

Speaking Skills Japanese Language Learning for the Intermediate Students Through Media Website *Bandung no Kankouchi*

Herniwati*, Noviyanti Aneros, Melia Dewi Judiasri

Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. Email: herniwati@upi.edu

ABSTRACT

This study aims to examine the implementation of learning Japanese language verbal skills through *Bandung no Kankouchi* website as a media of learning for intermediate students in Department of Japanese Language Education. *Bandung no Kankouchi* is a website-based media that contains information about tourism and culture in the city of Bandung presented in Japanese language. The website is designed and developed by the lecturers and students of the Department of Japanese Language Education Department at one university in Bandung. This media can be used as a guide for Japanese people who will be travelling to the city of Bandung and can also be used as a medium for learning for Japanese language learners. This study used a class action research method which was carried out four times in the course *Chukyu Kaiwa-2*. The participants of this study were 66 level-2 students. Students are free to choose a theme from the website to present in the form of a video. Based on the analysis, the study found that the students' ability to speak Japanese had increased, and their presentation themes varied. The students' ability to write narratives in Japanese had improved significantly. The acquisition of new vocabulary and grammar used follows the rules of correct Japanese grammar. Most students found this website very interesting and effective as a media for teaching and learning Japanese.

Keywords: Learning media, speaking skills, *Bandung no Kankouchi* website, Japanese

1. INTRODUCTION

Having communicative competence both, spoken and written, in foreign language learning is the main goal expected by learners. However, during the COVID-19 pandemic, foreign language learning, especially Japanese language learning was carried out synchronically online. It requires teachers and students to learn through the use of various interactive media, such as the E-learning media Spot-UPI, Zoom Meeting, Google Meeting and other media. These are the effort made to make the interaction of teaching and learning activities that were usually carried out in class face-to-face is now carried out directly online. In speaking class, the practice of speaking Japanese is done directly through Zoom Meetings which is carried out continuously in order for the students to remain active and to able to convey their ideas in Japanese either individually, in groups or collectively according to the theme that are being taught at the moment. Good students' speaking skills can be seen when they are able to convey or deliver their ideas directly to the other person. Ideas can be realized when

the chosen themes become the main attraction and interest for students in order for them to be developed further in stories or narratives.

According to Shibata (2001), Japanese speaking skills are not merely being skilled in the pronunciation, vocabulary and grammar mastery in Japanese, but verbal, spoken mastery in using Japanese as a means of achieving the goals of language activities. However, the problem with spoken communication is the fact that there are internal and external factors that affect students' Japanese speaking skills. Internal factors that affect students' speaking skills are lack of Japanese vocabulary, lack of opportunities to speak Japanese. In addition, there are also external factors, namely lack of interesting media that can be used to learn to speak Japanese and less effective learning methods used by teachers to attract students' interest in speaking Japanese. Whereas spoken skills are only obtainable through drill practices. This is in line with what Herniwati and Aneros (2018) study who found that at the basic level, the lecturers still guide the students' speaking skills. The use of sentence patterns, phrases and basic vocabulary that has been learned is

applied in simple conversations. Memorizing and reciting (drill) are dominant in learning to listen. However, at the secondary level (*Chukyu Kaiwa*) students have difficulties in speaking Japanese. It is because of the learning material level of difficulty and the freedom given to the students in making conversation to be displayed in a role play in the classroom (Herniwati & Aneros, 2018; Rubin & Thompson, 1994).

For most people, the main goal of learning a foreign language is to be able to communicate both orally and in writing. It is through communication that people send and receive messages effectively and negotiate meaning. Nowadays, how to communicate effectively in foreign language learning becomes much more important than reading and writing. As a result, communication strategies have turned into a crucial topic for all foreign language learners and teachers.

The realization of meaningful learning in *Chukyu Kaiwa II* can be assessed from the students' speaking ability in Japanese. A speaking skill is a skill to speak words to express thoughts, ideas, and feelings. Speaking is one form of communication in the language. Speaking is not only done in formal education. More than that, speaking skill is very important in the life of society. Having a speaking skill is not as easy as one might imagine. Many skilled students pour out their feelings in written form, but are less skilled at presenting them verbally (Saldaria, Ariawan, & Cahyani, 2019; Thompson & Haddock, 2012).

According to Brumfit and Johnson (1991), and Azies and Alwasilah (1996), there are two important principles of learning communicative competence: 1) Learner will effectively learn the language when he/she is treated as an individual who has needs and interests. 2) Learner will efficiently learn the language when he/she is given the opportunity to use the target language in various activities.

Implementation of activities in communicative competence activities during speaking practices include the teacher providing learning themes that may interest students including those related to their living environment, daily life, tourism and culinary. This is in accordance with the *Chukyu Kaiwa II* intermediate level Japanese speaking skills course, which aims to help students to have the ability to speak actively about surrounding environment, daily life, activities at school, tourism, and to communicate with native speakers using Japanese vocabulary, expressions and grammar that is equivalent to the Japanese Language Proficiency level of N3.

In their previous research, Herniwati, Aneros, and Judiasri (2019) have developed a media, a website called *Bandung no Kankouchi* in Japanese which contains information and simple articles that are aimed to introduce the city of Bandung. This website is designed

to introduce Japanese people to the city of Bandung and for Japanese people who will or are interested to visit and travel to the city of Bandung. The "*Bandung no Kankouchi*" website can be accessed via the link <https://www.bandung-no-kankouchi.com/> with content that have the theme of 1) historical places, 2) public facilities, 3) hotels and restaurants, 4) food and beverages, 5) museums, 6) tourist attractions, 7) universities, 8) shopping centers and 9) learning the Indonesian language.

This website can also be used as a teaching medium for Japanese language learners, especially for those who want to improve their reading and speaking skills in Japanese. To this relation, Mufliharsi and Candra (2020) stated that website (as a learning media) can also be utilized as a source for teaching material. Website – based media can also be used to support e-learning or distance learning programs. Based on the description above; this study discusses the intermediate level of Japanese speaking skills using the website "*Bandung no Kankouchi*" as a learning media for students of the second level Japanese language education study program at the Indonesian Education University.

2. LITERATURE REVIEW

Speaking, according to Kida (2007), is the process of making sounds, choosing the expression you want to say and thinking about what you want to convey to the other person. Communication between a speaker and listener that has purpose, information, choice, and response. These, are the elements of speaking communication related to practice in the classroom.

In line with the opinion above, Heryati (2009), Judiasri (2017) state that speaking is the ability to express ideas and thoughts by articulating vowel sounds, or displaying the expression of these ideas and thoughts. Meanwhile, Nurgiyantoro (2011) argued that speaking activities in general are activities of giving and receiving language, conveying ideas and messages to the interlocutor at almost the same time. In speaking activities there is reciprocal communication in one unit of time. Furthermore, Nurgiyantoro stated that to be able to speak one language well, the speaker must master the pronunciation, structure, and vocabulary of the language. In addition, it is also necessary to master the problems and or ideas that will be conveyed by the speakers (Nurgiyantoro, 2010).

Iskandarwassid and Sunendar, (2015) argue that speaking skills are essentially skills in reproducing the flow of the articulation sound system to convey wishes, needs, feelings, and desires to others. Teaching speaking skills must be able to provide opportunities for each individual to achieve the aspired goals. They also state that speaking skills require a minimum understanding of the speaker in forming sentences. A sentence, no matter

how small, has a basic structure that is related to each other so that it is able to present a meaning. Based on the statement above, it is understood that learners, in this case Japanese language learners; are highly required to be skilled at communicating well in conveying ideas according to the purpose of speaking in good Japanese.

The purpose of speaking skills according to Iskandarwassid and Sunendar (2015) includes the achievement of the following: 1) ease of speaking so that students have many opportunities to practice speaking until they develop these skills naturally, fluently and fun, both in small groups and in front of a larger audience. 2) Students speak correctly and clearly, both articulation and sentence diction. Spoken ideas must be well structured. With discussion exercises that regulate logical and clear thinking, clarity of speech can be achieved. 3) Good speaking practice emphasizes the speaker's responsibility to speak appropriately, and to think seriously about what the topic of conversation is, the purpose of the conversation, to whom to talk, and how the situation and momentum of the conversation will be. 4) Good speaking practice and developing appropriate and critical listening skills are also the main goals of speaking skills.

3. METHOD

The method used in this research is action research method. McTaggart (1997; 1991) and Sukamto (1996) explain that action research is a group of activities in identifying the strategy of a planned action which is then implemented, and systematically observed, reflected and modified. In this study, the classroom action method was used by making presentations in the form of video, so that students could develop a wider narrative with their ideas freely.

This research was conducted in the *Chukyu Kaiwa 2* course using the classroom action research method. This research was conducted at the Japanese Language Education Study Program, FPBS UPI, for level 2 students in two classes with a sample of 66 students, consisting of 18 male students and 48 female students. The research was conducted in four learning activities. The stages of implementing the synchronous lecture for the *Chukyu Kaiwa 2* course are as follows: 1) Starting the lecture explaining the theme of the material that will be used as a speaking activity. 2) Introducing and explaining *Bandung no Kankouchi* website to students, 3) Viewing the website individually for students, 4) Determining a theme students are interested in as a presentation-discussion topic, 5) Developing a narrative of the chosen theme and looking for pictures or photos that match the theme and making power points, 6) Uploading the narration and video assignments via SPOT UPI and Google Classroom, 7) Presenting the chosen through Zoom Meetings, 8) Assessing students the narration and presentations by the teacher, 9) Uploading the latest

content of articles regarding the city of Bandung to the *Bandung no Kankouchi* website.

4. FINDINGS AND DISCUSSION

4.1. Class Experiment

The *Chukyu Kaiwa II* lectures were held in two classes, namely in class 4b and class 4c with a duration of 100 minutes. Lectures are taught via the use of Zoom meetings and SPOT UPI E-Learning media and Google Classroom. This course aims to make students able to practice a spoken communication, either with friends, teachers and or native speakers. Students are aimed to be able to describe and inform about daily activities in the surrounding environment.

Each lecture session discusses different themes according to the textbook, for example: 体験を話す、日本の習慣を訪ねるパック旅行を申し込む、しつけについて話す、困った出来事を話す (*Taiken o hanasu, Nihon no shūkan o tazuneru paku ryokō o mōshikomou, shitsuke ni tsuite hanasu, komatta dekgoto o hanasu*) [Experiences, Trip to visit Japanese Culture, Discipline, Unpleasant Events]. Students will carry out activities related to the lectures such as listening to CDs, discussions, shadowing narrations, and role plays.

Furthermore, in order for lectures to be more interesting and interactive, the lecturers usually provide students with teaching materials taken from other sources besides textbooks, namely introducing students to the "*Bandung no Kankouchi*" website. As seen in figure 1.

The content of this website uses Japanese which contains about 歴史的な建物, 公用施設, ホテルとレストラン, 食べ物と飲み物 (culinary)、博物館, 観光地, 大学, ショッピングセンター, インドネシア語を学ぶ. (*Rekishitekina tatemono, kōyō shisetsu, hōteru to resutoran, tabemono to nomimono (culinary), hakubutsukan, kankō-chi, daigaku, shoppingusentā, Indonesia-go o manabu*) [Historic Buildings, Public Facilities, Hotels and Restaurants, Culinary, Tourist Destinations, Shopping Centers],



Figure 1 “Bandung no Kankouchi” website.

in the section 歴史的な建物 (*Rekishitekina tatemono*) [Historic Buildings] the content informs historical places such as Gedung Sate, Gedung Asia Afrika and Gedung

Isola. informing public facilities such as the town square, Braga street, places of worship and places of attractions, informing about hotels and restaurants that the local people are interested in. 食べ物と飲み物 (*Tabemono to nomimono*) [Food and Drinks] introduce food and beverages (culinary) that are local to the city of Bandung. 博物館 (*Hakubutsukan*) [Museums] are related to information regarding museums such as Museum Geologi, Museum Pendidikan. 観光地 (*Kankō-chi*) [Tourist Destinations] contents are informing about tourist attractions in the city of Bandung and its surroundings, such as Tangkuban Perahu, Kawah Putih, Farm House, Floating Market and so on. 大学 (*Daigaku*) [Universities] contents are related to information regarding the names of public and private universities in the city of Bandung, ショッピングセンター (*Shoppingusentā*) [Shopping Centers] contents are related to shopping centres such as PVJ, Ciwalk, Pasar Baru, Transmart and so on, インドネシア語を学ぶ (*Indonesia-go o manabu*) [Learning Indonesian] are related to the learning of Indonesian language for Japanese speakers.

In figure 2, after the students observed and understood the information contained in the website, they then determined a theme of interest to be made into a narrative story about the chosen theme by searching for the required information via the internet. Then students created a narration in Japanese, for example, a narrative text about the Forest Walk in Babakan Siliwangi. Students explained about Babakan Siliwangi's Forest Walk starting from the inauguration by the Mayor of Bandung, existing facilities, and public facilities that were free of charge and available for visitors. Visitors could take advantage of the facilities there as much as they like. Students could write themes with broader sentences and explained themes in more detail and students' vocabulary knowledge would increase.

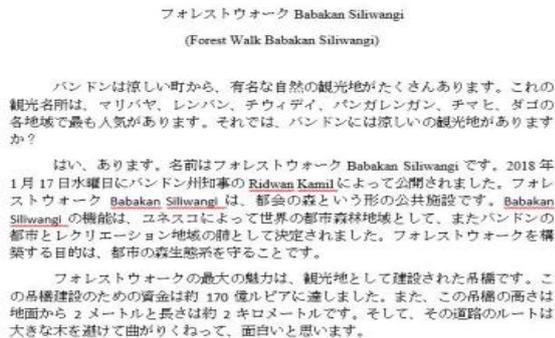


Figure 2 Narrative made by a student.



Figure 3 Narrative made by a student.

Then in figure 3, students made a PowerPoint containing pictures and photos of Forest Walk as well as narration in each slide. Then students presented it in the form of videos and direct presentations through Zoom meetings during lectures. Assignments from narration, power points and videos were uploaded in SPOT UPI and Google Classroom for feedback and assessment from the teacher. Each student could design pictures and photos more attractively and students were more enthusiastic in presenting their chosen theme.

4.2. Treatment Result

Figure 4 shows the data from results of student narratives and presentations obtained from 66 students, of which 27 students chose a theme regarding tourist destinations, 7 chose students about shopping centers, 5 students chose theme of education centers, culinary, religion places, 4 students chose theme regarding traditional markets, 3 students chose theme of hospital, 2 students chose culture as their theme, and 1 person chose game centers, sport centers, transportation, landmarks. Most of the students chose the theme of tourist destinations, such as Kawah Putih, Tangkuban Parahu, the Lodge, and Ranca Upas. Some students took the same theme but they told different narrative forms so that the content of the theme becomes more complete and varied. From the results of the narrative development, there is a lot of interesting and up-to-date information in the city of Bandung, such as attraction rides, camping tours, hospitals and places of worship that had not previously been informed on the website.

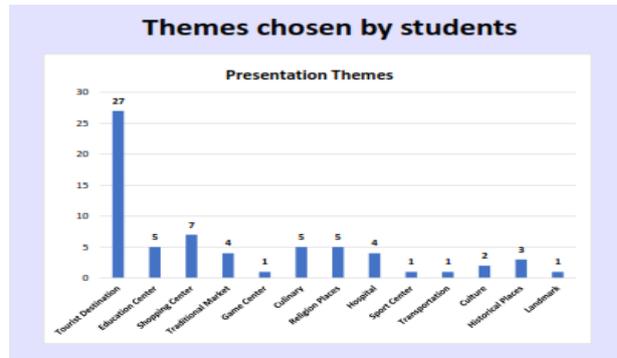


Figure 4 Themes chosen by students.



Figure 5 Students' speaking skills' grade range.

Figure 5 shows the results of students' Japanese speaking skills through presentations showed a good average range, namely the acquisition of a score of (85-89) as many as 26 students, a score of (90-94) as many as 15 students, (80-84) score as many as 9 students, a score of (95 -100) as many as 6 students, a score of (75-79) as many as 5 students and a score of (70-74) as many as 5 students. This showed that students were able to present information about the city of Bandung., This assessment was carried out by looking at the accuracy of the use of grammar, vocabulary and expressions in Japanese, fluency during presentations, fluency in Japanese pronunciation and presentation. The creativity in presenting was very diverse, ideas conveyed during the presentation flow were presented very attractively, the combination and suitability of illustrations and photos were interesting. The Japanese narrative was written precisely and was easy to understand for readers and listeners alike.

フォレストウォーク Babakan Siliwangi (Forest Walk Babakan Siliwangi)

バンドンは涼しい町から、有名な自然の観光地がたくさんあります。これ観光名所は、マリバヤ、レンバン、チウイデイ、バンガレンガン、チマヒ、ダゴ各地域で最も人気があります。それでは、バンドンには涼しいの観光地がありますか？はい、あります。名前はフォレストウォーク Babakan Siliwangi です。2018年17日水曜日にバンドン州知事の Ridwan Kamil によって公開されました。フォレストウォーク Babakan Siliwangi は、都会の森という形の公共施設です。Babakan Siliwangi の機能は、ユネスコによって世界の都市森林地域として、またバンドン都市とレクリエーション地域の肺として決定されました。フォレストウォークを築する目的は、都市の森林生態系を守ることです。

フォレストウォークの最大の魅力は、観光地として建設された吊橋です。の吊橋建設のための資金は約 170 億ルピアに達しました。また、この吊橋の高さ地面から 2 メートルと長さは約 2 キロメートルです。そして、その道路のルート大きな木を避けて曲がりくねって、面白いと思います。

Figure 6 Example of one student's narrative presentation.

Figure 6 shows that students could make more varied and detailed narratives according to the theme they are presenting. They also provided up-to-date information about the content they create.

Questionnaire results Student Feedback on Website "Bandung no Kankouchi"	
Questionnaire	Percentage
Very interesting	93%
The content of news content is very useful for Japanese people	91%
Efektif untuk digunakan sebagai pengantar pengajaran bahasa Jepang	97%

Figure 7 Questionnaire feedback on "Bandung no Kankouchi" website.

Figure 7 shows the results of the questionnaire regarding to the content in the *Bandung no Kankouchi* website; it shows that 93% of students have an interest in opening the website. As many as 91% of the students stated that this website was suitable for Japanese people who are interested in learning about the city of Bandung and for those who are interested or will be visiting the city of Bandung. As many as 97% stated that the information in the website was effective as a learning medium for Japanese language learners and Japanese language observers because the information is in Japanese.

5. CONCLUSION

The findings of this study shows that the students' Japanese verbal skills at the intermediate level show good results as can be seen from the results of the preparation of interesting narratives about the city of Bandung. Students are more creative in finding the latest information about the city of Bandung. Students are able to learn new vocabulary, are able to use Japanese expressions and grammar correctly. In addition, students can contribute to adding new content on the *Bandung no Kankouchi* website.

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