Development Learning Materials for the Responding Skills in Speaking the Basic Japanese Language –Beginning Step

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Abstract. This research aims at analyzing the students' and lecturers' needs and characteristics and creating the learning materials containing aizuchi skills to effectively speak the basic Japanese language greatly required by the first semester students at the Japanese literature Study. This research and development study employed Kemp Model and was conducted on the Speaking Basic Japanese Language 2 class. The research was conducted by collecting questionnaires from 24 students and analyzing the students' and lecturers' characteristics and needs in speaking the basic Japanese language using the Guttman scale. To create more appropriate leaning materials, a reliability test was conducted using the Likert scale, while an effectiveness test was also conducted on the in-pair speaking videos made in both small and big groups, each with the duration of three minutes to be analyzed later using the quantitative data. The result of research on the learning materials for the corresponding skills was organized based on the students' and lecturers' characteristics and needs analysis and produces the students' and lecturers' needs and students' characteristics which are one of the elements in making development model of learning materials of responding skill in Speaking Basic greatly required by the students to speak communicatively and naturally.

Keywords: Aizuchi skill, development material, Japanese language, multimedia

INTRODUCTION

The number of Japanese language learners throughout the world tends to increase annually (Ministry of Education, Culture, Sports, 2016). The number of Indonesian leaners also increases annually (Foundation, 2015). However, the increased number of Japanese language learners is not in line with good quality of Japanese language learning, especially in speaking Japanese language (Sutedi, 2017). Speaking Japanese language requires communication strategy capability for a smooth speaking activity. The Japan Foundation Standard in detail states that for a communicative Japanese language, one should master the other competences, such as communication, sociolinguistic and pragmatic competencies in addition to grammatical competence. The competences will support language activities communicatively in receptive, productive and interactive activities (Foundation, 2017). Therefore, second language (L2) learners need pragmatic competence for use in speaking pursuant to the norms in L2 community's social and culture. Besides, pragmatic competence is one important component in communication competence (Rajabia, Azizifara & Gowhary, 2015). Through pragmatic competence, speaker and listener may support each other in communication by

involving not only language, but also the communication culture used by Japanese people in Japanese language, one of which is the use of *aizuchi*.

Researches on response or aizuchi have been conducted since long ago in the West and in Japan. *Aizuchi* is similar to the term backchannel response or feedback. Western and Japanese experts use various terms. The difference in terms used by Western experts is caused by the difference in culture and language between Japan and West countries (Kubota, 1995). The difference in communication style between Japanese people and UK people may be viewed from five perspectives, namely politeness, *aizuchi,* indirectness 'indirect speech', self-effacement and linguistic and cognitive difference related to space and giving directions (Barney, 2015). These differences may serve to differentiate *aizuchi* from the other terms such as backchannel behavior and feedback.

Maynard defines *aizuchi* as listener's short response when speaker uses his speaking right, which also covers non-verbal response (Maynard, 2013). In this definition, Maynard states that aizuchi may be used by listener verbally or non-verbally. Meanwhile, Miyata and Nisisawa define aizuchi as listener's activity which does not change speaking turn when speaker is speaking and the activity supports speaker's flow of conversation (Miyata, Suzanne & Nisisawa, 2007). This definition differentiates between aizuchi and turn taking. Aizuchi tends to support and listen to speaker instead of taking over the conversation. Therefore, in Japanese language, communication will run smoothly when listener makes response, thus it is very important to be taught in speaking Japanese language (Heinz, 2003). In the definition, the author deems a*izuchi* as having uniqueness which is not only assumed to be linguistic, but also social, and consisting of verbal and non-verbal activities bearing the meaning that listener is active and participating in communication that it runs smoothly.

In Japanese language learning, many mistakes are found in the use of type, function in interference of mother language (Indonesian language) (Imelda, 2014). Student's function mistake occurs after *hyouka aizuchi* or assessing function in *aizuchi* in explaining activity in Japanese language (Apriyanto, 2018). Although students are capable of using *aizuchi* verbally and non-verbally, but there are many mistakes in the use of *aizuchi* (Rahayu, Meta Gesti; Supriatnaningsih, Rina; Nurhayati, 2015). However, in Japanese language learning in Indonesia there is no learning material to teach responding skill in speaking Japanese language scientifically and in stages from easy to difficult levels. Richards and Renandya state that in speaking, some interactional and transactional activities which may be implemented in in-class interaction activity include small talk and other interactive activities such as oral activities of reading newspapers and playing information gap or visual activities such as watching television, video where they can interact native speaker (Richard, Jack C & Renandya et al, 2002).

Therefore, the learning material of responding skill '*aizuchi gijutsu*' is made in consideration of students' characteristic analysis and students' and lecturers' needs analysis at the Japanese Literature Study Program.

This learning material development refers to the type, function and use of *aizuchi.* Kubota divides the type, function and use *aizuchi* into 1) *Unazugi* or nod, 2) *Douji aizuchi* or *aizuchi* of agreeing mark, 3) *Mijikai onsei aizuchi* or short sound response*,* with various meanings such as supporting interlocutor, short sound of asking, and 4) *Hirogi aizuchi* or wider *aizuchi* such as *Bun no kankatsu* or *aizuchi* to close conversation (Kubota, et.al 1995*).* This research also uses the classification of types of *aizuchi* by Yoshida Takayoshi, namely 1) *homeru aizuchi* or *aizuchi* to praise interlocutor*, 2) mahou no aizuchi* or *aizuchi* to encourage interlocutor, and 3) *kakunin aizuchi* to confirm interlocutor's talk (Takayoshi, 2007). Type, function and use of *aizuchi* will be included into the questionnaire of analysis on students' and lecturers' needs, but the author will consult with lecturer to teach *aizuchi* in stages from easy to difficult levels (Takayoshi, 2007)

The aim of this research is to 1) analyze students' characteristics and 2) analyze students' and lecturers' needs in Speaking Japanese Language at semester 2, 3) examine the condition of learning materials used, namely *Minna no nihongo I*, and syllabus used, arrange draft development of learning material model of response capability and skill of Speaking Basic Japanese Language for first level student.

METHOD

This is a preliminary research from 14 meetings for learning and 2 meetings for mid-

semester exam and final semester exam. Online learning was made for 90 minutes with students of Speaking Basic Japanese Language 2 class at semester 2 of the Japanese Literature Program of Hasanuddin University, Makassar. The Kemp learning material development model was used in the initial step of the research of the analysis on students' characteristics and analysis on lecturers' and students' needs (Morrison, Ross, & Kemp, 2007). The Kemp development model design was chosen by the author since it had certain initial point, thus the design might be started freely but with interrelatedness between the elements involved. This allowed a number of changes from the perspective of content and treatment to all elements during the course of development. Students' characteristics analysis aimed at examining the social, cultural and educational backgrounds, which would help the author take necessary measures in developing the learning materials. Meanwhile, needs analysis was needed to find information of any problems arising in the Speaking Japanese Language subject such as learning materials, teaching-learning process and educator's view of communicative Japanese language and *aizuchi* in Japanese language.

The author distributed questionnaire of needs analysis to 24 students of Speaking Japanese Language 2 and 2 lecturers. The questionnaire was about analysis on students' and lecturers' needs, each consisting of 11 queries. The queries were taken from combined theories of student's needs, including 1) learning objective, 2) theme, 3) learning media, 4) learning strategy, 4) learning method, 5) learning media, 6) assignments and practices, and 7) evaluation (Cheng, 2002; Kubota et.al, 1995; Takayoshi, 2007; Tomlinson, 2007; Zhang Zen, 1996). The questionnaire of analysis on students' characteristics consisted of 12 queries, including 1) student's background, 2) learning experience, and 3) learning style (Brown, 2009; Richards, n.d.; Sanjaya, 2008).

The analysis on lecturers' and students' needs employed the Likert scale and Guttman scale. With the Likert scale, the variables weree measured and explained into variable indicators. For each response, the author used Likert scale with gradation from very positive to very negative, which might be in the form of words, and for the purpose of quantitative analysis, the responses were scored (Sugiono et.al, 2008). Meanwhile, Guttman scale used responses in the form of yes-no, true-false, ever-never, etc.

The analysis on students' characteristics employed Guttman scale and open queries. The questionnaire had various choices of response, including yes and no, and a, b, c, and e. Both needs and characteristics analyses had 4 categories of mean percentage score, namely 1) not needed (score 0-25), 2) less needed (score 26-50), 3) needed (score 57-75), and 4) highly needed (score 76-100).

RESULTS AND DISCUSSION

Results

Early step. The result of analysis on students' characteristics questionnaire is described in three dimensions, namely 1) students' motivation. In the Speaking Japanese Language subject, students are highly motivated to learn Japanese language. According to the result of characteristics analysis, 60.53% of students' reasons are their desire to learn Japanese language and culture. The analysis result, as described in the Japan Foundation's data, is that learners in Indonesia really like Japanese language and culture (Foundation et.al, 2015). In addition, the students are highly in need of responding skill learning (100%) in Speaking since they are aware that *aizuchi* is quite important in Speaking Japanese Language (100%). However, some students are not aware of the definition of *aizuchi*, but they know *aizuchi* more with the word *sou desuka* 'oh, I see', *sou desune* 'that's right'. 2) characteristics analysis on learning experience. As new student, they only have Japanese language learning experience when they just enter the university. The students use internet media more such as anime to learn Japanese language (86.96%). They learn Japanese language through anime instead of interaction with native speakers, listening to radio, or interaction with native speakers through smartphone. However, anime's language is quite different from the Japanese language used in class (Yee, Han Chan; Ngan, 2017). Therefore, it is necessary to carefully design interactive learning materials in order to minimize learning speaking Japanese language through anime; 3) Learning style. The students prefer group learning to individual learning and Japanese language learning and Japanese language speaking outdoor only take 2 hours. In comparison of students' motivation, Japanese language learning and speaking outdoor for 2 hours are incomparable, and the 2 hours are used

to complete home assignment given by lecturer.
Below is the table of characteristics analysis:
Table 1. Analysis on the Characteristics of Students Level 1

No	Dimension	Indicator	%
1.	Student's motivation	Desire to learn and love to learn Japanese language	60.34
		Presence in class	82.61
		The importance to learn *aizuchi*	100
		Desire to learn *aizuchi*	100
2	Japanese language learning experience	1 year	69.56
		Never interact with native speaker	47.48%
		Interaction with smartphone	47.83
		Frequency of watching Japanese anime/film and Japanese TV	52.18
		Frequency of never accessing Japanese Radio	86.96
3	Learning style	Group learning	30.43
		Learning through watching video/film	26.09
		Average learning outdoor for 2 hours	43.48
		Average speaking Japanese language outdoor daily of 2 hours	43.44

The Second Step is conducting needs analysis on 24 students and 2 lecturers teaching this subject. The reference of needs analysis consists of 1) Reference of Learning Material Development, 2) Learning Objective, 3) Conversation Topic, 4) Learning Material, 5) Learning Strategy, 6) Learning Method, 7) Learning Media, 8) Assignment/practice, and 9) Evaluation.

Based on the questionnaire distributed, different result is obtained with lecturers' and students' needs. The topics mostly needed by students according to the lecturers are regarding working environment and daily life in Japan. Meanwhile, the students highly need course topics such as home assignment, group work, conversation of tour and cuisine. From the discussion between the lecturers and the researcher, it is decided to include speaking topic in video based on students' and lecturers' needs.

The types of response or *aizuchi* highly needed by students in the opinion of the researcher and lecturers are encouragement and sympathetic ones for interlocutor. There is difference between types of response needed by students. Students highly need type of response of praising interlocutor and response of closing conversation, but there is type needed by the two, namely one to encourage interlocutor. The responses chosen by lecturers and students are quite interesting, thus the author will include them into the learning material.

However, the discussion between the researcher and the lecturers considers the necessity of stages of responding skill or *aizuchi gijutsu* in Speaking subject as an important point in choosing response type. On this basis, the author and lecturers agree on the types of response to be included into the learning materials, from small sound response consisting of supporting interlocutor and speech response to repetition response, agreeing response, praising response, encouragement to interlocutor and sympathetic response.

Further, the meaning highly needed by the students in the researcher and lecturers' opinion is lexical meaning. The same answer is also obtained from the questionnaire distributed to the 24 students. They also highly need lexical meaning. However, the author will include some pragmatic meaning (instead of merely literal or dictionary meaning) from some *aizuchi* presented in the learning materials of Responding Skill.

For the category of responding skill learning strategy, the one needed the most by students in the researcher or lecturers' opinion is attention response, some activities, namely comparing two conversations in video, understanding type, *aizuchi* function, finding *aizuchi*''s meaning*, aizuchi* marker, use of type and function and use of *aizuchi*. In comparison with students' response regarding the needs needed the most there is similarity in the point of comparing two conversations, finding the meaning of conversation and *aizuchi* marker. On this basis, the author will combine strategy highly needed by students in the opinion of students and researcher or lecturers.

In the category of *aizuchi* learning method, the researcher or lecturer and students need *student centre* method, but *teacher centre* method is still included, but not domination. Further, for learning media highly needed by students in the lecturers and students' opinion is multimedia.

The *aizuchi* practice material highly needed by students in the researcher or lecturers' opinion is to find the meaning of conversation. However, there is difference in practice material highly needed by students, namely watching or listening to two different conversations and compare and find the meaning conveyed by the speaker. With regard to the difference, the author consults the researcher or lecturers and we finally agree to include theories of type, function and use of *aizuchi, aizuchi* marker and practice using *aizuchi* as per function.

The type of *aizuchi* practice highly needed by students, in the lecturers' opinion, is none. However, the lecturers choose individual practice as the type of practice need by students. Meanwhile, students choose pair and group practice. Based on the answer, the author uses varied type of practice, such as pair conversation and individual and group practice in the learning material of responding skill or *aizuchi gijutsu.*

The *aizuchi* evaluation materials highly needed by students in the researcher and lecturers' opinion are learning objective, perception of watching two different videos or conversation, *aizuchi* marker*,* learning objective assessment and student's worksheet. The evaluation material needed by the students, in the lecturers' opinion, is perception of watching assessment. Therefore, the author then discusses with the researcher or lecturers to consider evaluation materials to be included into the learning material of responding skill. The point of evaluation material assessment includes students given with two different videos or conversations, assessment of the understanding of the meaning of conversation, understanding of type theory, and *aizuchi* function*, aizuchi* marker*,* appropriate use of *aizuchi* in speaking.

For the point of evaluation time, both students and lecturers respond the same, that evaluation time is highly needed for each completion of unit of learning material. The author will use this choice in the learning material of responding skill or *auzuchi gijutsu.*

CONCLUSION AND SUGGESTION

The development of learning material of responding skill is arranged pursuant to the analysis on students' and lecturers' needs and analysis on students' characteristics in Speaking Basic Japanese Language at semester 2. The result of analysis on students' characteristics and needs describes that they are highly motivated to learn Japanese language for various reasons, such as liking Japanese language and Japanese culture, thus they desire to continue their study and work in Japan. They are in high need for *aizuchi* skill that it should be included into the Speaking Japanese Language learning. Learning does not only require students' awareness of the existence of *aizuchi* in speaking, but it should also pay attention to students' and lecturers' needs, such as topic they really want, teaching *aizuchi* covering its types, functions and uses from easy to difficult levels, and activities. The development of learning materials model of responding skill uses topics containing videos of Japanese people's working life and Japanese people's daily life, tour, with Japanese language by native speakers as the background and Japanese setting. These are quite natural and communicative. However, it should use home-made videos, but will take much cost and time accordingly.

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