International Journal of Innovation, Creativity and Change. www.ijicc.net
Volume 10, Issue 12, 2020

Efforts to Increase Listening Ability Through Interactive Multimedia on Dokkai Learning in Japanese Language Education Program of UNNES

Lispridona Diner[a*], Sudi Esti Utami[b], Endang Kurniati[c], Maria Johana Ari Widayanti[d], [a,b,c,d]Fakultas Bahasa dan Seni, Universitas Negeri Semarang, Indonesia, Email: [a*]lisjoost@yahoo.com

This research was conducted utilising a research and development approach and aimed at: (1) developing integrative thematic-based dokkai learning media as a learning resource in chodokkai subjects, and designing material in the appropriate learning material to be used in media on integrative thematic-based dokkai learning media; (2) knowing the feasibility of learning media for dokkai learning; and (3) knowing the effectiveness of using integrative thematic-based dokkai learning media. This research was conducted on second year students in the Japanese education study program of the Universitas Negeri Semarang (UNNES) in 2018. The improvement of listening ability through picture media on integrative thematic-based dokkai learning was implemented through classroom action research (CAR) approaches; it is a research activity conducted in class. Picture media on integrative thematic-based learning is packaged in the form of PPT. The results showed that after two cycles, the students' course grade increased and was completed.

Keywords: *Listening, Dokkai, Interactive Multimedia.*

Introduction

Japanese is a foreign language that is widely studied in Indonesia, other than English. According to the Japanese Embassy Public Relations for Indonesia (Masaki Tani in Kompas.com August 21, 2010), in 2006 in Indonesia there were around 207,000 people

studying Japanese. In 2009 this number increased dramatically to 720,000 people. This shows the high interest of Indonesians to learn the Japanese language.[1]

The impact of a high interest in Japanese language learning in Indonesia can be seen in the increasing number of formal education institutions, especially at the level of secondary schools and universities. In addition, non-formal educational institutions that provide training or Japanese language courses began to appear.

In general, the process of learning the Japanese language in formal and non-formal educational institutions is done by conventional methods. It is fixated on books and the use of multimedia in learning is still not optimal. The learning method tends to make the learning process boring and causes learners to become bored quickly.

Likewise in chodokkai learning, Japanese language learners of the Japanese Language Education Study Program of the UNNES have difficulties, among others, because the learner's mother tongue (Bahasa) has a different sentence structure from Japanese:

Bahasa: S (subject) – P (predicate) – O (object)
Example: *Saya* *makan* *nasi*

Meanwhile, in Japan Language:

S (subject) – O (object) – P (predicate)
Example: *Watashi* *gohan* *o tabemasu Saya* *nasi* *makan*

Different sentence structures, as above, are one of the factors that influence Japanese language learners, especially students of the Japanese Language Education Program at the UNNES, that experience difficulties understanding reading passages. In the *dokkai* learning process, it requires the ability to listen to high-level reading so that the learning objectives are achieved. Therefore, we need an innovation to develop a new learning media that can help the instructor in delivering the material of the chodokkai subject to achieve the learning objectives. The media needed is an integrative thematic-based media. In connection with that, it is necessary to know that each *chodokkai* material (reading comprehension/*dokkai*) is integrated with other subjects namely *kaiwa chukyu zenhan* (speaking), *chodokkai* (listening) and *sakubun chukyu zenhan* (writing). Those courses are obtained by students in the fourth semester and are tiered courses. The learning media that will be used in this learning is an integrative thematic-based media, which relates to themes of other subjects (other language learning abilities).

Learning media is one component that has an important role in learning. Arsyad (2011-2-3) states that "the media is an integral part of the teaching and learning process in order to achieve educational goals".[2] Meanwhile, Sukiman (2012: 44) explains the practical use of instructional media in the teaching and learning process, namely, "learning media can clarify the presentation of the message and information so as to facilitate and improve learning processes and outcomes. Learning media can enhance the learning process of students in learning which in turn can enhance the learning outcomes achieved. The use of media should be one part that must be taken into account by instructors in learning activities. Therefore, the instructor needs to learn how to establish learning media in order to be effective in achieving the learning objectives in the learning process.[3]

Based on the facts and problems above, it is deemed necessary to conduct research to solve the problem. Therefore, this study is entitled: **"Improving Listening Ability through Picture Media in Dokkai Teaching"**. The learning media developed is interactive learning media. It is expected that this media can involve students to actively learn the material, improve the listening ability of students and enhance the spirit of learning of students, while also improving the students' Japanese language skills.

The Comprehensive Theoretical Basis

Definition of Learning Media

In the communication process, the media is anything that delivers or carries information to the recipient of the information. In the teaching and learning process, which is essentially also a process of communication, the information or a message that is communicated is the content or teaching material that has been defined in the curriculum. Sources of information are teachers, book or module writers, designers and other learning media makers. Meanwhile, the information recipients are students or learning citizens. The understanding of learning media varies. There are media experts who make definitions that only focus on tools or hardware, while some also focus on software. Examples of definitions that refer to hardware are the definitions proposed by Schramm and Briggs (Sudjana & Rivai, 2002: 4).[4]

Schramm defines learning media as information-carrying technologies that can be used for teaching and learning. Whereas, Briggs identifies it as a physical means to convey teaching materials. The word education media is used interchangeably with the term tools or communication media as suggested by Hamalik (1994), where he sees that communication relations will run smoothly with maximum results when using tools called communication media. Meanwhile, Gagne and Briggs in Arsyad (2006: 4) implicitly say that the learning media includes tools that are physically used to convey the content of the teaching material, which consists of books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers. In other words,

media is a component of learning resources or physical vehicles that contain instructional material that can stimulate students to learn. On the other hand, the National Education Association provides a definition of media as forms of both printed and audio-visual communication and equipment. Thus, the media can be manipulated, seen, heard, or read.

Based on the description of some of the limitations on media, it can be stated that the general characteristics contained in the media are:

1) Educational media has a physical understanding that today is known as hardware, which is something that can be seen, heard, or touched by the senses.
2) Educational media has a non-physical understanding known as software (software), which is the content of message found in the hardware, which is the content to be conveyed to students.
3) The emphasis of educational media is on visual and audio.
4) Educational media has a definition as tools in the learning process, both inside and outside the classroom.
5) Educational media is used in the context of communication and interaction between teachers and students in the learning process.
6) Educational media can be used massively (radio, television), in large groups and small groups (eg films, slides, videos, OHP), or with individuals (modules, computers, radio tape or cassettes, video recorders).

Learning Media Functions

According to Kemp and Dayton (1995; 3-4), some research results show that the positive impact of using media as an integral part of classroom learning or as the main method of direct learning is as follows. The delivery of lessons becomes more standard. Every student who sees or hears the presentation through the media receives the same message. Although teachers interpret the content of the lesson in different ways, the use of a variety of interpretive media can be reduced so that the same information can be conveyed to students as a basis for further assessment, training and application. Learning can be more interesting. The media can be associated with an attention trigger, keeping students awake and paying attention. The clarity and difficulty of the message, the attractiveness of the changing image, and the use of special effects that can cause curiosity and enable students to laugh and think, all indicate that the media has motivational aspects and increases interest. Learning becomes more interactive with the application of learning theories and psychological principles that are accepted in terms of student participation, feedback, and reinforcement. The length of time needed for learning can be shortened because most media only need a short amount of time to deliver the messages and content in a large number with the possibility of it being

absorbed by students. The quality of learning outcomes can be improved when the integration of words and images as learning media can communicate elements of knowledge in a well-organised, specific and clear way. Learning can be given when and where desired or needed, especially if the learning media is designed for individual use. The positive attitude of students towards what they learn and the learning process can be improved. The role of the teacher can change in a more positive direction; the teacher's burden for repeated explanations of the content of the lesson can be reduced or even eliminated so that he can focus on other important aspects of the teaching and learning process, for example as a consultant or student advisor.

Dale in Arsyad (2006: 18) suggests that audiovisual materials can provide many benefits, provided that the teacher plays an active role in the learning process. Teacher-student relations remain the most important element in the modern education system today. The teacher must always be present to present the subject matter with the help of any media so that the following benefits can be realised: increasing mutual understanding and sympathy in the classroom; resulting in significant changes in student behaviour, showing the relationship between subjects, and students 'needs and interests with increasing students' learning motivation, bringing freshness and variety to students' learning experiences; and make learning outcomes more meaningful for various students' abilities; encouraging the meaningful use of subjects by involving imagination and active participation which results in increased learning outcomes; provide necessary feedback that can help students discover how much they have learned; complement the experience that is rich with meaningful concepts which can be developed; broaden students' insights and experiences that reflect non-verbalistic learning and make appropriate generalisations; and convince yourself of the order and clarity of the mind that students need if they are to build meaningful concept structures and thought systems.

Sudjana and Rivai (2002: 2) presented the benefits of learning media in the student learning process. Namely, learning will attract students' attention so that it can foster learning motivation; learning materials will be more clearly defined so that students can better understand them and enable them to master and achieve learning goals; teaching methods will be more varied, not just verbal communication through the speaking of words by the teacher, so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches at each lesson hour; and students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, acting, and others. The Encyclopedia of Educational Research in Hamali (1994: 15) details the benefits of educational media as follows:

1. Putting a concrete foundation to think, therefore reducing verbalism. Enlarge student attention. Laying the foundations that are important for the development of learning, therefore making the lesson more solid.
2. Provide real experiences that can foster self-employment activities among students.
3. Growing regular and continuous thinking, especially through living images.
4. Helps the growth of understanding that can help the development of language skills.
5. Provide experiences that are not easily obtained in other ways and help with greater efficiency and diversity in learning.

From the description above, it can be concluded that there are several functions of learning media in the teaching and learning process. They are, as follows: learning media can clarify the presentation of message and information so as to facilitate and improve learning processes and outcomes; learning media can improve and direct students' attention so that it can lead to learning motivation, a more direct interaction between learners and their environment, and the possibility of learners to study individually according to their ability and interest; learning media can overcome the limitations of the senses, space and time, such as: a) an object or objects that are too large to be displayed directly in the classroom can be replaced with pictures, photos, slides, reality, films, radio, or models; b) an object or objects that are too small and that are not visible to the senses, can be presented with the help of a microscope, film, slide, or picture; c) rare events that occur in the past or occur once in a decade/s can be displayed through video recordings, films, photos, slides beside verbally; d) objects or processes that are very complicated, such as blood circulation, can be displayed concretely through films, images, slides, or computer simulations; e) events or experiments that can be dangerous can be simulated with media such as computers, movies, and video; and f) natural events such as the occurrence of volcanic eruptions or processes which, in fact, take a long time such as the cocoon process into butterflies, can be presented with recording techniques for films, videos, slides, or computer simulations.

Learning media can provide students with similar experiences about events in their environment and allow the students to directly interact with teachers, the community and their environment. For example, through field trips, visits to museums or zoos. The use of images and photos and graphics in the example above is also one way.

Learning with learning media

The use of learning media can enhance the learning process and results, which is related to the learners' level of thinking. The level of human thinking follows the stage of development starting from concrete thinking to abstract thinking, and starting from simple thinking to complex thinking. The use of learning media is closely related to these stages of thinking

because through learning media, abstract things can be concretised, and complex things can be simplified.

Classification of Learning Media

Bretz in Arief et al. (1996: 38) classifies learning media into eight major groups based on the five constituents contained in them; picture, sounds, line graphs, printed verbal symbols, and motion. The eight groups mentioned are: 1) Printed media — the main value is verbal symbols; 2) Audio media — the main element is sound; 3) Semi-motion media — the main elements are lines, verbal symbols, and motions; 4) Motionless visual media — the main elements are lines, verbal symbols, and pictures; 5) Motion visual media — the main elements are pictures, lines, verbal symbols, and motions; 6) Audio media — the main elements are sounds and verbal symbols; 7) Motionless audio visual media — the main elements are sound, pictures, lines, and verbal symbols; and 8) Motion audio visual media — the main elements include all five constituents of sounds, pictures, lines, verbal symbols and motion.

Unlike Bretz, Kemp in Arsyad (2006; 42) classifies learning media that are widely used as learning resources in educational and training environments based on the way they operate. He divides the media into six groups, namely: 1) Real objects; 2) Unprojected materials, such as printed materials, whiteboards, flip charts, diagrams, charts, graphs, and photos; 3) Audio recordings on cassettes or discs; 4) Projected motionless pictures, such as slide (frame film), coupled film, OHT (transparency), and computer program; 5) Projected motion pictures, such as films and video recordings; 6) Combined media, such as materials with video tapes, slides with audio tape, coupled film with audio tape, microfilm with audio tape, interactive computer with audio tape or video disc.

Chodokkai learning

Listening learning is carried out in the fourth semester and consists of four credits. This learning is called the *chodokkai* course. The *chodokkai* course is divided into two parts: two credits are learning that prioritises reading (*dokkai*), and two credits that prioritise listening (*chokai*). The *chodokkai* course aims to enable students to have listening skills, both in reading and listening, in the same level as at the secondary basic level of the Japanese language. However, in this study, the media that will be developed is based on chodokkai learners in terms of reading.

Research Method

Based on the research procedure of using a classroom action research approach, the research procedures carried out are as follows:

a. Planning: Determine lesson plans, research subjects and time allocation and implementation.
b. Action: Covers the entire process of teaching and learning activities using multimedia pictures.
c. Observation: Implemented together with the learning process, covering student activities and students' learning outcomes.
d. Reflection: Test analysis activities while preparing improvement plans, all at once, in the next cycle.

Results and Discussion

After conducting research through class action, the following results were obtained:

Cycle 1

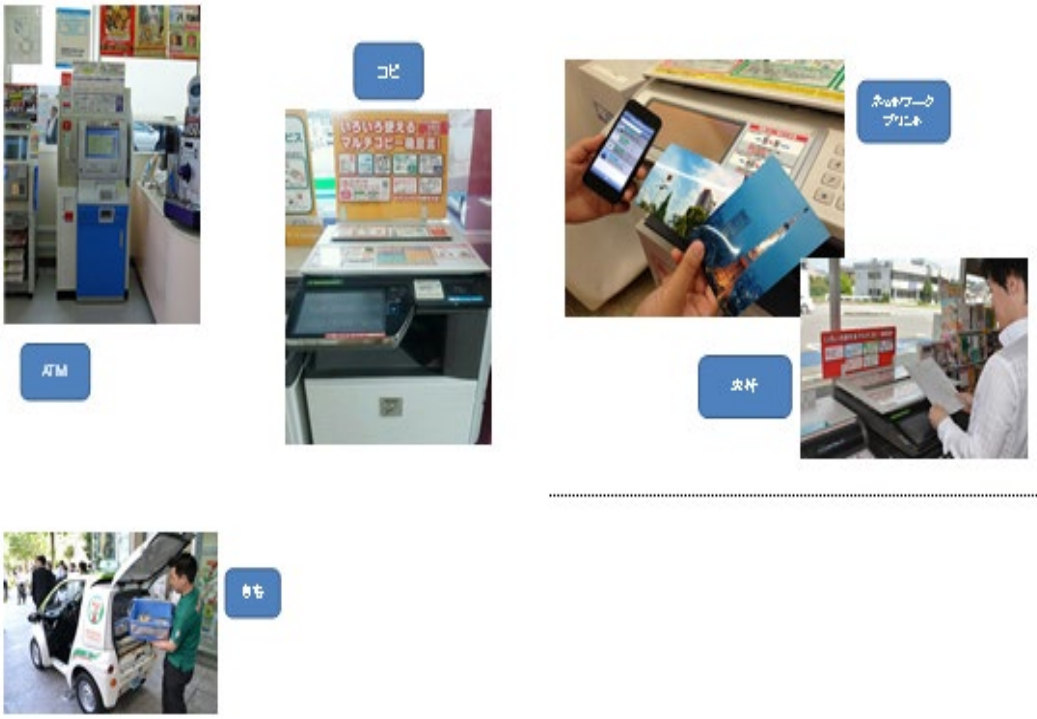
a. Planning
Reviewing the mid semester results that were not good, the instructor thought of a number of ways to improve and develop a lesson plan. Based on the observation and problem exploration and needs analysis, there were some students' opinions that students need media in the learning process. All this time, the instructor had been using a copy of the photo sheet in the *dokkai* learning. The learners use media that can help make it easier for students to understand the reading in the *dokkai* subject.

b. Action
At this stage, the instructor used multimedia in *dokkai* learning. *Dokkai* learning was carried out in accordance with the learning stage.

Mae Sagyou

The instructor showed pictures via interactive PowerPoint slides and conducted question and answer related topics at that time.

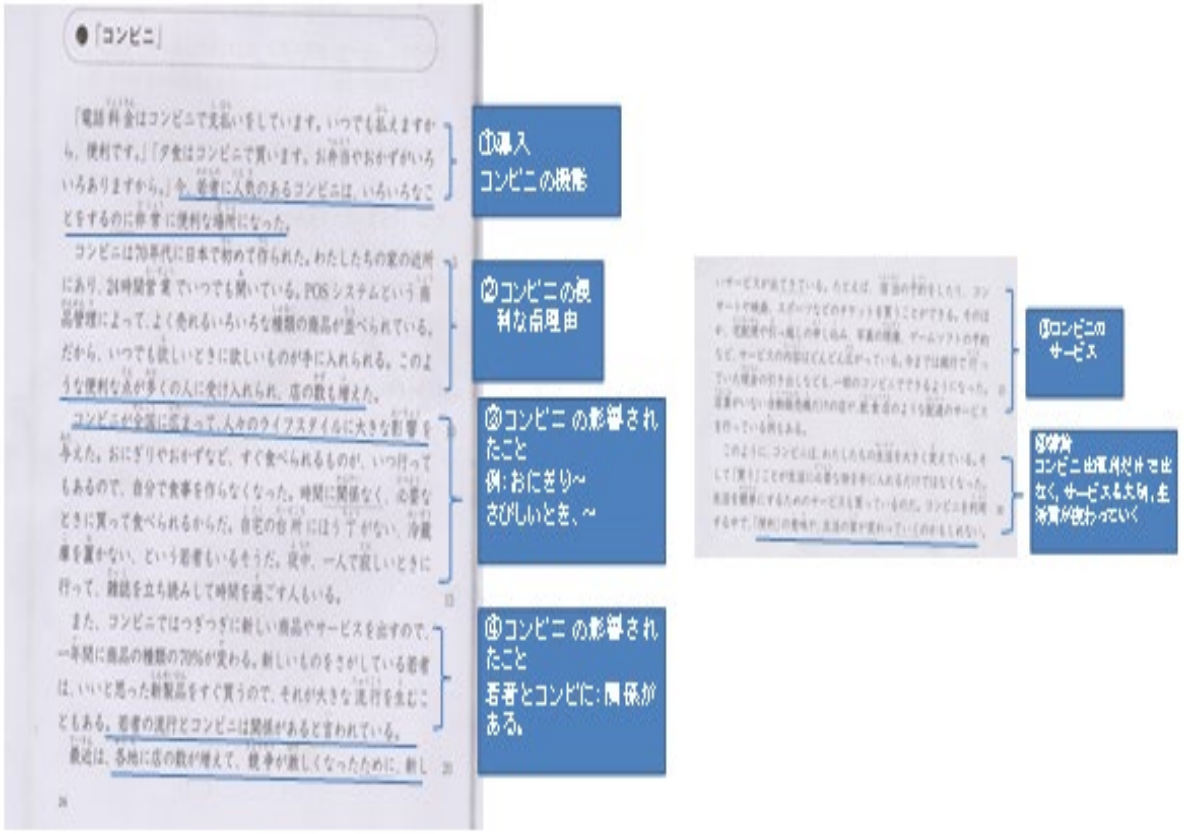
Example of multimedia:



Hon Sagyou

The students read, then discuss *kanji* and the *new vocabulary* with their friends, answering the questions.

The example text that is shown to students through media:



When discussing the contents of the reading passage, the instructor used multimedia

Ato Sagyou

The instructor concluded learning in accordance with the theme at that time.
The instructor showed Erin ga Chosen DVD Vol. 1 Dai 4 ka (mitemiyou [konbini]) as an interactive multimedia.

a. Observation

At this stage, the instructor observed students' behaviour and students' answers in responding to questions during the learning process.

b. Reflection

At this stage, the instructor analysed the test and obtained the data that found there were several students whose grades were below the completeness score, which is 70. In addition, the instructor observed students' behaviour. From the observations it was found that students still experience difficulty in understanding the contents of the multimedia, because some

pictures are not precise and have an ambiguous meaning; and students still experience difficulty understanding reading, especially in determining the topics in each paragraph. The instructor tried to make corrections by choosing the right picture or video so that the meaning does not become ambiguous, to be used at the next meeting.

Discussion

Below is a table showing the results of the first test after learning using multimedia.

Table 1: Performance result of the first test

Student	Mark	Information
1	80.6	Completed
2	75.9	Completed
3	86.1	Completed
4	78.7	Completed
5	80.6	Completed
6	72.2	Not Completed
7	97.2	Completed
8	86.1	Completed
9	77.8	Completed
10	77.8	Not Completed
11	80.6	Completed
12	92.6	Completed
13	87.0	Completed
14	87.0	Completed
15	75.0	Completed
16	77.8	Completed
17	86.1	Completed
18	77.8	Not Completed
19	77.8	Completed
20	75.9	Completed
21	78.7	Not Completed
22	87.0	Not Completed
23	80.6	Not Completed
24	75.0	Not Completed
25	77.8	Completed
26	87.0	Not Completed
27	86.1	Not Completed
28	75.0	Not Completed

29	78.7	Not Completed
30	77.8	Not Completed
31	72.2	Completed
32	80.6	Not Completed

Considering the completeness score determined by the instructor is 70, then from the first test results, there are 12 students who have not yet completed the score. Thus, the instructor decided to proceed to cycle two.

Cycle 2

a. Planning

Reviewing the results of the first test, which still shows that there were students that have not passed the completeness score, in this stage the instructor re-compiled the multimedia and lesson plan.

b. Action

At this stage, the instructor used multimedia in the *dokkai* learning process. After that, the instructor re-conducted a test to measure students' abilities.

c. Observation

The instructor observed students' behaviour and students' processes in answering reading questions.

d. Reflection

The instructor analysed the test results and the learning activity that had been done. From the test results, it was found that there was a greater increase in learning outcomes than before. All students achieved complete grades. Therefore, the instructor made a conclusion and ended the study.

Below are the results of the second test, which was done after the students' had finished obtaining the action, namely *dokkai* learning through multimedia.

Table 2: Performance result of the second test

Student	Mark	Information
1	80.6	Completed
2	75.9	Completed
3	86.1	Completed
4	78.7	Completed
5	80.6	Completed

6	72.2	Completed
7	97.2	Completed
8	86.1	Completed
9	77.8	Completed
10	77.8	Completed
11	80.6	Completed
12	92.6	Completed
13	87.0	Completed
14	87.0	Completed
15	75.0	Completed
16	77.8	Completed
17	86.1	Completed
18	77.8	Completed
19	77.8	Completed
20	75.9	Completed
21	78.7	Completed
22	87.0	Completed
23	80.6	Completed
24	75.0	Completed
25	77.8	Completed
26	87.0	Completed
27	86.1	Completed
28	75.0	Completed
29	78.7	Completed
30	77.8	Completed
31	72.2	Completed
32	80.6	Completed

Based on test two, it can be concluded that there is an increase in student learning outcomes in dokkai learning through interactive multimedia.

Conclusion

Based on the results and discussion, it can be concluded that learning the Japanese language by using interactive multimedia in the *dokkai* subject can motivate Japanese language learners in understanding reading and improving listening ability and the learning outcomes of *dokkai*. Besides Japanese language, students can have confidence in their speaking ability. The learning activity also becomes fun and enhances student interaction ability and the students' activeness.

This is evidenced by the value of the classes that use multimedia which increased after the first cycle of test one, to the second cycle of test two.

Based on the conclusion from the results of the research above, there are several suggestions for instructors, learners and related parties. The following are suggestions from the results of this study: 1) Seek improvement of the completeness of facilities and infrastructure for learning and teaching facilities; and 2) Interactive multimedia dokkai can be used as a reference to teach other courses, adjusted to the learning material.

REFERENCES

Agus Suprijono. 2009. *Cooperative Learning Teori & Aplikasi Paikem.* Jakarta: Erlangga

Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada

----------. 2011. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada

Brisling, Richard. 1990. *Translation, Application and Research.* New York: Oxpord University Press.

Hideo, Hosokawa. 2002. *Nihongo Kyouiku to Nihonjijo.* Akashi shoten

Karwono. 2007. Pemanfaatan Sumber Belajar dalam Upaya Peningkatan Kualitas dan Hasil Pembelajaran. Metro.

Kemp, J.,E dan D.,K., Dayton. 1995. *Planning and Production Instructional Media.*New York: Harper & Row Publisher

Mulyasa, E. 2004. *Manajemen Berbasis Sekolah: Konsep, Strategi dan Implementasi.* Bandung : PT Remaja Rosdakarya

----------. 2007. Kurikulum Tingkat Satuan Pendidikan. Bandung: PT. Remaja Rosdakarya

Sardiman, A M. 2008. *Interaksi & Motivasi Belajar Mengajar.* Rajawali Pers

Setiyadi, B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.

Sudjana, Nana dan Ahmad Rivai. 2002. *Media Pengajaran.* Bandung: Sinar Baru Algesindo

Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pustaka Insan Madani

SCIENTIFIC JOURNAL

Elina S, Millah. 2012. Pengembangan Media Ajar Bioteknologi di Kelas XII SMA IPIEMS Surabaya Berorientasi Sains, Teknologi, Lingkungan dan Masyarakat

(SETS). http://ejournal.unesa.ac.id/index.php/bioedu/article/view/344/baca-artikel. Diakses tanggal 22 Februari 2014

Harijanto, Mohammad. 2007. *Pengembangan Bahan Ajar untuk Meningkatkan Kualitas Pembelajaran Program Pendidikan Pembelajar Sekolah dasar*. Didaktika.

Mohammadi, Reza. 2011. *Developing an English Language Textbook Evaluation Checklist: A Focus Group Study.* International Journal of Humanities and Social Science. www.ijhssnet.com/journals/Vol_1_No_12_September.../14.pdf. diakses tanggal 22 *Februari 2014*