THE EFFECTIVENESS PROJECT WORK TEACHING TECHNIQUES

OF SAKUBUN TEACHING COLLABORATION WITH KAIWA

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Abstract

This research is focused on collaborative learning between sakubun (writing) and kaiwa (speaking) subjects. In the subjects of sakubun and kaiwa, the teacher must look for the right teaching method or technique so that the teaching and learning process is not monotonous and boring for learners. In sakubun courses, the teacher must have thoroughness in terms of examining the results of student writing and having insight into vocabulary and culture. Whereas in speaking courses (kaiwa), the teacher must have creativity in preparing the teaching material and techniques because of the teaching that all learners are required to actively speak. The ultimate goal of teaching Japanese is so that learners are able to communicate their ideas or ideas using Japanese both verbally and in writing.

The methods and techniques used in learning are thematic methods with the technique of teaching project work. The purpose of this study is to provide a renewal in the teaching pattern of the sacred and kaiwa so that it can improve the effectiveness of teaching and the ability of students in writing and speaking is expected to increase.

Collaborating writing (sakubun) and speaking (kaiwa) courses is one of the treatments carried out by the author to create a learning environment that is not boring. From the results of data processing, it can be concluded that collaboration between teaching writing and teachingspeaks using project work techniques is quite effective to improve student achievement. in addition to teaching using project work techniques, learners also get a pleasant learning experience.

Keyword : *Sakubun, Kaiwa, Project Work*

Introduction; Method; Findings and Discussion; Conclusions;
Acknowledgements; and *References.*

A. Introduction

Generaly the learning and teaching process leads to the improvement of the quality of students as a whole, which includes cognitive-intellectual dimensions, skills, and other values. basically in learning activities in the classroom, although the functions and roles are different but both the instructor and students have an equally important role. The role of the instructor in learning activities is to strive continuously to guide students to build all their potentials so that they can improve their quality, therefore a teacher must choose and determine the right strategies, methods, and teaching techniques to achieve the learning objectives. This is very important because the success of a teaching is very dependent on the way the teacher chooses and uses the three components.

Strategies, methods and appropriate teaching techniques will be very influential on language learning, especially language holds a very important role in human life, because to carry out daily activities humans use language, without language as humans we will not be able to express feelings, conveying desires, opinions, ideas and so on, for that the language learning strategies, methods or the right techniques are very important.

In language learning the final ability to be expected is the ability of learners in writing and speaking. Write as a means to reveal ideas, and thoughts in the form of writing while speaking is a means to be able to reveal ideas and thoughts that want to be delivered orally.

People who are of high language mastery can be seen from the way the person communicates. To achieve a high level of language mastery of learners, it is a teacher's job to work on them. A teacher can create an atmosphere of active learning activities using varied teaching methods or techniques.

Generaly, language skills learning has four components including:

a. Listening/hearing Skills (*Choukai*)

b. Speaking skills (*Kaiwa*)

c. Reading skills (*Dokkai*)

d. Writing skills (*Sakubun*)

According to Mina (1998:60) When viewed from the media, four-language skills can be divided into two types namely, sound language (*Onsei Gengo*) which includes listening skills and speaking skills, and writing language *(Moji Gengo)* Include reading skills, and writing skills or could also be divided into resultant abilities (*Sanshutsu Ginou*) covering the skills of speaking, and writing skills and acceptable abilities (*Juyou Ginou*) which include Listening skills and reading skills. Of the four language skills the author is interested in making class action research about the skills of writing and speaking that are collaborated with the use of project work techniques.

Teaching (*Sakubun)* and speaking Teaching (*Kaiwa*) are subjects that are often avoided by teachers. Teaching writing, teachers must have the thoroughness of examining the student's writing and that takes a long time, besides the ability and insight into vocabulary and culture is also demanded when teaching courses writing (*Sakubun*), such as when learners write a vocabulary or phrase that is not in accordance with the rules of the Japanese language or there is an unnatural or hard-to-find expression in Japanese, the teacher must understand what is really Want to be expressed by learners in his writings, and then revise the mistake.

In addition to courses writing (*Sakubun*) courses speak (*Kaiwa*) is a course that is often avoided by teachers, in different from the *Sakubun* courses that take a long time in the correction, in the old school subjects are Prepare the materials and techniques, because on the teaching of all learners are required to actively speak, therefore teachers must seek appropriate methods or techniques to teach the learning process is not monotonous and Boring to learners. One of the right class activities to implement in the teaching of *Kaiwa* is with drill exercises called patern practice. Drill exercises are usually performed on basic level teaching, for intermediate to advanced teaching can use communicative methods or thematic methods.

Asano in *Sudjianto* (2004:97) states that the final goal of Japanese language instruction is to allow learners to communicate their ideas or idea using Japanese both orally and in writing.

From the assumptions that have been expressed above, the authors feel interested to try a thematic method with the teaching technique of project work as an alternative use of teaching methods or techniques on the subjects of the *Sakubun* and *Kaiwa*. This research is a useful writer to provide updates in the pattern of *Sakubun* and *Kaiwa* teaching that can improve the effectiveness of teaching and the ability of learners in writing and speaking is expected to increase.

This Project work is conditioned as a collaboration on the subject of the *Sakubun* with *Kaiwa*, because of the form of collaboration, it is necessary cooperation between the teachers of both subjects. In the implementation of the students are assigned to do a work project that the results should be reported in the form of a bouquet for the assessment of the *Sakubun* course, then the result of the arrangement that has been made presented in front of the class to The assessment of the *Kaiwa* course. The project work activity is carried out twice in a semester at the time of the mid-semester exam and ahead of the semester final exam. This research aims to prove the extent to the effectiveness of teaching collaboration with *Kaiwa* teaching by using project work teaching techniques in the Japanese language of the Widyatama University. With this project work technique is expected that students will get experience how to make reports and present their work in Japanese language.

Based on the above background, the issue of this research is expressed into the following questions:

1. Is teaching collaboration writing with effective speaking using project work techniques?

2. Does the teaching technique using the project work technique affect the level of increasing the performance of Mahasiwa?

3. How do students respond to teaching using project work techniques?

B.   Method

Every study needs data. Reliable Data will also determine the success of a study. According to *Riduwan* (2004) data collection techniques are techniques or ways that researchers can use to collect data. The method (way/technique) refers to one word that is abstract and is not embodied in the object but can only be shown its use through polls, interviews, observations, exams (tests), documentation and others. The data collection techniques used in this study are poll, observation and test measurement.

a. Questionnaire

Questionnaires a questionnaire is a technique or way of data collection indirectly (researchers do not directly do Q & A with respondents). There are various forms of poll questions namely, open questions, structured questions and closed questions. (*Sukmadinata* and *Shaodih*, 2006:2019).

On this research author uses a poll of open questions and a questionnaire closed questions.

b. Observation

Observation or observation is a technique or how to collect data techniques by conducting observations on ongoing activities. Observations can be conducted in participatory and non-participatory. (*Sukmadinata* and *Shaodih*, 2006:220)
The observation that will be used in this study is parsitipative observation, because the authors participated in the research activities by means of teaching.

C. Findings and Discussion

According to Mina (1998: 71) in Japanese class activities for teaching writing are divided into two parts, namely, teaching writing alphabet (*moji*) and teaching writing sentences (*sakubun*)

1. Teaching Writing

a. Teaching writing alphabet *(hiragana, katakana, kanji)*

Because Japanese has a different type of language than other languages, it is necessary to teach alphabet. In Japanese writing there are four alphabet used, that are *hiragana, katakana*, and *romaji*, but in the teaching focused on teaching *hiragana, katakana* and *kanji*.

b. Teaching writing sentences

Teaching writing (*sakubun*) is the last part of language skills and abilities. Generally writing skills are the hardest part to be mastered by learners compared to three other language skills (listening, reading and speaking). According to Iskandarwassid & Sunendar (2008: 248) " The ability to write is considered the most difficult part because the ability to write requires mastery of various linguistic elements and elements outside the language itself which will become the contents of the writing. Both the elements of language and elements of content must be interwoven in such a way as to produce coherent and coherent writing".

In teaching writing there are three things that must be considered. These three things are: 1) the ability to write sentences correctly using kana and kanji; 2) write sentences correctly in grammar using the right phrases and expressions; 3) express thoughts and ideas through sentences (*Hayashi*, 1990: 75). Referring to this statement, gradual writing teaching in accordance with the level of teaching as revealed by Sakuma (1994: 303). namely, 1) basic level writing teaching starts from learning letters, words, phrases, sentences, paragraphs, and essays about a topic (about 400 letters); 2) middle level writing teaching, the given material starts using a variety of writings in the form ˜ da, and ˜ de aru; At this intermediate level there are more letters (around 600 - 800 letters); 3) in middle to advanced level writing teaching begins directed at report writing, thesis, or articles relating to the area of learner expertise.

2. Teaching Speaking (*kaiwa*)

Teaching speaking is one of the most important elements that can even be said to be the key to four language skills, because one of the main objectives of language teaching is that learners can speak the language that they learn.

According to Iskandarwassid & Sunendar (2008: 241) "The skill program of speaking speaking must be able to provide opportunities for each individual to achieve the goals that are aspired. The purpose of speaking skill can be achieved if the instructor applies appropriate teaching techniques that can make each individual become an active learner". Then, According to *Mina* (1998: 62) Class activities in teaching speak not only of conversation (*kaiwa*) but also of monologues such as speech, presentation etc.

3. Project Work

In the implementation of teaching and learning activities, before the teaching itself takes place, a teacher must also think about goals, but must also consider the methods or techniques that will be used in his teaching and learning activities. A teacher should know and understand teaching techniques so that teaching and learning activities run well in accordance with the objectives to be achieved in teaching, one of the teaching techniques is project work.

Project work is a teaching technique that directs students to systematic work procedures and standards to create or complete products through the actual work process. (*Basori*, 2009).

whereas according to *Sachiko* and friends (1994 : 7) project work is teaching activities that make learners plan their own teaching by doing work, conducting interviews, collecting materials, gathering information and others. then arrange the results of what has been done in the form of reports, presentations, videos and others. The role of the instructor is to observe all activities, then carry out the necessary treatment and at the same time the learner can recall his activities.

In the implementation of the project work activities carried out in several steps, as presented by *Takamizawa* and friends (2004: 34) "project work implementation is carrying out observations, gathering information, then planning by setting each division of work in preparation for implementing the projects set by the group, then practice formulating it in a report that has been prepared by being delivered orally or through a presentation".

In this study, the learners were given the task to make observations, research and data collection on a real thing, then process it and report it in the form of essays (*Sakubun*) which were then presented (*Kaiwa*)

From the questionnaire distributed to the learners the following results are obtained
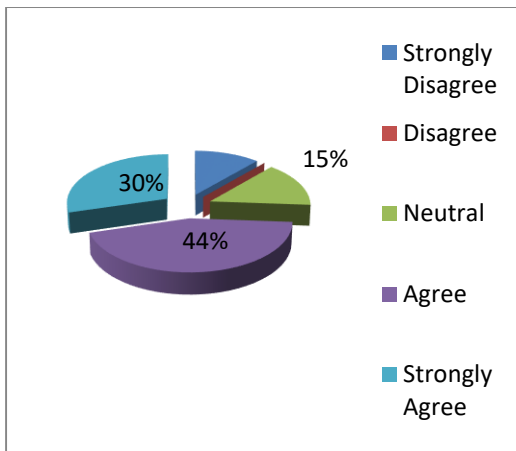
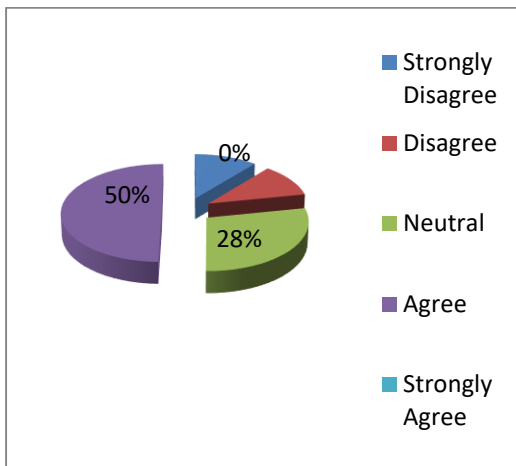1. Learning using project work techniques is fun
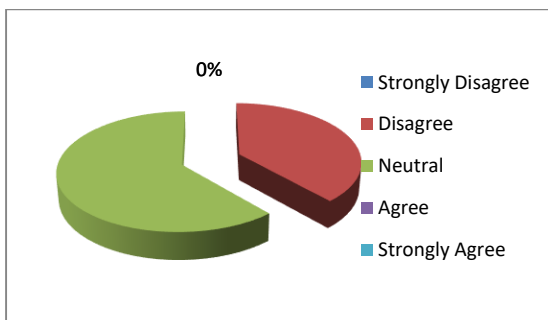
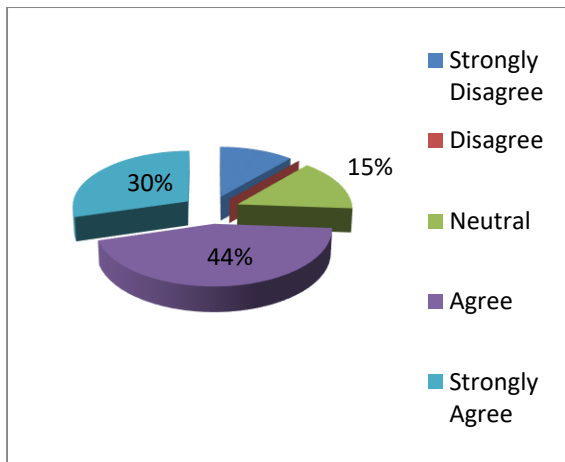2. learning with project work techniques makes the class become more alive
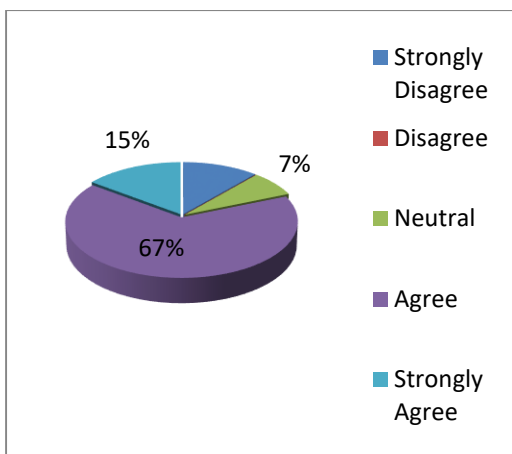
3. learning with project work techniques can make passive students become active students

4. learning using project work techniques can be a place for students to practice speaking in front of the class

5. learning by combining sakubun courses with courses using project work techniques can explore writing and speaking skills

The results of this questionnaire are in accordance with the final semester exam results obtained by students. The midterm test score is the value students get before being treated by teaching with project work techniques and the final semester exam is the result obtained by students after being treated with use project work technique.

D. Conclution

In language learning the final ability to be expected is the ability of learners in writing and speaking. Write as a means to reveal ideas, and thoughts in the form of writing while speaking is a means to be able to reveal ideas and thoughts that want to be delivered orally.

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E. Acknowledgement

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