

Implementation of Reportage Video Assignment Method on Japanese Language Learning

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Abstract—this study aims to describe the learning process and students' response to the method of reportage video assignment on Japanese language learning. This research used a descriptive method with sample of 18 persons of the 6th semester UNIKOM students who contract the Japanese for Tourism subject in academic year 2017/2018. The research instrument is a questionnaire using Google's forms and literature studies. The outcome of this study is an entertaining, effective, and efficient method that can be used in learning process of foreign language, especially Japanese. The result shows that the reportage video assignment method is an engaging that can improve Japanese speaking skill, increase knowledge about tourism, gain self-confidence, and develop the creativity of students.

Keywords—Implementation, Assignment Method, Reportage Video, Japanese Language, Learning

I. INTRODUCTION

The 2012 Curriculum of Japanese Department of UNIKOM is 144 credits. There are compulsory subject and optional subject. Japanese for Tourism is one of the optional subject with a total of two credits in the 6th semester. This subject is focusing on the scope of tourism. In practice, this subject focuses on speaking ability. There's a lot of Japanese speaking practice that related to tourism.

There are various types of Japanese language learning methods. One of the methods is the assignment method. The assignment method is a learning process by giving the task to the students. It's held by individual or in group. This task can be a number of questions on a particular subject, discussion, observation, or an experiment. The purpose of this method is to gain an exploratory learning process, encourage a creative behavior, familiarize a comprehensive thinking, and gain an independence in the learning process [1]. The assignment help the students learn something on their own and most of the times they have to research on something up on it [2].

Furthermore, Usman and Setiawati explained that there are several phase that must be followed in the using of the assignment method, that are: 1) Task Giving Phase, the task that given to the students should consider the objectives to be achieved, the type of the task that will be given must be according to the abilities of the students, the guides or

resources that can help the work of the students, and the right time to do the task; 2) Implementation Steps, during the implementation process, the lecturer should control and guide the students and also give a motivation so the students would be work happily. This task should be done by the students themselves without any help. then, the students are encouraged to systematically record the results they obtained; 3) Phase of Take Responsibility, in this phase, the things that should be done are: an oral or written report of what has been done, a Q&A or a classroom discussion, and the evaluation both with the test and non-test or the other way [3].

Reference [1] explained more detail about the steps of the assignment method, that are: 1) formulate the object of the assignment specifically; 2) consider the selection of recitation that can be right to achieve the goals; 3) the assignment must be clear and easy to understand; 4) establish the form of recitation that will be carried out, so the students must do it because the form is certain; 5) prepare an evaluation tool, so after the recitation has been reported in front of the class or discussed, the lecturer can immediately evaluate the students' work.

According to Reference [4], there are several advantages of the assignment method, that are: 1) more stimulating students in doing individual or group learning activities, also to give a motivation; 2) can develop the independence of students without lecturer's control because by giving assignments students can obtain knowledge and information both from the internet and group discussions; 3) can foster student responsibility and discipline. With the task given by the teacher to students, students must be responsible for complete the task according to the time specified; 4) can develop student creativity. Through giving assignments, students are able to develop a mindset in expressing opinions and ideas to solve a problem.

In Japanese for Tourism subject, one of the assignment methods that given to the students is making a reportage video about Tourist Destinations in Bandung.

Reference [5] explained that the reportage video presents an information, shows the process, explains a complex concept, gains skill, shortens or lengthens the time, and influences the attitude. That is why the video can be an alternative way to be used in the learning process.

Reference [6] stated that the benefits of using a video as a media in the learning process, that are: 1) provides an

unexpected experience to the students; 2) shows something that may not be visible at first; 3) analyze a change in a certain time period; 4) provides an experience for the students to feel a certain situation; 5) shows the presentation of the real life that can trigger the students to start a discussion.

This reportage video is done because the lack of information about Bandung in Japanese. While in this era of globalization requires an information that can be accessed quickly in the internet by anyone in anywhere. Therefore, the making of this video is expected to be one of the promotional media that can help the Japanese travelers to get an information about the tourist destinations in Bandung as a reference when they are come to the city. By making a video with a reportage technique, the information can be accessed easily.

This study will explain the learning steps as well as the students' response to this reportage video assignment method.

II. METHODS

This research used a descriptive method with the research instrument of questionnaire form to the students and literature studies. The respondents in this research are 18 persons of the 3rd grade students of the Japanese Department of UNIKOM in academic year 2017/2018. Data were collected during one month starting from the socialization to the presentation.

After respondents finished the task, respondents were asked to fill out questionnaires about their response to this reportage video assignment method. The data obtained were then analysed using SPSS.

III. RESULT AND DISCUSSION

Japanese for Tourism subject is divided into 16 meetings including mid semester test and final semester test. The teaching materials are divided into four main topics, including hotels, restaurants, guide, and tourist destinations.

The making of the reportage video is included in the tourist destinations topic with 1 month of making time after mid semester test. The learning steps is of reportage video assignment method as follows:

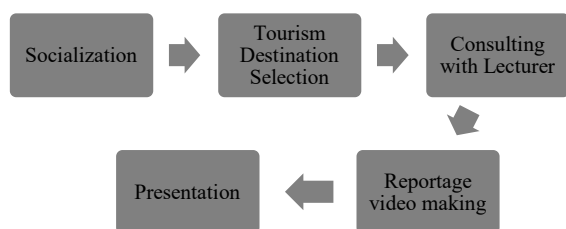


Fig 1. The Learning Steps of Reportage Video Assignment Method

Based on "Fig 1", first, the lecturer needs to do a socialization about the making of the reportage video to the students and explain the rules, video content, and the duration of the video. Next, the students need to choose the tourist destination or culinary destination such as Dago Pakar, De Ranch, China Town, The Lodge, Farm House, Warung Surabi Setiabudhi, Wikie Coffee, etc. Then, consult it with the lecturer about the selected tourist destination, the

concept of the explanation, and the script that has been translated into Japanese. After that the students are given time to make the reportage video. Last, the students have to do a presentation of the reportage video that has been made.

In order to know the students' response to this reportage video assignment method, we did a questionnaire with *google form*. The results as follows.

TABLE 1. STUDENTS' INTEREST TO THE METHOD

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	9	50.0	50.0	50.0
5	9	50.0	50.0	100.0
Total	18	100.0	100.0	

Table 1 shows that 50% of the students agreed and the other 50% strongly agreed and interested to this reportage video assignment method.

Furthermore, the table 2 below will show a percentage of students' pleasure and enjoyment on this reportage video assignment method.

TABLE 2. STUDENTS' ENJOYMENT TO THE METHOD

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.6	5.6	5.6
4	9	50.0	50.0	55.6
5	8	44.4	44.4	100.0
Total	18	100.0	100.0	

Table 2 shows that 5.6% of the students disagreed, 50% of the students agreed and 44.4% are strongly agree that they have fun to this reportage video assignment method.

Based on the tables above, it can be concluded that the students' interest to this reportage video assignment method in Japanese For Tourism subject is very high.

Furthermore, the table below will show the students' feedback on the implementation of this reportage video assignment method.

TABLE 3. DIFFICULTY LEVEL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	27.8	27.8	27.8
4	11	61.1	61.1	88.9
5	2	11.1	11.1	100.0
Total	18	100.0	100.0	

Table 3 shows that 27.8% of the students disagreed, 61.1% of the students agreed and 11.1% strongly agreed that they have no difficulty in the making of reportage video.

TABLE 4. STUDENTS' SERIOUSNESS IN DOING THE ASSIGNMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	6	33.3	33.3	33.3
5	12	66.7	66.7	100.0
Total	18	100.0	100.0	

Table 4 shows that 33.3% of the students agreed, and 66.7% of the students strongly agreed that they did it well.

TABLE 5. TIMELINESS OF THE STUDENTS ON WORKING THE ASSIGNMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	8	44.4	44.4	44.4
5	10	55.6	55.6	100.0
Total	18	100.0	100.0	

Table 5 shows that 44.4% of the students agreed, and 55.6% strongly agreed that they had completed the task on time.

Based on the three tables above, it can be concluded that the students' response to the implementation of the reportage video assignment method in Japanese For Tourism subject is very good.

The benefits of the reportage video assignment method for students as follows.

TABLE 6. IMPROVE JAPANESE SPEAKING SKILL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.1	11.1	11.1
4	9	50.0	50.0	61.1
5	7	38.9	38.9	100.0
Total	18	100.0	100.0	

Table 6 shows that 11.1% of the students disagreed, 50% agreed and 38.9% strongly agreed that the reportage video assignment method helped them improve their Japanese speaking skill.

TABLE 7. INCREASE KNOWLEDGE IN THE WORLD OF TOURISM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.1	11.1	11.1
4	8	44.4	44.4	55.6
5	8	44.4	44.4	100.0
Total	18	100.0	100.0	

Table 7 shows that 11.1% of the students disagreed, 44.4% agreed and 44.4% strongly agreed that the reportage video assignment method helped them increase their knowledge about tourism.

TABLE 8. INCREASE CONFIDENCE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.1	11.1	11.1
4	6	33.3	33.3	44.4
5	10	55.6	55.6	100.0
Total	18	100.0	100.0	

Table 8 shows that 11.1% of the students disagreed, 33.3% agreed and 55.6% strongly agreed that the reportage video assignment method helped them increase their confidence.

TABLE 9. INCREASE CREATIVITY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	6	33.3	33.3	33.3
5	12	66.7	66.7	100.0
Total	18	100.0	100.0	

Table 9 shows that 33.3% of the students are agree and 66.7% stated strongly agree that the reportage video assignment method helped them increase their creativity,

IV. CONCLUSIONS

The Implementation of reportage video assignment method in the Japanese for Tourism subject is already good. this method provides a very good influence for students to improve their Japanese speaking skill, increase their knowledge about tourism, gain self-confidence, and develop their creativity. To know more about the results, we need to do a deeper evaluation about the using of this method.

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