

Implementation of Project-Based Learning in the Theme of Language Variations in the Shakaigengogaku Course

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ABSTRACT

The purpose of writing this article is to explain the implications of the Project-Based Learning (PjBL) method in Shakaigengogaku or Sociolinguistics courses. This research is devoted to the theme of Japanese language variation. The subjects of this study were 45 fifth-semester students. There are four stages to implementing this learning method. The first stage is the preparation of materials and assessment rubrics by the teacher. The second stage is the activity implementation stage, and the teacher asks students to present the results of the discussion. The third stage is displaying activity videos. Stage The fourth stage is the assessment and analysis of the results of activities. The results of this activity 80% of students get an A and 20% get an A-. This activity is online. Therefore, students find it difficult relating to the poor internet network, limited internet quota, and the inability to communicate directly. However, learning in this way can improve vocabulary knowledge, ability to communicate and cooperate in groups. In addition, students find learning more interesting because it utilizes technology. So, in conclusion, this learning technique can also help students learn more effectively.

Keywords: Project-Based Learning Method, Sociolinguistics, Language variation, Japanese.

1. INTRODUCTION

The Shakaigengogaku or Sociolinguistics courses, in the curriculum structure of the Andalas University Japanese Literature Study Program, are a group of elective courses. Students study the relationship between linguistics and sociology. Students hopefully understand the nature of language, distinguish the variety of languages found in society and analyze the language problems in society as a basis for understanding Japanese.

Understanding language is not only about the structure of the language but also its use in society. Lecturers design lecture activities well to become more active and motivated to explore further the lecture themes. These activities are in line with national education's goal, which is to motivate students to acquire science and

technology and develop it through performance and action, and critical thinking. The Shakaigengogaku course uses the Student Center Learning pattern in the learning process. The lecturer serves as a facilitator and motivator to provide strategies and learning methods that require students to be active and show their performance in every meeting.

In this study, researchers applied SCL using Project Based Learning (PjBL) assisted by Small Discussion Groups and Roleplay in the Shakaigengogaku course or Sociolinguistics. This course includes courses related to expertise, namely the field of linguistics. The weight of this course is two credits and for 5th-semester students. Students study sociolinguistics after they study Pragmatics or Goyouron. Learning this

course is very important and influences the learning of other subjects, especially courses related to language skills such as Kaiwa, Choukai, Sakubun, and others.

This theme is because the focus in this study is language variations in society. After this learning, students can apply it so that the competence of language skills is even better. In the learning process, lecturers use lecture materials taken from books that have Japanese conversations, both in comics, storybooks, textbooks, and Japanese films.

The learning method that the researcher used previously was to explain or lecture students about the topic. In addition, students read or review reading materials in the form of assignments and present them in class. The author's assessment before SCL on students was the assessment of the Mid-Semester Examination, Final Semester Examination, and student assignments. As for the exam, the author asks students to answer predetermined questions.

The assessment results obtained by students are still unsatisfactory. Only a few students get very satisfactory grades. In general, students take assignments to fulfill obligations. In addition, during the discussion, only a few students participated. Students are mostly silent; only a few people play an active role in lectures.

To achieve better lectures, the author will try to carry out learning with the SCL approach. Students are expected to participate more in lectures and get better grades. Therefore, the author tries to apply lectures with the Project-Based Learning (PjBL) method.

2. THEORETICAL FOUNDATION

Sociolinguistic learning is essential in learning foreign languages, especially Japanese. Sociolinguistics explains how to use language in particular social aspects or aspects by paying attention to "who speaks, what language, to whom, when, and to what end." [1] Sociolinguistics teaches how to use language in

actual communication, especially in language teaching.

In learning the Shakaigengogaku Japanese language consists of language variations, interactions using various languages, the existence of gender, ethnicity, and social networks as the basis for using diverse languages, multilingual society, and the emergence of language contact [2] In addition, sociology also examines language that is influenced by society. Shakaigengogaku is a field that studies the relationship between language and social society, between language use and the social structure in which language users live. There are seven dimensions of Shakaigengogaku, which were formulated in 1964, at the University of California, Los Angeles as the problem discussed in Shakaigengogaku [1].

Language is always influenced by the people who use it. One of the effects is the situation in its social context. So this is one of the causes of language diversity in society. This diversity is often called language variation. Language variations are forms of parts or variants in a language, each of which has a pattern resembling the general pattern of the parent language[3]. Pateda states that language variation is seen in place, time, user, user, situation, and social status. In language variations, there are patterns of the same language. These patterns can be analyzed descriptively, and the speakers use the patterns that are limited by these meanings to communicate [4].

Beside, language variation is determined by time, place, socio-cultural, situation, and medium of expression. The time factor will cause language differences from time to time. Meanwhile, regional factors distinguish the language used in one place from another. The socio-cultural factor distinguishes the language used in one place from another and the language used by a social group. Situational factors arise because language users choose certain language characteristics in certain situations. The factor of the medium of disclosure distinguishes spoken and written language [1]

Besides, Chaer and Agustina (2010: 79) state that language variation has determined by time, place,
To increase students' motivation in learning this

Project Based Learning (PjBL) is a long-term learning activity involving students designing, creating, and displaying products to solve real-world problems. In addition, the crucial characteristics of PjBL focus on essential concepts, inquiry processes related to real problems, producing products, constructive investigations, realistic projects, and Student-Centered Learning. Project-Based Learning is carried out to deepen the knowledge and skills acquired by creating works or projects related to students' teaching materials and competencies [5]. So this PjBL can include activities to solve problems, make decisions, investigative skills, and create work skills. PjBL allows students to carry out scientific learning activities in the form of activities: a) asking, b) observing, c) conducting investigations or experiments, d) reasoning, and e) establishing relationships with other people to obtain information and data.

3. METHOD

Methods and Strategies for Achievement of Classroom Action Research entitled Implementation of Project-Based Learning in the theme of language variation in the Shakaigengogaku Course at the Japanese Literature Study Program, Andalas University. Carried out in a series of activities. Here is the explanation:

1. Research Setting

This PjBL research was carried out in the odd semester of 2021/2022, starting with preparing students about theories or topics of discussion in the field of Shakaigengogaku or Sociolinguistics. At meeting 6, students began to carry out a series of activities with PjBL to make conversations.

2. Research Subject

This research estimated 45 students in fifth-semester students who took the Shakaigengogaku course. The research on drama scripts produced by students.

3. Performance Indicators/ Data Types

The achievement of good learning outcomes will not be separated from the semester learning plans (RPS) carried out. In RPS, students were asked to do a project, which is a conversation in Japanese about variation language.

The success of this method can see from the three parameters used, namely:

1. Learning outcomes;

If the objectives in this lecture can be achieved, the PTK of this lecture is considered successful. Students can display a Japanese conversation according to the theme. In connection with lectures conducted online, it will be video.

2. Distribution of final scores;

This method is considered successful if students who take lectures well get grades with a distribution of B, B+, A- and A. Observation data obtained through student activity observation sheets is used to see the process and development of activities during learning. Data on the number of students' pre-test and post-test results presented with the formula:

$$P = F/N \times 100\%$$

Information:

P = Activity percentage rate

F = Frequency of student activity

N = number of students.

3. Student responses to the development of learning methods and assessments applied.

A questionnaire will be distributed at the end of the lecture to see the students' responses to this model. Students asked whether they find it easier or difficult to understand learning with this learning model. Furthermore, the most important thing is the advantages and disadvantages of this method in lectures. That is important for the improvement of education in the future.

4. IMPLEMENTATION OF PROJECT-BASED LEARNING IN THE SHAKAIGENGOGAKU COURSE

Lecture activities were online courses. Students and lecturers only meet face to face via the zoom application. If there are discussions outside of lecture hours in a WhatsApp group. To achieve the learning objectives Project Based Learning requires learning steps. Here is the explanation.

4.1. Preparation Stage.

Lecturers will prepare learning materials. Next, ask questions related to language variations in Indonesian society, then ask questions related to the Japanese language to become interested in listening to the themes and grammar.

The lecturer gives general instructions regarding the project activities to be carried out, such as the teacher thoroughly explaining the material. Then the students will discuss in groups to work on the given project. The lecturer also explains the tools needed, such as cameras, mics, computers, so on.

The lecturer explains the schedule of activities. The activities carried out, such as working on projects regarding the use of language variations in Japanese, required three weeks, namely:

Week 1. The lecturer explains about assignments, students discuss language variations, and determine the division of tasks in groups

Week 2. Students present the paper they have made and submit the conversation script for the video.

Week 3. Students send videos about language variations in the WhatsApp group and watch performances from other groups

4.2. Activity Implementation Stage

Lecturers supervise the project by monitoring student activities. At this stage, students present the results of their activities. If there are obstacles, the lecturer, together with students, finds a way out. For students who have difficulty in determining their Japanese language, they can discuss it with the lecturer. To guide for activities, an assessment rubric for students.

The lecturer explained that the students are notified of the assessment process before the activity is carried out. Assessment is done as a team. Therefore, team cohesiveness is needed. The following is an example of an assignment assessment rubric.

Table 1. Assignment Assessment Rubric

Aspects	Criteria dan Score		
	Very good (3)	Good (2)	Poor(1)
Preparation (Group Discussion)	All members participate actively, all members understand the assignment, and all members get a role.	All members participate actively, all members understand the assignment, but not all members get the role.	All members participate actively, members need further explanation (it takes a long time), and not all members get roles
Report writing	Structured and fulfills the complete components of the paper, namely: preface, table of contents, introduction, content/discussion, closing, and bibliography	Structured but does not fulfill one of the complete components of the paper, namely: Preface, table of contents, introduction, content/discussion, closing, and bibliography	There is a paper structure, but it is not neat.
Reading reference	The references from books and journals. In Indonesian, English, and Japanese.	The sourced references used from books and journals in Indonesian	The references used are all sourced from the internet
Presentation	Students distribute a copy of the paper, the PowerPoint contains	Students Distributing a copy of the paper, the PowerPoint contains	Not Distributing photocopies of papers to other groups and

	essential points, and the presenter does not hold the script when explaining.	essential points, but the presenter explains still uses text.	providing PowerPoint, but copying the contents of papers.
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Students are given an overview of the assessment related to teamwork, making, and presenting articles through this rubric. Students to be motivated to make assignments better. Also, pay attention to the appearance and video assessment rubrics made by students.

At this stage, students display the results of their conversation through video. Students have conversations in a zoom meeting or connect several videos according to their roles into an exciting video. An assessment rubric is as follows:

4.3. Stage Of Conversation Appearance Through Video.

Table 2. Rubric for scoring scripts, performances, and group videos

Aspects	Criteria dan Score		
	Very good(3)	Good (2)	Poor (1)
Preparation (Group Discussion)	All members participate actively, all members understand the assignment, and all members get a role.	All members participate actively, all members understand the assignment, but not all members get the role.	All members participate actively, members require further explanation (takes a long time), and not all members get roles.
Script	Written with defined rules and has a balanced proportion of roles.	Written with established rules and has an unbalanced proportion of roles.	It is written according to established rules, has less balanced proportions, and does not blend well with other sentences.
Appearance	Have good facial expressions, precise gestures, correct pronunciation, and sound clarity.	Have good facial expressions, precise gestures, correct pronunciation, and sound less clear. (slow member's voice)	Has good facial expressions, inappropriate gestures, incorrect pronunciation, and sounds clear.
Videos	Video in good resolution, rhythmic shooting, recording sound is clear, there are opening and closing sections.	Video in good resolution, rhythmic shooting, recording sound is less clear, there are opening and closing sections.	Video in good resolution, rhythmic shooting, and recording sound is unclear, with no opening and closing parts.

4.4. Assessment And Analysis Of Activities

Assessment is an activity measuring the quality of knowledge, skills, and attitudes of students, or all three, resulting from the learning process [6]. In addition, assessment is a process for making decisions using information obtained by

measuring learning outcomes using test and non-test instruments (Zainul and Nasution,[7]. One of the parameters for the success or failure of this learning model is to look at the distribution of the student's scores. The distribution of this score is the combined assessment of the rubric given. From the distribution of student scores above, it

can be concluded that this method is considered successful if students who attend lectures well get scores with a distribution from 80 to 100.

Observational data obtained through rubric assessments given 80% of students get an A, and another 20% get the point A-.

At the end of the lecture to see student responses to this model. Students will be asked whether they find it easier or difficult to understand Japanese with this learning model. Moreover, the most important thing is the advantages and disadvantages of this method that students feel in lectures. This method is essential for the improvement of education in the future.

Based on the questionnaire given, the advantages and disadvantages of the learning model. The advantages of this method are

1. Students can work together in a group
2. Students know variations of Japanese, such as wakamono kotoba, Kansai ben, Osaka ben.
3. Students can improve vocabulary knowledge in Japanese
4. Students can improve communication in Japanese.

In addition to the advantages felt by students, there are several inputs by students for further learning.

1. The telephone network is not good, so it is not easy to hear the discussion properly.
2. Availability of quota on student cell phones
3. Lack of opportunities for students to use sentences in conversation, so they have to make videos several times.

5. CONCLUSION

The implementation of Project-Based learning in the Shakaigengogaku course can run well according to the objectives. The implementation is carried out in several stages, namely preparation, the appearance of the discussion results, and videos. Furthermore, the results of the activities are scored based on the rubric. The results of this activity 80% of students get an A, and 20% get an A-. Therefore, this method can be used as an alternative method that other teachers in language learning can practice. In addition, based on the responses given by students, learning techniques can improve Japanese language skills, and it is more fun because they can discuss and do projects with their friends. This method needs to be further developed in Japanese language learning, mainly

if it is online. Therefore, further research is needed.

AUTHORS' CONTRIBUTIONS

This research was conducted by researchers with the assistance of students who took the Shakaigengogaku course hopefully that this research can help the development of Japanese language learning.

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