and making the layout of the instructional materials that are arranged so that there are no errors or mismatches between one theme and another. Lecturers can assess the content of teaching materials and the level of difficulty in Japanese written in textbooks. Textbooks are prepared following the analysis of the needs of elementary level learners in vocational school presenting attractive illustrations and colours so that learning is not monotonous.

#### 4. CONCLUSION

In addition to being proficient in speaking and understanding Japanese, students are also required to be able to develop learning tools including the planning and designing of Japanese language teaching materials. Project work is one of the activities students do that can help students further develop their work in the planning of Japanese language teaching materials specialized for tourism and technical field. Project work activities can increase student creativity in developing tourism teaching materials and techniques by implementing the Japanese language skills they have mastered. Innovative ideas and ideas can be written in each lesson's themes. Student collaboration during discussions and presentations provides very useful input for the perfection of the books compiled. This innovation in Japanese specialized for tourism and technical fields contains vocabularies that are deemed appropriate to their fields, conversations, and exercises for students to communicate both verbally and written are included. Illustrations, images, and colour make this teaching material more interesting and less monotonous.

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