

# Presentation-discussion Technique to Improve Vocational School Students' Japanese Speaking Skill

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**Abstract**—The study aims to investigate the use of presentation-discussion technique to improve the speaking skills of beginning students of Japanese language class. Discussion is a two-way communication between two persons or more to exchange ideas, speaking one's mind to solve problems and making decisions. While presentation is one of the speaking activities that takes place in front of many people by giving information about particular topics to improve communication skills. Learning materials used in this study are Japanese for finance. Method used in this study is experiment methods. The sample is twenty people of XI grade Vocational School students majoring in accounting in Bandung Timur. Study instrument used is oral test. Based on study results, pretest average gain before using presentation discussion method is very low. Posttest average gain increased after using presentation-discussion technique. The result also shows that learning to speak Japanese for Vocational School students using presentation discussion technique is effective.

**Keywords**—*speaking; presentation-discussion technique; beginner Japanese students*

## I. INTRODUCTION

Learning foreign language one of which is Japanese is important to be studied in Vocational School so the students who graduates can use the language as advantages in working world. Rano states that "student skills will not be perfect without mastery of a foreign language [1]. These days MEA will be enacted where foreign workers will get in Indonesia. That means who graduates from Vocational School should have giving their hard work to seize the job market". Therefore, learning foreign languages in Vocational School especially learning Japanese should have fit with expertise programs. It is supposed to Vocational School students have mastering language based on their expertise programs so it will be useful when they work. One of them is they can work in Japan companies or facing their working partners from Japan.

The problems of learning Japanese in Vocational School is students having hard times to speak in Japanese. One of the factors is they have less vocabulary known which will be giving implication to students to make sentences in Japanese and to communicate in Japanese. Asano in Dahidi and Sudjianto says that the end of Japanese learning is for the

learners can communicating their thought or ideas using oral and written in Japanese [2].

There is issues with communication, especially oral communication (speaking). In fact, there is internal and external factors that affect student's Japanese speaking skill. Internal factors that affecting student's speaking skill is low Japanese vocabulary known, low chance for students to speak in Japanese, and low student's interest in learning Japanese. Other than that, there is external factors which is needed of better media used to learn speaking Japanese and ineffective learning method used by teachers to gain student's interest to speak Japanese.

Communication is one of the skill component in learning Japanese that can only be gained with a lot of practices. Therefore, effective methods are needed to solve this problem, one of them is presentation discussion method.

Discussion is communication interaction between two persons or more to exchange ideas, speak one's mind to solve problems and make decisions, while presentation is speaking activities that take place in front of many people. This presentation activity can be done by individual or groups. This presentation activity has various benefits. In addition to speak ideas, presentation activity can give information's about topics and mental training for the presentation. Presentation activity can improve communication skill. Combining discussion and presentation method can train and improve student's speaking skill.

Main problem which will be reviewed in this study are as follows:

- To know student's Japanese speaking skill for beginner before presentation discussion method applied.
- To know student's Japanese speaking skill for beginner after presentation discussion method applied.
- To know the effectivity presentation discussion method to improve student's Japanese speaking skill for beginner.

## II. LITERATURE REVIEW

### A. Discussion Method

Aqib and Ali state that discussion method in learning is how to deliver lesson materials, where teachers are giving chance to gather problem solving alternatives for student with interaction in groups, exchange ideas about issues to solve the problem, answering the questions, gaining knowledge, or making decisions [3]. Hasan explained that discussion method is a way to learn and teach that exchange ideas between students and teachers, student and student as discussion participants [4]. Ali assume that through discussion method, the one who will be active is interaction between learners to discuss about problems, while in Indonesian dictionary, discussion method implemented through exchanging ideas activity between students and teachers [5]. Therefore, can be concluded that discussion method is a way to gather problem alternatives to deliver learning that done with good interaction between teachers or student and student with among other students in the groups.

### B. Presentation

Abidin claims that presentation is means of communication to deliver the messages through explaining the materials systematically, in hope that will be effective for presentators and audience [6]. Presentation is speaking activity in front of audience or one of the form of communication. Presentation is activity to deliver topics, ideas, or information's to others. From that explanations can be stated that presentation is communication process done by communicant in purpose to deliver the messages to the audience by explaining. Communication process like this is one of the aspects of language skills (speaking). In connection with this study, the intended use of this presentation is presentation for education that is formal.

### C. Speaking

Speaking is one of language skills. Speaking skill has vital social role in communication [6]. That state same as Tarigan who state that speaking is language skill which grown to kid's life, that begin with listening skill, in this ages speaking skill learned [7]. Speaking, according to Kida in book *Hanasu koto o Oshieru* are [8]:

*“Hanasu kooi wa, itai naiyou o kangaeru, itai hyoogen o erabu, onsei ni dashite aite ni tsutaeru toiu puroseshu otaridashimasu. Hanashite to kikite no komyunikeeshon wa jiteki to “jouhousa” “senyakuken” “hanou” kara natteimasu. Kono hanasu puroseshu komyunikeshon no youso o, kyoushitsu ni okeru renshuu to no kankei de kangaemashita.”*

The states above mean that:

“Speaking is sound process, choosing expression which want to be said and think the purpose that want to be delivered to interlocutors. Communication between speakers and listeners have “purposes” and “information's”, “choice”, “response”. This is communication elements which associated with practice in the classroom.”

The terms speak the same of communication because speaking is form of oral communication because inside of it there is message from a source to another place. Rebecca in her book *“Gengo Gakushuu Sutorateji”* stated that communication is [9]:

*“Komyunikēshon (komyunikeishon) to iu kotoba wa, tomoni majiwaru, kyōryoku suru, sōgo kankei o motsu, toiu imi no settō ji komu o fukumu ratengo no commonness kara kite iru. Shitagatte, komyunikēshon to wa, futari ka sore ijō no kojinkan de, kyōryoku shi ai kyōtsūsei o miidashi, kizuki ageru, sōgo kōkan to teigi sareru. Komyunikēshon wa, seishi shita mono denaku, dōtekina mono toshite kangaerarete iru. Mata shiyō gengo no chishiki o kyōyū suru futari ka sore ijō no hitotachino made no ishi sotsū o okonau monode mo aru.”*

The states above mean that:

“Communication comes from the Latin which is commonness. Com that means together, cooperate and have a reciprocal relationship. Therefore, communication defined as reciprocal relationship between two persons or more cooperating to find and build common ground. Communication is not considered static, but dynamic. Furthermore, doing two ways communication or more to share knowledge about language used.”

Based on the above statement, communication is done by two persons or more to transfer messages in the form of information's or knowledge referred as general principle in speaking activity. The conclusion is strengthened by statement said by Chaedar who says that communication has the meaning of speaking. In harmony of the essence of language which is the most important communication and function of language is communication and interaction tools [10]. The term “communication” means understand and speak, listen and reply. Therefore, can be concluded that someone is said to be proficient in language as well as proficient in communication. Speaking closely related with communication. Because the purpose of speaking is to communicate.

## III. METHOD

Study done is language study, with experiment method used. This study done in Vocational School Bandung Timur. Population in this study is XI grade student Vocational School Bandung Timur school year 2017/2018. The sample is twenty of XI grade Accounting students of Vocational School Bandung Timur.

## IV. RESULTS AND DISCUSSION

### A. Pretest Result

There are stages arranged in this study among them, that is: doing pretest, doing treatment, gathering data's in the form of the pretest result and spreading the questionnaire. Those steps will be data sources to be consideration for writer to have conclusions. Related with it, the beginning of this study is gathering data's to know student's Japanese skill, which is done by doing pretest. Figure 1, the pretest results in this study, is described as follows.

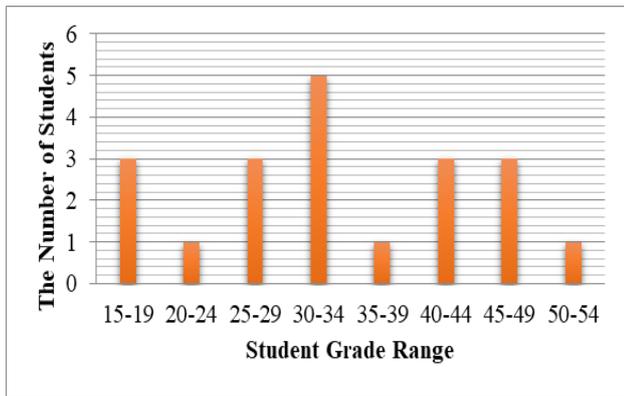


Fig. 1. Pretest results.

Figure 1 above shows that the most value obtained by student is around 30-34, and student who got lowest value is around 20-24, 35-39 and 50-54. Based on pretest result, the average score that student get is 33,4.

**B. Treatment Results**

The second step is doing treatment. Treatment done four times. The materials done within the treatments based on the themes that have been determined. The themes given to students for every treatment are Japanese for beginner themes that adjusted to their expertise which is about finance.

At each treatment, class is split into many groups. In a group consists of 3-4 students. Student groups is decided by random. Before the learning activity started, teacher explain about presentation discussion method and learning activity steps using this method. Then, teacher give them student activity sheets that contain discussion materials for the group. Before it is started, teacher explain about sentence patterns that contained in the sheets. After that, students allowed to discuss it with their groupmates and write a report about their conclusion for the discussion. Furthermore, every groups presenting their discussion result in front of the class. Everyone in their group should have chance to speak and the other groups are listening to the presentation dan make a report.

1) *Treatment I result:* The first theme is “Shoukai”. The purpose of this theme is students can introduce themselves and others at work. The vocabulary in this theme is country and employment status related to finance/bank. In this theme every students from every groups should have chance to speak, introducing themselves and others alternately.

In this treatment, students can introduce themselves well. The content they provide is match with topic and the sentences while introducing themselves and others begin with “Hajimemashite” and there is perfect sentence one like “Minna san, ohayou gozaimasu. Hajimemashite” stating origin country “watashi wa Indonesia jin desu” with various country that they said, and then employment status like “watashi wa BRI no shachou desu” and said the introducing final phase “douzo yoroshiku onegaishimasu”. They can introduce others by saying “Kochira wa ~san desu” and saying others employment status “Sindi san wa BRI no teraa desu”. However, there is many students having hard times saying “douzo yoroshiku

onegaishimasu” become “douzo yoroshiku ogaishimasu”. Other than that “Hajimemashite” become “Hajimamashite”. Students speaking skill evaluation result on first treatment, Figure 2, is as follows.

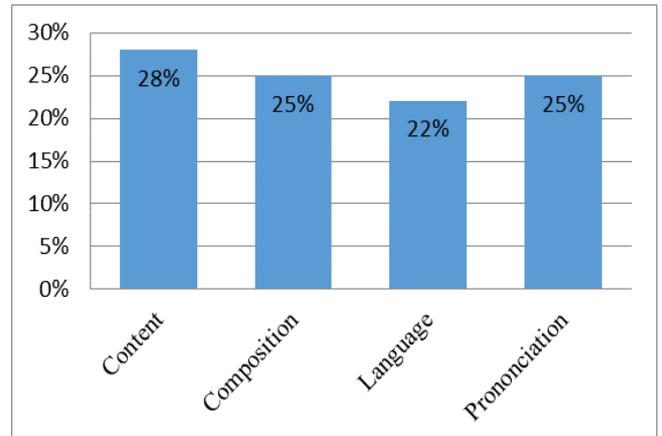


Fig. 2. Treatment I student speaking skill evaluation chart.

Figure 2 above shows that student speaking skill on treatment I, highest percentage is 28% for content, highest second is 25% for composition and pronunciation, and the third is 22% for language. Based on highest percentage for treatment I learning can be concluded that between the four elements of speaking skill on first theme shows that, the content delivered by students is properly delivered. The pronunciation is clear, but vocabulary pronunciation need to be fixed.

2) *Treatment II results:* Theme for the second treatment is “Nihongo de nan desuka”. In this theme, vocabulary learned is about finance and financial tools. The purpose is students can say products and financial tools in Japanese and other languages as Indonesian and English. Every individual from every groups saying 3-4 financial products in one language.

In this second treatment, overall content is the same as first treatment. There are some students find it difficult to say “Indonesia go de” become “Indonesia de go”. Even there is saying it without particle as “de” particle. Treatment II student speaking skill evaluation result are as follows:

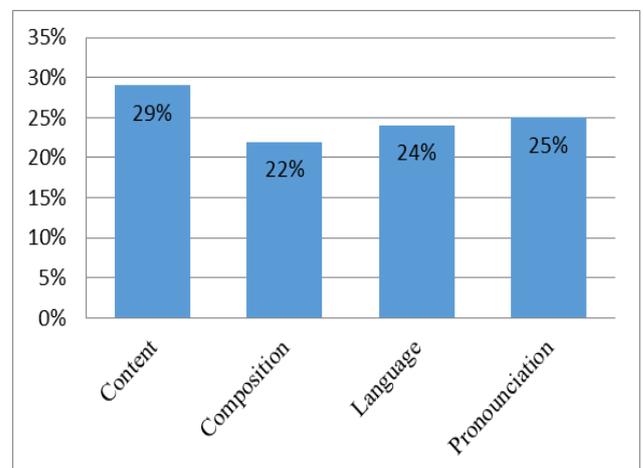


Fig. 3. Treatment II student speaking skill evaluation chart.

Figure 3 showing second treatment, we can see from the chart above that highest percentage student speaking skill still for the content element which is 29%. Second percentage is 25% for pronunciation and 24% for language, and 22% for composition that decrease for 3% from first treatment.

3) *Treatment III results:* Theme for third treatment is “Nani o shimasuka”. The purpose of this theme is student can say financial activity in Japanese. Vocabulary learned in this theme is financial terms, financial activity and financial institutions. In this theme, every groups mix and matching vocabulary about financial terms with verbs that should be written in report table. Every students in every groups should presenting 3 different sentences about financial activity in Japanese and Indonesian.

In this treatment, the speaking contents by the students fit the topic. The sentence arrangement is good with saying “(noun) o (verb)” like “Shishutsu o shirabemasu”, “ginkou de hatarakimasu”. But, there is some students who says wrong word like “zaisei” which means financial with “zeisei” which means taxation and “reputo” which mean report and “reeto” which means exchange rate. Figure 4 showing Treatment III student speaking skill evaluation result is depicted as follows.

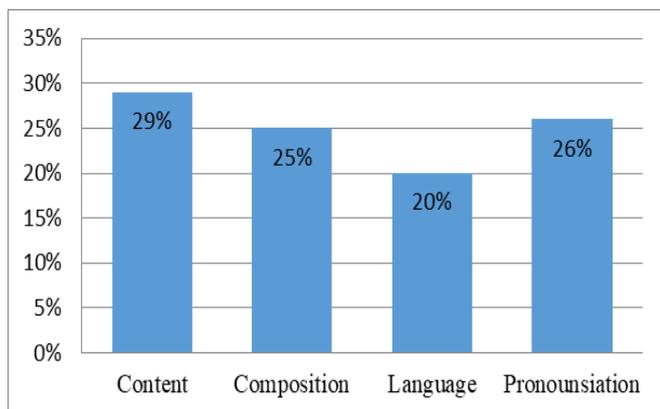


Fig. 4. Treatment III student speaking skill evaluation.

Figure 4 above shows that student speaking skill on this treatment III, the highest percentage still for content which is 29%. The highest second is pronunciation which is 26%. Next is language which is 20% that decrease for 4% from the last treatment. For treatment III about “nani o shimasuka” some students did it wrong when saying verbs in Japanese.

4) *Treatment IV results:* Fourth treatment theme is “doko desuka”. The purpose of this theme is students can say where is place in the office or bank. Vocabulary given is about places or rooms in the office or bank. In this treatment, the content delivered fit the topic. Students can say interrogative sentence about places or persons at some places like “Chociku eria wa doko desuka”, “~san wa doko ni imasuka” and they can answer the question by saying places name or where is the place at well like “kokyaku sabiisu eria no migi desu” or “~san wa ginkooinshitsu ni imasu”. Treatment IV student speaking skill evaluation result are as follows:

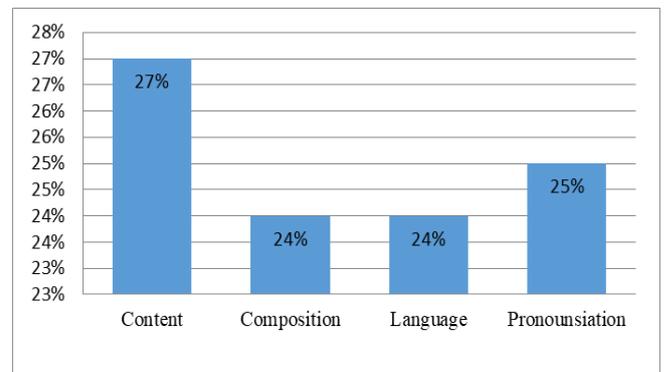


Fig. 5. Treatment IV student speaking skill evaluation.

Figure 5 above shows that highest percentage still for content which is 27%. Therefore, treatment 1-4 shows that student skill to deliver the content is consistent and fit the topics for every themes. In this treatment, the language percentage increase for 4% from the last treatment. Therefore, can be concluded that students are getting better in vocabulary. It probably because the vocabulary learned in treatment IV is not as many as treatment III so they can remember and say it right.

### C. Posttest Result

In last meeting, data gathering done by doing posttest. From its result, the upgrades of student Japanese speaking skill after using presentation discussion method can be known. Posttest result are as follows:

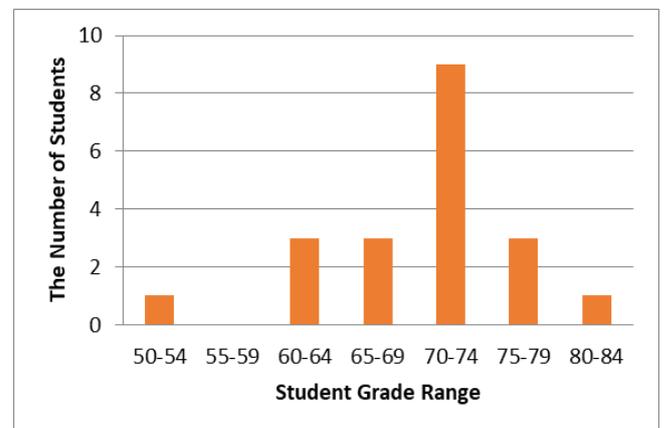


Fig. 6. Posttest results.

Figure 6 shows that the lowest posttest value is 50-54 1 people, while 9 students value is 70-74. Posttest average value is 69,5. As we can see the pretest average result with posttest average result, so the posttest result (69,5) is higher than pretest result (33,4). It shows that there is upgrades in student Japanese speaking skill.

### D. T-Value Calculation Result

T-value calculation result using IBM statistic SPSS version 23 shows that t-count value is 0,965 and t-table is 0,444. The conclusion is t-count>t-table. Appears that, H1 granted and H0

denied which means the use of presentation discussion method improves the student Japanese speaking skill for beginner.

#### V. CONCLUSION

Based on the test result, pretest average result that obtained by students before using presentation discussion method is 33,4. After using presentation discussion method, students average value on posttest is 69,5. Other than that, based on t-count calculation, when compared between t-count and t-table, t-count (0,965) is bigger than t-table (0,4444).

Based on pretest to posttest result and t-count calculation, it shows that learning of Vocational School students with presentation discussion method is effective.

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