



Implementation of Debate Practice in the *Jitsuyou Kaiwa* Class in Online Mode

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Abstract. This research is entitled the implementation of debate practice in the *Jitsuyou Kaiwa* class in online mode which aims to describe class activities and find out student responses related to Japanese language debate learning. This research is a descriptive method with a qualitative approach to 3rd year students of the Japanese Language Education Department Muhammadiyah University of Yogyakarta Academic Year 2021–2022. This study used data collection techniques in the form of observations and questionnaires. Based on the results of data analysis from observations, *Jitsuyou Kaiwa* class in online mode on Japanese language debate learning materials has three stages, namely the preparation stage, the implementation of debate practice, and the evaluation. Furthermore, the student response questionnaire data showed that the majority of 3rd year students of PBJ UMY agreed that learning Japanese debate was a new thing for them. In addition, the Japanese language debate can encourage students to think critically and creatively, and be able to improve students' communication ability using Japanese language.

Keywords: Jitsuyou Kaiwa · implementation · communication ability

1 Introduction

According to Tarigan (1985), the skills that must be mastered by language learners include reading, writing, listening, and speaking skills. These four skills are included in the curriculum of the UMY Japanese Language Education Study Program as a subject. One of them is the *Jitsuyou Kaiwa* course, which is a course that hones the ability of UMY Japanese Language Education students to be able to communicate using Japanese properly and correctly.

There are various learning activities that can improve speaking skills. Thornbury (2005: 208) describes activities that can help language learners to improve their speaking skills, including dialogue activities, simulations, role-playing, discussions, and roles. In the 2021–2022 academic year, the *Jitsuyou Kaiwa* course made several additions to the study material. One of the study materials carried out in this lecture is the Japanese language debate. The addition of study material was carried out because the study material in the previous academic year, namely the presentation of the Japanese language had not been able to help achieve the objectives of the *Jitsuyou Kaiwa* lecture.

Debate applied in learning is considered to be able to improve students' abilities both in communicating and in thinking students. Through debate, it is considered that it can improve students' communication skills because in the debate there is an exchange of ideas, namely expressing opinions and refuting the opponent's opinion. In addition, a debate is also able to encourage students' critical and creative thinking and increase student tolerance (Putri 2020). Therefore, Japanese debate is applied to the *Jitsuyou Kaiwa* lecture this semester.

Foreign Language Students in Teaching Speaking” shows that the use of debate makes students more active, confident, and more enthusiastic in participating in speaking teaching. This is evidenced by the results of questionnaire data from 24 as many as 40% of students categorized as having a very high enthusiasm for participating in teaching English speaking. Another study entitled “*Improving English Skills of Students of the English Literature Study Program Faculty of Cultural Sciences Through Learning English Debate*” by Luh & Krisnawati (2019) showed that the results of learning English debate can develop students' English skills, including speaking, reading skills, and write argumentative text. In addition, debate can also stimulate students' intellectuals in critical thinking to solve problems and make resolutions.

At the beginning of 2020, a new type of disease emerged, namely Coronavirus Disease or Covid-19 which caused activities outside the home to be limited to reduce the spread of this virus (Cucinotta and Vanelli, 2020). The education sector is no exception, based on the Ministry of Education and Culture's policy no. 4 of 2020 concerning Online Learning announced that teaching and learning activities are carried out online (Employee Education and Training Center, 2020). This makes lecturers need to master information technology as an intermediary medium in delivering lecture material. Therefore, the lecturer who supports the online mode application in the form of Microsoft Teams is considered to be able to facilitate teaching and learning activities in the *Jitsuyou Kaiwa* class. Microsoft Teams is an online mode application that offers users the ability to collaborate and collaborate remotely with features that help people complete their work tasks and stay connected with their colleagues (Koenigsbauer, 2016).

Based on the explanation above, the researcher is interested in studying the *Jitsuyou Kaiwa* lecture with the title “Implementation of Debate Practice in the *Jitsuyou Kaiwa* Course in Online Mode”. Through this study, researchers were able to describe the process of implementing Japanese language debate learning in *Jitsuyou Kaiwa* lectures which were carried out online and find out the responses given by 3rd students of the UMY Japanese Language Education Study Program for the 2021–2022 academic year regarding the implementation of the Japanese language debate.

2 Methodology

This study uses a qualitative method with a descriptive approach. The qualitative descriptive research method aims to examine and describe lecture activities during the implementation of Japanese debate practice in *Jitsuyou Kaiwa* lectures using the online mode. This research that examines the practice of Japanese debate contains a description of the lecture implementation process starting from the preparation or planning of the learning flow, during the implementation of the Japanese language debate practice, to the final stage or evaluation.

Table 1. Category of Questionnaire Assessment

Percentage Interval	Category
0,00%	No one
01,00-05,00%	Almost nothing
06,00-25,00%	Small Part
26,00-49,00%	Almost half
50,00%	Half
51,00-75,00%	More than half
76,00-95,00%	Mostly
96,00-99,00%	Almost all
100%	Entirely

The subjects of this study were the level III students of the Japanese Language Education Study Program UMY FY 2021–2022, totaling 40 people. Activities to collect data for this research were obtained through observation and questionnaires. Observation instruments were used to describe activities during Japanese language debate learning and questionnaires were used to describe the responses of Level III students of the UMY Japanese Language Education Study Program. Then, the technique for analyzing observational data was carried out by providing an explanation regarding the implementation of the Japanese language debate, and the questionnaire data used a simple percentage formula, namely the frequency of answers divided by the total number of respondents multiplied by one hundred, then interpreted through the guidelines spoken by Sugihartono (Budiani, 2018).

$$PS = \frac{f}{N} \times 100\%$$

Description:

PS: Score percentage

f: Frequency of answer scores

N: Total number of respondents

100%: Fixed number (Table 1)

3 Results and Discussion

The results of observations carried out six times from mid-November to December are detailed as follows (Table 2).

Based on the observations of the six meetings in the two *Jitsuyou Kaiwa* classes, the learning pattern was divided into three stages, namely the preparation or planning stage, the implementation stage of Japanese debate practice, and the evaluation stage.

The preparation or planning stage is the activity of the lecturer at the first meeting for the Japanese language debate material. This stage includes an explanation of the

Table 2. Research Observation Activities

Day	Class	Activities
Wed, 17 Nov 2021	PBJ 2019 B	Observation
Wed, 24 Nov 2021	PBJ 2019 B	Observation
Wed, 1 Des 2021	PBJ 2019 B	Observation
Thurs. 2 Des 2021	PBJ 2019 A	Observation
Thurs, 9 Des 2021	PBJ 2019 A	Observation
Thurs, 15 Des 2021	PBJ 2019 A	Observation

teaching lecturer regarding the objectives of learning, the achievements that must be met by students, and continued with an explanation of the Japanese language debate material. The Japanese language material presented by the lecturer includes definitions, objectives, functions, technical types of debate and Japanese debate procedures that will be used in *Jitsuyou Kaiwa* lectures. Then, it is continued by dividing into small groups and giving discussion time for the groups to determine the theme they want to bring up in the debate. Not only that, but the lecturer also provides several themes through *Myklass* if students are confused about finding topics for Japanese debate. At the end of the session of the preparation stage for debate learning, the lecturer with the help of a lecturer assistant will demonstrate an example of a Japanese debate.

The implementation stage of the Japanese language debate was carried out in the form of students practicing debate in Japanese. The lecturer will guide and direct the debate so that each group can have the opportunity to debate Japanese. There are two technical debates planned, namely individual debates and group debates. However, at the end of the day, only individual debates were held. Each group that conducts the debate has a duration of about eight minutes including the presentation of the debate theme, opinions and reasons, refutation, and the conclusion of the debate. For students who did not get to go to the debate, they were asked to continue to listen to the debate and give an assessment of the debate.

Finally, in the evaluation stage, the lecturer will provide input individually or in groups, related to how to express opinions or refute opinions, how to analyze a debate theme, and intonation, as well as expressions displayed when conducting Japanese debates. In addition, the supporting lecturer will also re-explain the content of the debate so that students who are left behind or do not understand the debate can balance the course of learning.

The application of Japanese debate practice in the *Jitsuyou Kaiwa* course went quite smoothly because of the role of the tutor who always guides and facilitates students in conducting Japanese debates. The smooth running of this debate learning is also inseparable from the role of students who are actively involved in learning. However, during the Japanese debate, the majority of students did not turn on the camera, so the expressions displayed could not be seen by the assessors.

The majority of students gave a good response as evidenced by the results of the questionnaire distributed as follows (Table 3).

Table 3. Percentage of Student Response Questionnaire Data Results

Elements	Percentage of Answers			
	SS	S	CS	TS
Knowledge	37%	37%	22%	4%
Japanese Proficiency	11%	67%	22%	0%
Attitude	19%	52%	30%	0%
Motivation	4%	48%	44%	4%

3rd students of the UMY Japanese Language Education Study Program for the 2021–2022 academic year agreed that learning Japanese debate was a new knowledge or thing for them, as many as 74% of 10 respondents. As many as 78% of students agree that Japanese language debate can improve students' Japanese language skills, especially in terms of communication and listening to Japanese conversations. Through Japanese language debate, it can encourage students to think and be critical and creative in examining problems, which is as much as 71%. The Japanese debate makes students more motivated to learn Japanese, as evidenced by the percentage of 52%.

4 Conclusion

Based on research conducted by researchers related to Japanese language debate, it has been proven that the implementation of debate in the *Jitsuyou Kaiwa* course in online mode is running quite smoothly with the role of the lecturer as facilitator and students actively participating in lecture activities. Lectures are divided into three stages, namely the preparation or planning stage, the implementation of Japanese debate practice, and the evaluation. The responses given by students were quite diverse, but most of them were positive responses. This is because it can help students improve their communication skills using Japanese.

The advice given for research related to the theme of this study is that before carrying out debate learning it is necessary to design an effective and efficient learning flow, as well as provide a detailed explanation of the Japanese language debate material. The use of debate scripts can also help expedite the implementation of Japanese language debates and provide documentary evidence of learning outcomes that have been carried out for lecturers. If there are researchers who also want to research the theme of this study, it is highly recommended to be able to develop a more detailed and complex study theme. This research can be turned into an experimental type of research by combining other learning methods.

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