BUNPO: A COURSE IN JAPANESE LITERATURE WITH USING A PROJECT-BASED LEARNING MODEL

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Abstract

The Japanese language is very in demand nowadays in Indonesia, especially among the younger generation. This is due to the higher job opportunities in Japan and their interest in Japanese culture. As a result, there is a rise in job training institutions that distribute a workforce in Japan, and more universities have opened Japanese courses to produce high-quality students. The Japanese Language course at Universitas Bung Hatta has been active for more than 20 years. However, the current learning method is outdated and still not sustainable within the conditions of today's digital era. Therefore, there are still many aspects that need to be improved. This study will apply and test the Project-Based Learning method for *Bunpo* students to prove whether this method can strengthen the student's skills in the Japanese language equivalent to N3 (max. N1). The method of this research uses experimental research methods with qualitative and quantitative approaches. Qualitative is narrative descriptive research, while quantitative sees the significance of the method applied from the results of the Pre-Test and Post-Test with the T-test. In addition, this study will use an experimental method with students to test the effectiveness of the Project-Based Learning method. The objects the researchers observed were students in the Japanese literature program at Universitas Bung Hatta. The study found that there was a significant effect on the optimization of Japanese grammar skills (*Bunpo*) for students of Japanese literature at Universitas Bung Hatta with the T-test, with the value of $t_{count} = 4.40 > t_{table} = 1.77$.
Keywords: prproject-basedearning; *Bunpo*; sastra Jepang

Abstrak

Bahasa Jepang merupakan bahasa yang sangat banyak diminati saat ini terutama bagi anak muda. Hai ini disebabkan karena banyaknya peluang untuk dapat bekerja di Jepang serta budaya Jepang itu sendiri yang sangat digemari oleh anak muda. Dengan ini banyak terciptanya LPK yang menjadi penyalur kerja ke Jepang dan juga banyak universitas yang membuka jurusan kejepangan untuk bisa menciptakan mahasiswa yang bermutu dalam keilmuan yang berkait. Jurusan Sastra Jepang Universitas Bung Hatta sudah aktif lebih dari 20 tahun lamanya. Namun, metode pembelajaran yang dilakukan saat ini masih belum terlalu sesuai dengan kondisi atau tuntutan zaman sekarang, sehingga banyak yang harus diperbaiki. Untuk hal itu, penelitian ini akan mencoba dan menerapkan metode pembelajaran Project-Based Learning terhadap mahasiswa yang berada pada mata kuliah Bunpo (Tata Bahasa Jepang) sehingga diakhir penelitian akan melihat apakah metode ini mampu meningkatkan kemampuan mahasiswa dalam berbahasa Jepang setara N3 (max. N1). Penelitian ini merupakan jenis penelitian ekperimental dengan mix-method (kualitatif dan kuantitatif). Kualitataif bersifat deskriptif (descriptive research) dengan pendekatan narasi dan kuantitatif melihat signifikan metode yang diterapkan dari hasil Pre-Test dan Post-Test dengan Uji t-Test. Selain itu, penelitian ini akan menggunakan metode eksperimen terhadap mahasiswa untuk menguji efektivitas dari metode pembelajaran Project-Based

Learning. Objek penelitian yang diamati adalah mahasiswa yang berada pada mata kuliah Bunpo di jurusan Sastra Jepang, Universitas Bung Hatta. Penelitian mendapatkan hasil berupa terdapat pengaruh yang signifikan terhadap optimalisasi kemampuan tata bahasa Jepang (Bunpo) bagi mahasiswa sastra Jepang Universitas Bung Hatta dengan t-Test didapatkan nilai $t_{hitung} = 4,40 > t_{tabel} = 1,77$.
Kata Kunci: *Project-Based Learning; Bunpo; sastra Jepang*

INTRODUCTION

Japanese language education has faced several challenges. Danasasmita (2019) explains that the Japan Foundation has reported some of these problems and challenges, such as an imbalance in the number of teachers and students, inadequate teachers' Japanese language skills, a lack of opportunities for students to practice the Japanese language, insufficient teaching materials, facilities, and infrastructure, and inefficient teachers' Japanese language methodology. Therefore, efforts are needed to improve Japanese language learning, particularly the learning process.

The JLPT (Japanese Language Proficiency Test) results, which are always held by the Japanese government for each nation every year, serve as evidence of a student's proficiency in the Japanese language. According to the bunghatta.ac.id website, West Sumatra is the province in Indonesia with the sixth-highest number of Japanese language students nationwide. Furthermore, according to Danasasmita (2019), the rise in Japanese language students is due to the establishment of cooperative connections between Indonesia and Japan, along with the popularity of Japanese cultural aspects. The result of this relationship was the emergence of numerous organizations that supported young Indonesians to work in Japan. According to the mayantara.sch.id website, there are 16,045 job training institutions, Lembaga Pelatihan Kerja (LPK), registered as service providers for the departure of apprentices to Japan as of 2012. The data shows that many parties are eager to promote and provide opportunities for young Indonesians to work

in Japan. As well as serving as a workforce distributor, LPK also serves as a Japanese language learning institution.

The quality of education can be observed not only in the students's grades but also in the learning experience. According to Kusuma et al. (2016), there are four major components in learning: (1) learning conditions, (2) teaching materials, (3) learning strategies, and (4) learning outcomes. Teaching materials and learning strategies are the two most influential components that might determine the quality of education. Constantly seeking the latest sources of teaching materials in accordance with the developmental conditions of the Japanese language, and implementing more effective and efficient approaches and learning methods.

Based on the most recent observations at Universitas Bung Hatta's Department of Japanese Literature, there are approximately 150 active students. According to the previous explanation, this runs reverse to the fact that an increasing number of young people are interested in learning Japanese. Besides the existing external factors, the teaching materials portion still uses the old manual, Minna No Nihonggo, which has not yet been improved in terms of the material. Then there is the learning model of several lecturers who are not up to date with the current demands.

On the other hand, the Department of Japanese Literature at Universitas Bung Hatta has several facilities, one of which is a voiceover laboratory that should be utilized to its full potential for supporting Japanese language learning strategies. According to Kartika et al.

(2017), students are more interested in listening, understanding, and practicing Japanese, and it appears that students are also somewhat motivated, so students are expected to be more conscientious and active in learning the Japanese language. As a result, researchers are looking toward the utilization of Project-Based Learning (PBL) strategies in the *Bunpo* course. The identified problem is related to the form of implementation of the Project-Based Learning (PBL) method in the *Bunpo* course and its benefits for producing better and more efficient learning.

In regards to the learning strategy, there is a method called project-based learning. Laviatan in Winaya et al. (2016) states that Project-Based Learning is a method that focuses on creative thinking, scientific dialogue, problem-solving, and interaction between students with goals to create and use new knowledge, and it is particularly effective for active learning methods. According to Abdullah Sani (2014), Project-Based Learning is an approach, strategy, or learning method that is student-centered, interdisciplinary (subject integration), and long-term. Project-Based Learning has as its goal projects or activities, and it focuses on student activities, including gathering information and using it to produce something useful for the students' lives or the lives of others while remaining related to the basic competencies in the curriculum (Kosasih, 2014). This learning strategy, in particular, emphasizes the cooperation of all parties within the scope of learning. Cooperative learning strategy implementation requires participation and cooperation in learning groups. Cooperative learning can improve student learning and sympathetic attitudes toward certain social behaviors. The main goal of implementing cooperative learning strategies is to enable students to study in groups with their friends while respecting each other's opinions and

providing opportunities for others to express their ideas in groups (Isjoni, 2010).

Goodman & Stivers (2010) state that Project-Based Learning (PBL) is a teaching approach that is built with real learning activities and tasks that can provide challenges for learners related to everyday life to be completed in collaboration. Meanwhile, Romiszwosky in Nasution (2017) explains that learning strategies contain optimization of teaching and learning activities by choosing methods and sources that can develop participants' learning activities more actively. According to Kauchak and Eggen in Nasution (2017) learning strategies are a tool for teachers to use to achieve specific goals for their students. The characteristics of the Project-Based Learning model include students being faced with concrete problems, finding solutions, and working on projects in teams to solve these problems (Nurhayati & Harianti, 2019). Thus, the Project-Based Learning model can learn the concept of problem solving and develop students' critical thinking skills, group work, discussions, and final reports (Murniarti, 2016). In addition, learners can also develop in-depth content knowledge as well as critical thinking, collaboration, creativity, and communication skills by transmitting creative energy between learners and teachers (Quezada, 2022). Thus, there are three important objectives of the Project-Based Learning model, namely the key transfer of concepts, understanding, and success skills (Petrović et al., 2020).

Regarding the implementation of Project-Based Learning in subjects or courses, relevant research has been found as follows: Winaya et al. (2016) at Universitas Pendidikan Ganesha discuss "Development of Project-Based Learning e-modules in class X web programming subjects at SMK Negeri 3 Singaraja. The design and implementation of developed e-modules in

web programming subjects for class X Computer Engineering and network students at SMK Negeri 3 Singaraja using the Project-Based Learning learning model have been declared successful based on: 1) subject content expert testing; 2) test learning design; and 3) test on the learning media. The previous design is appropriate for the developed e-module, including the design of the features used, including Pages, Forums, Assignments, Files, and Quizzes.

Based on students' responses to the e-module of Project-Based Learning-based web programming subjects for class X Computer and Network Engineering Skills Competence at SMK Negeri 3 Singaraja, it is found that the average student response is 82.6% in terms of display suitability, ease of use of e-modules, student motivation, and content. On the conversion table, the level of achievement is categorized as good. As for the teacher's response to the e-module, the average response is 94% in terms of ease of use of e-modules, student enthusiasm, and teaching using e-modules. The level of achievement falls into the very good category when incorporated into a conversion table. Based on the author's field observations, several things can be considered for further investigation, including the Project-Based Learning-based web programming e-module product at SMK Negeri 3 Singaraja, which has not yet reached the stage of measuring student final learning outcomes with e-modules. Therefore, it is possible for other researchers to study the measurement of students' final learning outcomes further using this e-module.

Puspitasari & Kristianto (2020) at Universitas Jenderal Soedirman discussed "Welcoming the Industrial Revolution 4.0 through the Application of Project-Based Learning in Tourism Specialization English Classes". According to the results of the research that the author did, there are five steps in implementing project-based learning: starting with ethical questions, project design, creating a schedule, monitoring the students and progress of the project, assessing the outcome, and evaluating the experience. When these five steps are followed correctly, the project's outcomes will be beneficial. Based on the assessment results, it is sufficient to guarantee that students will be able to attain learning goals in tourist destinations. The average value obtained is 76.97, indicating that students received a "Good" score on the tourist destination material. The findings of this assessment are consistent with the original goal of implementing Project-Based Learning in vocational study programs, which is to maximize practice so that students acquire practical experience and improve student learning outcomes.

METHOD OF RESEARCH

This study usees experimental research methods. The experimental method is a method for examining the effectiveness and efficiency of an approach, method, technique, or teaching, and learning media so that the results of the research can be used in actual teaching if they are good or cannot be used if they are not good (Sutedi, 2009).The research method is the method used to conduct the research. It allows the author to determine whether the study's results are up to par or not. The research method used in this research is the experimental method. Experiments have many benefits in educational research, particularly in examining the effect of a treatment on a specific type of behavior in research subjects. This type of research is an experimental activity that analyzes an event that occurs under certain conditions, and each event is carefully observed and controlled to determine the cause-and-effect relationship of its occurrence. In addition, it will use a mix-method (qualitative and

quantitative) to explain the results of the experiment (Creswell, 2009). Qualitative is descriptive research with a narrative approach. It aims to determine the object's state and any problems that have occurred up to this point. Quantitative functions are used to calculate the significant figures of the method applied from the results of the Pre-Test and Post-Test. For this reason, this study uses the t-test and the Lilliefors normality test with statistics using Microsoft Excel.

The experimental design comes in a variety of forms. A study can employ a variety of experimental designs, including pre-experimental design, true experimental design, factorial design, and quasi-experimental design (Sugiyono, 2011). Experimental research is commonly used to evaluate treatments used in research trials in order to determine the outcomes of these treatments. This study aims to determine the effectiveness of Project-Based Learning methods in improving Japanese speaking skills. The author employs a true experimental design, or "pure experiment" in this study due to the necessity of an experimental class and a control class to serve as a sample comparison during the research process. In the study, the comparison class is used so that the authors can determine whether the obtained results are better when applied.

This is consistent with the view that something that is said to be good as a result of a new experiment will be seen if a comparison is made (Sutedi, 2009). Furthermore, the true experimental design has a goal in the implementation process, while the purpose of the true experimental design is to investigate the possibility of a causal relationship by administering the treatment and comparing the results to the control group that did not receive treatment (Suryabrata, 2006). Therefore, the author conducts research using an experimental

method and a true experimental design to determine whether the Project-Based Learning method is viable as a learning method. Furthermore, due to the true experimental design type, there is a comparison class in research activities that will show whether the method is genuinely good or not. So, the data was taken from Japanese literature students of Universitas Bung Hatta who took *Bunpo* courses. The sample consisted of 13 students. The experiments were conducted from March to August 2022.

The steps for implementing Project-Based Learning are as follows:
1) Project selection
   Students are allowed to choose/determine the project they will work on either in groups or independently, provided that they do not deviate from the tasks assigned by the teacher.
2) Designing the preparation steps for the project implementation schedule
   Students design and manage the steps of project completion activities from start to finish.
3) Project implementation
   Students plan all of the activities they have designed with the guidance of the teacher.
4) Project completion with teacher facilitation and monitoring
   This step is the implementation step of the project design that has been made. Activities that can be carried out in project activities include a) reading, b) researching, c) observation, d) interviews, e) recording, f) art crafting, g) visiting project objects, or h) having internet access.
5) Report writing and presentation/publication of project results
   The results of the project, whether it be a written work of art, or a

technology/craft work, are presented and published to other students, teachers, or the public in the form of an exhibition of learning products.

Consequently, this research has various actions to achieve the expected goals. These

actions are in the form of Pre-Test, Basic Interview, Project-Based Learning Action, Post-Test, and Evaluation. It can be seen in the following diagram.

Diagram 1. Research Implementation Process

a. Treatment with Pre-Test evaluation of various questions related to Japanese grammar learning material (*Bunpo*) is equivalent to N3 material. This treatment is used to assess respondents' basic understanding of the material before taking action.

b. A direct investigation is conducted in the form of questions and answers with respondents in the form of initial interviews related to the Project-Based Learning learning method in order to determine the actions to be taken. According to the results of respondents' responses, respondents hope for a change in the learning model that is engaging and focuses more on understanding *Bunpo*, since this will affect the results of the students' Japanese Language Proficiency Test later.

c. Treatment of Partial-Project-Based Learning in the form of Reading Study

    This action is conducted in stages in the development of Project-Based Learning methods. This action is performed in the following manner:

    1) Distributing a variety of Japanese reading materials related to the theme in Minna No Nihongo II's book about

using grammar in reading (this book is used because the material taught is equivalent to N3).

2) Respondents are guided through Reading Study on learning methods, which leads to the formation of sentences (Japanese grammar/*Bunpo*) based on the material.

3) Respondents are asked to study the reading according to the material that is connected to the context of grammatical use.

4) Respondents are asked to record in a small note the results of the Reading Study.

5) Respondents are asked to make and explain other examples of sentences related to the material.

d. The treatment for advanced Project-Based Learning uses the Advanced Reading Study method by combining it in the form of Focus Group Discussion (FGD). Respondents are asked to re-explain the results of the Reading Study and ask other respondents to re-respond to [Focus Group Discussion (FGD) with Reading Study].

e. Provide evaluation in the form of a Post-Test by answering various

questions related to the Japanese grammar equivalent to N3. It aims to determine the efficacy of using the Project-Based Learning method or application.

f. Evaluation of the implementation of Project-Based Learning in *Bunpo* (Japanese Grammar) subjects.

FINDING AND DISCUSSIONS
Description of Project-Based Learning
Pre-Test data

Based on data from a sample of 13 students who took the *Bunpo* (Japanese Grammar) course, it can be seen that the highest score is 66, the lowest score is 26, and the measurement distance (Range) is 40. Furthermore, based on the basic analysis treatment using the Excel application, the Pre-Test results show a Median of 46 and a Mean of 46.15. The table below shows a coherent distribution of the outcomes of student Pre-Test scores in learning the *Bunpo* course.

Interval Class	Category	Absolute Frequency	Relative Frequency (%)
84 - 100	Excellent	0	0,00
67 - 83	Good	0	0,00
50 - 66	Average	5	38,46
33 - 49	Below Average	7	53,85
≤32	Poor	1	7,69
Total		13	100

Table 1. Distribution of Pre-Test Result Data

According to the table above, students only met the target score in the Medium, Less, and Fewer categories once. Meanwhile, none of the students achieved it in the "Good and Excellent" categories. There are five students (38.46%) in the "Average" score category, seven students (53.85%) in the "Below Average" category, and one student (7.69%) in the "Poor" category. See the diagram below for more information.
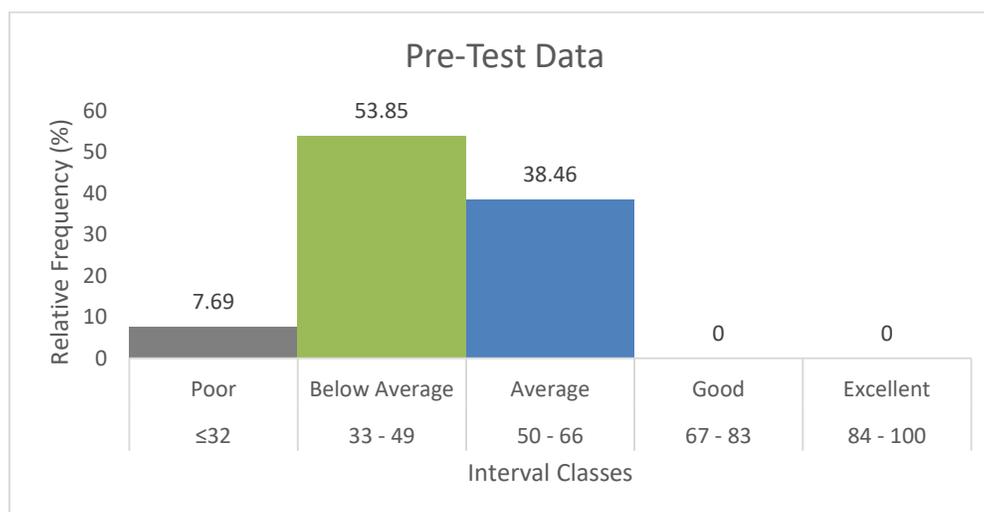
Graphic 1. *Bunpo* Students Pre-Test Data

Description of Project-Based Learning Post-Test data

The Post-Test results were obtained from 13 students of Japanese literature at Universitas Bung Hatta who had taken Japanese Grammar (*Bunpo*) courses, with the lowest score of 40 and the highest of 87, with a measurement distance (Range) of 47. Furthermore, the Post-Test results received a Median score of 64 and a Mean score of 61.22. The following table shows the results of the class division of the value intervals obtained by students in the Post-Test.

Interval Class	Category	Absolute Frequency	Relative Frequency (%)
84 - 100	Excellent	1	7,69
67 - 83	Good	3	23,08
50 - 66	Average	7	53,85
33 - 49	Below Average	2	15,38
≤32	Poor	0	0,00
Total		13	100

Table 2. Distribution of Post-Test Results Data

As shown in the table above, students of Japanese literature at Universitas Bung Hatta do not receive a score in the "Poor" class interval category (0%), and there is one student who received a score in the "Excellent" category (7.69%). There are two students (15.38%) in the "Below Average" score category, seven students (53.85%) in the "Average" category, and three students (23.08%) in the "Good" value category. The graph below depicts student scores on the Post-Test of Japanese literature students at Universitas Bung Hatta.
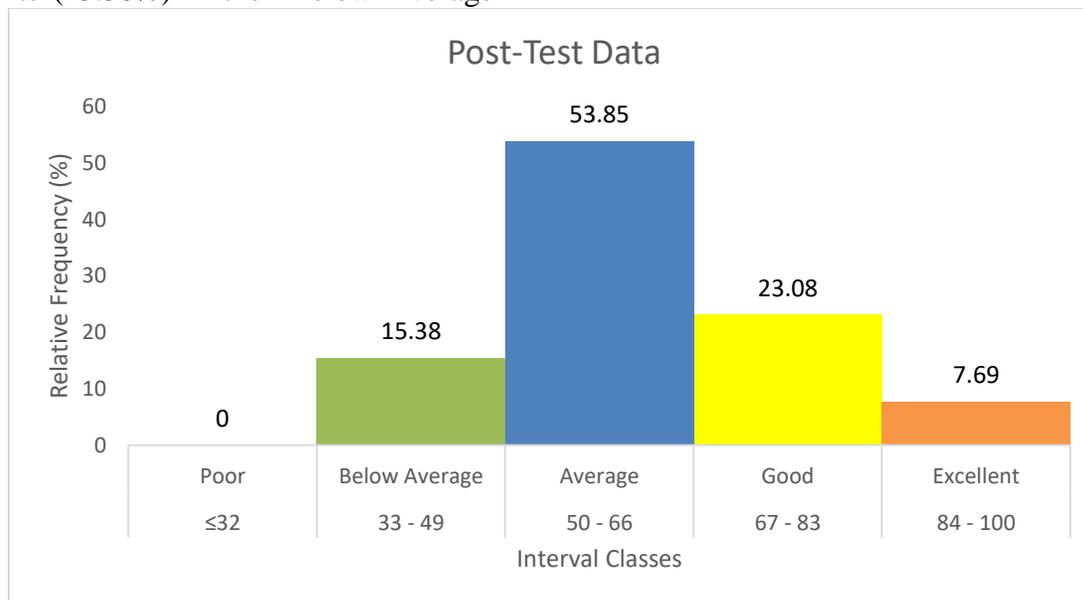
Graphic 2. *Bunpo* Students Post-Test Data

Discussion

The *Bunpo* course treatment contained a comparison of Pre-Test and Post-Test scores for 13 students. The number of students in various value categories has decreased and increased. It is shown in the table below.

Interval Classes	Category	Pre-Test		Post-Test	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
84 - 100	Excellent	0	0,00	1	7,69
67 - 83	Good	0	0,00	3	23,08
50 - 66	Average	5	38,46	7	53,85
33 - 49	Below Average	7	53,85	2	15,38
≤32	Poor	1	7,69	0	0,00
Total		13	100	13	100

Table 3. Distribution of Pre-Test dan Post-Test Results Data

Based on the Pre-Test data described in the table above, it is clear that there are no students in the "Good" and "Excellent" categories. Furthermore, five students (38.46%) are in the "Average" category, seven students (53.85%) are in the "Below Average" category, and one student is in the Poor category (7.69%). In terms of the character variable in the Post-Test, it is discovered that one student (6.15%) is in the "Excellent" category, three students (23.08%) are in the "Good" category, and seven students are in the "Average" category (53.85%). Furthermore, there are only two students (15.38%) in the "Below Average" category, and there is none in the "Poor" category. The graph below provides detailed information.
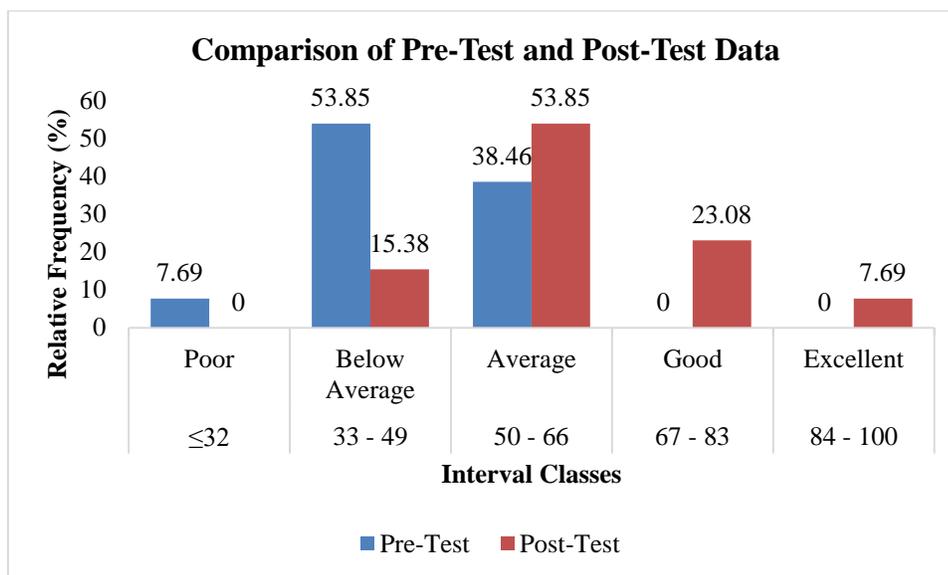
Graphic 3. *Bunpo* Students Pre-Test and Post-Test Data Comparison

According to the comparison of the Pre-Test and Post-Test data graphs, students improved their understanding and ability of the Japanese Grammar (*Bunpo*) course material. It can be observed that the students' ability level in the Pre-Test in "Poor" category is as high as one student (7.69%), but there is no student in the "Poor" category in the Post-Test (0%). Furthermore, the "Below Average" category decreases from seven students (53.85%) in the Pre-Test assessment to two students (15.38%) in the Post-Test assessment. However, the "Average", "Good", and

"Excellent" categories experienced an increase in scores from the comparison of the Pre-Test and Post-Test of *Bunpo* students. In the Average category from five students (38.46%) to seven students (53.85%), the "Good" category from no student (0%) to three students (23.08%), and the "Very Good" category from zero student (0%) to one student (7.69%).

Furthermore, using the Lilliefors test with a significance level of $\alpha > 0.05$ to test the analysis requirements used in this study, namely the data normality test to determine whether the data from the variables are normally distributed or not. Based on the Lilliefors test hypothesis, the Pre-Test normality test discovered $L_{observation}$ 0.096 < L_{table} 0.234 and the Post-Test normality test discovered $L_{observation}$ 0.198 < L_{table} 0.234, indicating that the variables studied are normally distributed.

Following the analysis requirements test, it is discovered that all of the research variable data met the requirements for further statistical testing, notably hypothesis testing. The research hypothesis is tested, and the results show that there is a significant effect on the treatment of Project-Based Learning in the form of a Reading Study for testing the level of Japanese grammar ability (*Bunpo*) of Universitas Bung Hatta's students. The t-test is used to see the effect of the average count in the same group with a significant level of 0.05 discovered t_{count} = 4.40 > t_{table} = 1.77. Thus, it can be concluded that the provision of Project-Based Learning in the form of a Reading Study has a significant influence on the optimization of Japanese grammar skills (*Bunpo*), with an increase in the average value of 14, from 46.15 at the Pre-Test to 60.15 at the Post-Test.

Based on the treatment of Project-Based Learning through Reading Study and conducting Focus Group Discussions (FGD), it is discovered that the respondents gave a relatively good study and that some are able to understand the *Bunpo* material contained in the Readings, as well as the use and function of the sentence patterns. However, some other respondents are still having trouble comprehending the material. Based on the results of the initial test (PreTest), the average result is 46.15, with the highest category value of 66 and the lowest being 26, but the average result of the final test (Post-Test) is 60.15, with the highest category value of 87 and the lowest being 40. The t-test results show that the t_{count} value is 4.40 with a significance level of 0.05 while the t_{table} value is 1.77. Thus, the hypothesis test results show that the value of $t_{count} > t_{table}$, revealing a difference in the results of the Pre-Test and Post-Test on the treatment of Project-Based Learning in the Japanese Grammar course (*Bunpo*) Universitas Bung Hatta.

CONCLUSION

Project-Based Learning treatment in the form of Reading Study and Focus Group Discussion (FGD) has a substantial effect on the optimization of Japanese grammar skills (*Bunpo*) for students of Japanese literature at Universitas Bung Hatta. Based on the results of statistical tests in the form of t-tests, the value of t_{count} = 4.40 > t_{table} = 1.77 with a significant level (α) of 0.05. Meanwhile, the Pre-Test and Post-Test results reveal an increase in the average value by 14 points, from 46.15 to 60.15, as well as an increase in the maximum value obtained in the Pre-Test with a value of 66 and in the Post-Test with a value of 87. Additionally, students state that this method can provide a better understanding of the *Bunpo* (Japanese Grammar) material and that it is expected to improve the PBL method on other materials and even courses. Therefore, future researchers can look into the effectiveness of PBL for conversation (*kaiwa*) or other courses.

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