Implementation of Project Based Learning Independent Learning Curriculum in Japanese Speaking Skills

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Abstract

Students of Japanese Literature typically encounter challenges in verbalizing the Japanese language. Implementing an independent learning curriculum alongside the Project Based Learning model can facilitate students' proficiency in spoken Japanese, as it enables them to comprehend information, select themes, and actively engage in addressing their speaking challenges autonomously. This project, funded by LPPM Unsoed Skim project on Competency Improvement, aims to assess the enhancement of speaking skills among Japanese Literature students and identify the challenges they encounter. This study employs an experimental research methodology utilizing the One Group Pretest-Posttest Design. The tools employed for data collection include the speaking skills assessment rubric and interview instructions to identify speaking challenges. Data gathering methodologies encompass (1) oral assignment approaches, (2) observation, and (3) interviews. Qualitative observation data are evaluated utilizing the Miles and Huberman analytical framework, which encompasses data reduction, data display, and verification and conclusions. The study's results indicated that the speaking proficiency of Japanese Literature students who engaged in Project Based Learning surpassed that of their counterparts in conventional learning models, and the students' speaking challenges were identifiable.

Keywords: Independent Learning Curriculum, Project Based Learning, Speaking Skills

INTRODUCTION

The Japanese language presents a unique and intricate challenge for learners, especially students in the Japanese Literature Department in Indonesia, due to its

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distinct linguistic structure compared to Indonesian and regional languages, particularly in terms of script, grammar, and linguistic forms. The speaking challenges encountered by Unsoed Japanese Literature students include pronunciation, intonation, stress, pauses, expressions, and gestures. Another challenge is the interpretation of the words or sentences articulated to ensure comprehension by the interlocutor. Furthermore, it is pertinent to the cultural setting of the Japanese country. Engaging with the nuances of Japanese culture will aid the speaker in comprehending the desired message.

The Speaking Skills course is regarded with apprehension by students of Japanese Literature. The researcher's experience as an instructor in speaking skills has demonstrated that the average student score is unsatisfactory. This is a challenge for researchers to enhance pedagogical approaches to effectively increase students' speaking abilities, hence ensuring satisfactory learning results in their skill development. Researchers will employ a project-based learning methodology. This educational technique is considered effective and has the potential to enhance students' learning results and speaking abilities.

The project-based learning approach is a progressive educational method that prioritizes students, positioning instructors as motivators and facilitators. In this framework, students are afforded the autonomy to construct their learning by utilizing problems as a foundational step for gathering and synthesizing new knowledge derived from their real-life experiences. They analyze issues from their individual perspectives, informed by their interests and talents, collaborate to resolve challenges, and collectively produce work or products (Susetyo, 2022).

This study will demonstrate the enhancement of speaking skills through the use of Project-Based Learning. Extensive research on Project Based Learning has been undertaken, including a study by Mufidah (2022) titled "Enhancing Presentation Skills in Japanese through Project Based Learning in Kaiwa VI Learning." Determined that students exposed to the Project Based Learning model had superior enhancement in presentation skills compared to those subjected to traditional learning methods. The posttest data analysis indicates that the experimental group outperformed the control

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group by an average of 5.6 points. Student feedback concerning the execution of the Project-Based Learning paradigm was predominantly positive.

The findings of Jaya et al.'s (2019) study on the implementation of project-based learning in speaking courses indicated that (1) there was a substantial difference in both speaking proficiency (t = 8.828, p < .000) and self-confidence (t = 7.968, p < .000) within the experimental group following instruction via PBL, (2) a significant disparity also existed between the experimental and control groups regarding speaking ability (t = 2.307, p < .027) and self-confidence (t = 3.595, p < .001), and (3) PBL accounted for 99.7% of the variance in students' speaking achievement and 92.7% in self-confidence. In conclusion, PBL is a successful approach for enhancing speaking skills and boosting students' self-confidence.

Research by Seftika et al. (2021) indicates that students have a favorable response to project-based learning. Project-based learning in speaking classes can enhance students' English speaking abilities and foster 21st-century skills, including critical thinking, problem-solving, creativity, communication, technological proficiency, and collaboration.

The findings of the study conducted by Idrus et al. (2022), indicate that the application of the Project Method in the Mandarin Language Education Study Program at the State University of Malang is executed in a conducive, interactive, systematic, and informative manner. The questionnaire data titled "Student Responses to the Implementation of the Project Method in Learning Writing Skills" indicates that all students can address various challenges in acquiring Mandarin writing abilities.

The previous four research findings indicate that project-based learning enhances speaking skills, is regarded as an effective approach for developing speaking abilities and can bolster students' self-confidence. Students exhibited a favorable response to project-based learning, enabling them to address diverse challenges in acquiring language skills.

The presentation of prior research findings indicates variations in the focus of studies concerning the application of learning models for project-based learning, encompassing language skills learning materials, as well as the timing and location of

implementation within the Japanese Literature program at the Faculty of Cultural Sciences, Universitas Jenderal Soedirman. The study's results are anticipated to enhance students' proficiency in speaking Japanese while simultaneously identifying and addressing their challenges in verbal communication, serving as an alternate option in the methodology of Japanese speaking skills acquisition.

The description highlights the pressing need to investigate the use of project-based learning approaches to obtain a clear assessment of students' speaking skills before and after its application. The findings of this study will subsequently aid in addressing challenges encountered by students and enhance learning outcomes and speaking proficiency among students in the Japanese Literature Study Program at FIB, Universitas Jenderal Soedirman.

This research specifically delineates the application of the project learning model within the Speaking Skills Course, facilitating meaningful learning experiences for students and fostering conceptual development through the products they create. This research was executed in alignment with a research roadmap that corresponds to the objectives of the Japanese Literature Study Program, particularly in enhancing Spoken Language Skills, and the vision of Universitas Jenderal Soedirman to cultivate world-class human resources.

This research is valuable both theoretically, as it contributes to the body of knowledge regarding language skills, and practically, by providing lecturers with insights into students' speaking abilities and the challenges they encounter in acquiring Japanese language skills. Additionally, it offers the Japanese Literature Department guidance to enhance student proficiency in Japanese and improve learning outcomes.

METHOD

This research is experimental research. Experimental research is employed to ascertain the impact of specific therapies on others inside regulated conditions (Sugiyono, 2015). Experimental research is undertaken when researchers implement learning models to assess students' capabilities (Susetyo, 2019). The research was conducted at the Faculty of Cultural Sciences (FIB), specifically within the Department

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of East Asian Languages and Literature, focusing on the Japanese Literature Study Program. It was executed in the fall semester of 2024. The research participants were students enrolled in the Japanese Literature Study Program under the Department of East Asian Languages and Literature at the Faculty of Cultural Sciences (FIB). This study employed open testing and observational strategies for data collecting. The assessments are categorized into two types: pretest and posttest. The analytical method employed in this study was qualitative observational data analysis. Researchers conducted qualitative analysis by reflecting on the outcomes of their observations of the learning process including both researchers and students in the classroom. Field notes were transformed into coherent phrases and subjected to qualitative analysis.

RESULTS AND DISCUSSION

Implementing the Project Based Learning methodology can facilitate students' acquisition of Japanese language proficiency by enabling them to comprehend information, select themes, and actively engage in independently addressing their speaking challenges. This study aimed to assess the enhancement of speaking skills among Japanese Literature students at Unsoed and to identify the challenges encountered by these students.

The participants were 37 students enrolled in the Hanasu-kiku III course during the third semester, exhibiting diverse proficiency levels in the Japanese language. Pretest and posttest inquiries have been formulated. Materials for expression have been provided for seven meetings.

The phases in the research demonstrating the implementation of Project-Based Learning are as follows: (1) Students undertake a pretest; (2) Students engage with oral discourse containing various expressions applicable in specific contexts; (3) Researchers present illustrative images of dialogues; (4) Students develop conversation projects utilizing expressions derived from the oral discourse; (5) Students produce conversation videos; (6) Students complete a posttest.

When students are administered a pretest, they often exhibit confusion in responding to questions, even though the questions present situational contexts that

can be addressed generally; yet the language required for the replies are seldom utilized by the students. This is a question utilized in both the pretest and posttest to inquire about the expressions applicable in scenarios like the one described below:

連絡の方法を確認するとき。
'When you want to confirm how to contact the other person.'

Expression being used is:
じゃ、この番号に電話すればいいんですね。
'If so, you can call this phone number, right?'

Following the pretest, students engage with oral discourse comprising conversations on quotidian issues that include responses to the inquiries presented in the preceding pretest. Students analyze the significance and application of terms based on the contexts and circumstances present in oral language, specifically in conversational formats. Many expressions utilized by students are described in table 1.

Table 1. Many expressions used by students

No	Situation	Expression
1	山田さんに話しかけるとき。 'When starting a conversation with Mr. Yamada'	お忙しいところ、すみません。' Sorry to disturb you in the middle of your busy schedule'
2	「不在連絡票」が何か、質問するとき。'When asking questions about what is the Absence Notification Form,'	何のことですか 'what is that thing'
3	連絡の方法を確認するとき。' When confirming how to contact'	じゃ、この番号に電話すればいいんですね。 'Well, you have to call this number.'
4	遅れることを伝えるとき。' When telling someone you will be late'	乗る電車を間違えてしまって、３０分ぐらい遅れそうなんです。'I got on the wrong train, it looks like I'll be about 30 minutes late.'
5	先生の時間を無駄にしたことを謝るとき。 While apologizing for wasting sensei's time'	わざわざお時間をとっていただいたのに、・・・・・。'Thank you for taking the time but, …..'
6	会う日を変えてもらうように頼むとき。 'When you ask to change the meeting date'	できれば、先生のご都合のよい日に変更させていただけないでしょうか。'If possible, would it be possible to change the meeting date to a date that sensei can accommodate?'

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Figure 1 presented following the students' debate outcomes regarding the expression. Students examine the image and thereafter initiate a project in the format of a conversational film utilizing the previously discussed expression. Prior to producing the video, students initially create a dialogue screenplay. This illustration illustrates the context of use the term.

Figure 1. Illustration for student's debates

The video discussion experiment was completed, and students responded to the administered posttest. Students experienced no problem while completing the posttest.
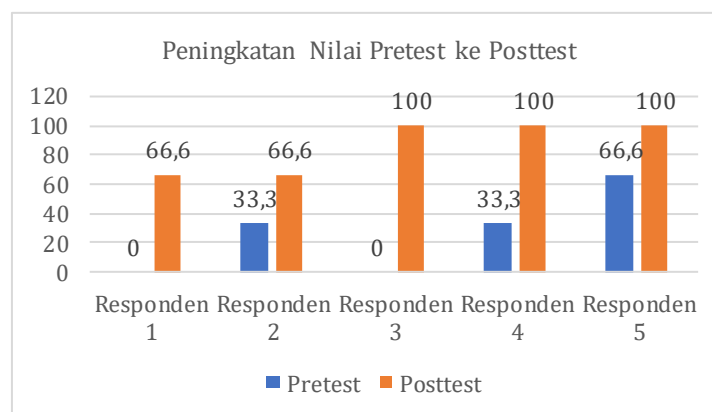

Figure 2. Increasing pretest score

The increasing in pretest scores in the posttest indicates that the Project Based Learning paradigm can enhance students' Japanese speaking abilities. This study's novelty distinguishes it from prior research by Mufidah (2022), Jaya (2019), Seftika (2021), and Idrus (2022) as it enables students to comprehend information, engage in critical thinking, and collaborate to enhance their understanding while seeking answers in oral discourse concerning the use of interrogative expressions derived from the administered pretest. Students are afforded the option to select a theme and actively engage in autonomously addressing speaking challenges while creating projects in video format, utilizing visuals as cues.

CONCLUSION

The predominant challenge observed is a deficiency in confidence regarding Japanese language proficiency, particularly in advanced speaking, resulting in a propensity for passivity. This challenge can be surmounted through dialogue, fostering a conducive learning environment that facilitates educational attainment. This study demonstrates that the implementation of project-based learning enhances Japanese speaking skills by allowing students to first comprehend the expressions utilized in conversation, thereby increasing their confidence in speaking Japanese.

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