

# Japanese Language Teaching for Tourism using Content and Language Integrated Learning Approach

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**Keywords:** Teaching Material Model, Japanese Language, Content and Language Integrated Learning, Research and Development.

**Abstract:** The aim of this research is (1) to figure out the current condition of Japanese language teaching material for specific purpose; (2) to figure out design of Japanese language teaching material for tourism purpose with Content and Language Integrated Learning (CLIL) approach; and (3) to find out the qualification of Japanese language teaching material for tourism purpose with CLIL approach. The method used in this research is Research and Development (R&D) from Borg and Gall (2003). Respondents are sophomores of Tourism and Marketing Management Department (MPP) programs from Faculty of Social Science Education (FPIPS) for limited-scale experiment. As for larger scale, the respondents are sophomores of Indonesian Tourism Academy (Akperindo) Bandung. The expected outcome from this research is to obtain a Japanese teaching material with specific purpose of tourism with CLIL approach that can be used in tourism institutions. So, Japanese might be an optional language for students to learn. The implication of this research is the creation of Japanese teaching material for tourism purpose with CLIL brings benefits for teacher in delivering courses to their students.

## 1 INTRODUCTION

The aim of Japanese teaching program in Tourism and Marketing Management Department is to enable sophomores to apply basic Japanese for hotel business purpose. Therefore, the researcher, a lecturer for Japanese as second language, attempts to create new teaching material model that in line with the objective mentioned above. The idea of creating new teaching material model comes up since the conventional one does not significantly enhance students' communication skill. The conventional teaching material model more focuses on writing skill and how students are able to read Hiragana and Katakana. For that situation, the learning focus is not on students' communication skill. In accordance with the issue mentioned above, the researcher is encouraged to create new teaching material model that more focus on developing Japanese communication skill even in basic level.

The new created teaching material model is Content and Language Integrated Learning (CLIL) based. In other words, teaching material is more focus on integrated content and language. To be more specific, the focus of this teaching material

model is more on students' communication skill in delivering speech related to hotel activities and business. For instance, students learn how to be a receptionist using 'Check-in' and 'Check-out' theme or how to be a porter and serve hotel guests,

Teaching material with Content and Language Integrated Learning approach is expected to improve students' motivation to learn Japanese in better way. Students do practices in speaking Japanese with hotel-related contents. So, in the future, the students are expected to be able to naturally communicate in Japanese for hotel activities and business naturally. As pointed out by Coyle, Hood and Marsh (2010, p.12) that this natural situation seems to be one of the fundamentals for the importance and success of CILL related to language and other subjects learning process. Thinking skill in different language, even in basic level, can give positive impact to content learning.

Based on the need analysis result conducted to students of Tourism and Marketing Management Department on 2015-2016, 70% of all correspondents expect to work on hotel after completing study. Exactly because of that, the content for teaching material in this research is for

hotel activities and business so it became the main target of this research.

Another crucial reason to create this new teaching material is that other colleges or higher school do not provide Japanese material specifically for tourism or hospitality industry. According to observational research done by the researcher, compilation of some Japanese course books is the material used to teach tourism and hospitality students in most educational institutes. Those course books are also commonly used in other colleges. So, the vocabularies or phrases learnt by the students are more general and not specific discussing about tourism industry.

For those issues, the researcher attempts to find best solution so Japanese teaching process for tourism purposes might gain some benefits and improve students' capability in speaking Japanese.

## 2 THEORETICAL STUDY

### 2.1 Model Concept

Suparman (2014, p.107) describes model as a reality representation which draws structure, an order, and a concept. More than that, model also shows one of these four forms: verbal or conceptual description, activity steps or procedure, physical or visual replica, and equation or formula. While Greenberger (1976, pp. 47-49) define model as a common term that can be applied to every single thing in which model is created. For instances, car miniatures, office mock ups, prototype of supersonic plane, various board games such as monopoly; mathematical equation to show economic movement, engineering curve, future energy resources projection, and so on can be presumed as model. Thus, everything can be created as a model and anyone can create the explained model. Also, it is said that the most important thing in model concept is that model itself should represent or reflect a referred system. By doing that, everyone can learn the referred system by noticing the existing model. So, model is a simplified reality representation in diagram form.

The definition of model, applied in this research, refers to model concept of Japanese teaching material for tourism purpose with Content and Language Integrated Learning approach. This model concept is created by considering the needs of specific materials that may increase students' Japanese proficiency. It covers four language skills, especially on speaking capability.

### 2.2 Borg and Gall Model

Research is a mechanism or scientific activity conducted by complying standardized rules or norms of research itself that universally acknowledged. While development is an activity referring to an enhancement, improvement from both quality and quantity. Also, as suggested by Borg and Gall, Research and development is an industry-based development model in which the finding of research is used to design new products and procedures, which then are systematically field- tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard (2003, p.589)

Research and development is an industry model development-based research. That research aims to design new product and procedure that will be tested and then evaluated systematically. After all, both new product and procedure will be revised in order to meet the required affectivity, quantity and standard.

Borg and Gall (2003) describes four main criteria for research and development as below:

- (1) Studying research findings pertinent to the product to be develop,
- (2) Developing the product based on this finding,
- (3) Field testing it in the setting where it will be used eventually, and
- (4) Revising it to correct the deficiencies found in the field-testing stage.

From all four criteria defined by Borg and Gall, the researcher should start by doing prior study to gather related findings with the product being developed. Then, the researcher should develop the product based on those prior findings. Going further, there should be a test in real situation where the product is actually implemented. The test result could be research reference for revisions on discovered weaknesses.

In accordance with the definition and four main criteria mentioned above, Borg and Gall (2003) describe steps to be conducted on R&D as seen on Figure 1.

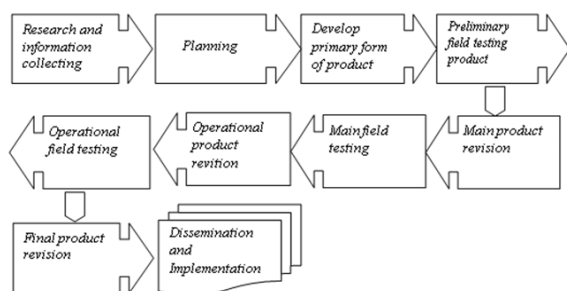


Figure 1: Borg and Gall Model (2003).

### 2.3 Teaching Material Concept

In term of teaching material development, Tomlinson (2003, pp.128-129) views that (1) making the material concept would be more effective if it is related to students' needs, (2) teacher is the one who mostly understand the students, (3) all teachers need fundamental in writing materials, (4) all teachers is teacher for themselves, realizing that would impact to exact material development, (5) trial and error, and evaluation is very important to define success for each material.

He also emphasize that students should be the focus in developing teaching material. In this research, the researcher applies 'JF Standard Cando, A1 level' that has equal standard with CEFR framework which has been used in many countries. It also will be combined with analysis result of this research.

### 2.4 Content and Language Integrated Learning

CLIL (Content & Language Integrated Learning) term is firstly adopted in Europe on 1994. There are two big goals in implementing CLIL. First goal is to learn geography, math, chemical, and other subjects in school by using foreign language. Second one is to learn foreign language through certain subjects' material. Coyle, Hood and Marsh (2010) suggests 4Cs framework for CCIL (see Figure 2). These are Cognition, Culture, Content, and Communication. Dalton-Puffer (<https://hannan-u.repo.nii.ac.jp>) describes the relationship among those frameworks by showing communication as its center as shown in figure 2.

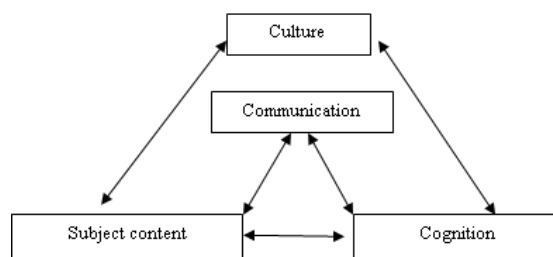


Figure 2: Cs framework for CCIL.

Coyle, Hood and Marsh (2010, pp.16-26), describes CLIL as the latest communicative method. He points out one of main differences between communicative language learning in 1980s and the emerging of CLIL in 1990s.

Classes implementing CLIL involve students as active participants in developing their potential to gain more knowledge and skill. It is gained through inquiry process (research) and by using complex cognitive process for problem solving goal (innovation).

Furthermore, Coyle, Hood and Marsh (2010, pp.16-26) states that thinking ability in different language, even on basic level, may give positive impact to content learning. Because of that, CLIL appears as a phenomenon that completes content and language learning. CLIL is not merely an education in foreign language. It also can be used to teach foreign language based on linking pedagogy and contextual method.

## 3 RESEARCH METHOD

### 3.1 Respondents

This research is conducted to sophomores in Tourism and Marketing Management Department, Faculty of Social Science Education (Prodi MPP FPIPS), Universitas Pendidikan Indonesia. The target of this research is to supply a Japanese teaching material for specific purpose, both for the teachers and students.

### 3.2 Research Approach and Method

Researcher applies qualitative and quantitative approach by using Research and Development (R&D) method. In implementing R&D, the researcher employs multiple methods which are (1) descriptive method, (2) evaluative method, and (3) experimental method.

### 3.3 Stages of Model Development

There are four stages of model development, (1) preliminary research, (2) designing model development, (3) validation, evaluation, and revision of the developed model, and (4) model implementation.

**Preliminary Research:** Before creating a model for Japanese teaching material in specific purpose, Preliminary research is firstly conducted. It is done to both students and teachers in Prodi MPP FPIPS by spreading questionnaire and interview.

**Model Development Designing:** In this phase, needs analysis result has been obtained and theoretical studies had been done in preliminary phase. According to these data, steps are conducted as follows:

- Researcher compiles syllabus that will be used as reference in creating teaching material model. It is compiled based on students' needs and *JF Standard Can Do* that has been analyzed in preliminary stage. Through this step, researcher obtains draft 1 of syllabus and teaching material model for Japanese Introduction. Also, in this phase, researcher starts to create teaching material since the basic and standard competency has been defined in syllabus. The result of this phase is Japanese teaching material in form of a textbook. All materials written in textbook contain these components, (1) indicator in each theme, (2) tasks and exercises, and (3) self-evaluation in the end of each theme. Teaching materials consist of themes created based on needs identification. Each theme covers four language skills (listening, reading, speaking, and writing), grammar, and Japanese culture.
- Introduction to Japanese Language teaching material draft, which composed as first draft, was going through peer (Japanese teachers) and review. In this phase, data concerned with first teaching material draft revision is retrieved.
- Teaching material draft of Introduction to Japanese Language will be then reviewed by peer lectures. Researcher will gain some suggestion and revision for the draft. In this phase, the second teaching materials are created and ready to be implemented in limited scale.
- Experiment is conducted to small group in Introductory to Japanese Language class. The researcher cooperates with Japanese teaching team in Prodi MPP. Researcher also gives questionnaire concerning the feasibility of teaching materials being developed to both teachers and students. Discussion with other Japanese teachers is also done. To gain more

data, the researcher conducts an observation during the learning process. The researcher observes teachers' and students' activities related to materials and tasks provided in teaching material model. After each theme done, the researcher discusses about strengths and weaknesses of the syllabus and its teaching material. Students' and teachers' opinions toward the Introduction to Japanese teaching material are also taken into consideration. By doing so, the researcher obtains information of what to fix from the current teaching material.

Based on the experiment above, the researcher revises the second draft of the teaching material. The revision is used as reference to create the next draft of new Japanese teaching material model for specific purpose. The researcher still applies CLIL approach in line with JF Standard Can Do to meet the real needs of teaching Japanese for specific purpose.

Before conducting experiment in larger scale, the researcher is required to do validation, evaluation and revision of the model. Linguistic expertise will determine the validation. These following steps will be done in this stage:

- Assessment of teaching material by two Japanese language expertise and two experts on teaching material. The researcher gains data about both strengths and weaknesses about the teaching material. Not only to revise teaching material, can the identified weaknesses be used as reference for next syllabus.
- Based on the assessment, the researcher revises draft of teaching material. It creates the forth draft of Japanese teaching material for specific purpose in hospitality field.
- Based on the result of the test, the researcher revises the teaching material draft. This model turns to be hypothetic model following the experiment in larger scale.

**Model Implementation:** In this stage, the researcher implements an experiment of teaching material to students of Prodi MPP UPI. It is divided into experimental and control class. Both classes consist of students with identical characteristic and competence. Control class involves A1-grade students and uses teaching material from Tourism Academy of Indonesia.

### **3.4 Data Source, Data Acquisition Technique, Instrument Validity and Reliability, and Data Analysis Technique**

Things that related with data source to data analysis technique would be elaborated as follows.

#### **3.4.1 Data Source**

In this research, all data gathered from preliminary until implementation stage of teaching material model. In preliminary stage, data of needs analysis are gained from students and Japanese teachers. The researcher employs questionnaire, interview and observation as instrument to gather all data needed.

#### **3.4.2 Data Acquisition Technique**

Data accumulation technique will be elaborated here. Document analysis is conducted to current learning instruments for teaching Japanese in Prodi MPP. The observation covers: (1) conducted learning process, (2) learning model performed by the teacher, (3) students' activities, (4) students' portfolio and learning outcomes. To deeper understand needs of the students and Japanese teacher in Prodi MPP UPI, the researcher also uses interview technique. It is applied to the teacher of Japanese for tourism purpose. Students are also interviewed to assess their language competence, goals of learning Japanese, and material needed. In term of identifying Japanese teachers' and students' needs, the researcher spreads questionnaire to both of them. This following is the recapitulation table of data acquisition technique done in this paper.

## **4 TEACHING MATERIAL MODELS**

As previously stated, instruments employed in this research include questionnaire, observation sheet, interview and post-test which have validity and reliability. Instrument preparation is started by ordering questionnaire formula to meet required construct validity. Validity test is also done by dropping invalid question (if  $r$  value  $\leq$   $r$ -table). Question may be used if  $r$  value  $>$   $r$ -table.

While on model planning and development stage, this study also conducted reliability test on students and peer teacher's data. On validation stage,

expertise suggestion is further confirmed through interview and discussion. Meanwhile, the validity of material affectivity is tested by inter-rater reliability.

## **5 DATA ANALYSIS**

In this research, data analysis employs qualitative and quantitative approach. Quantitative data is obtained from questionnaire by converting answers to scores.

However, qualitative technique is also conducted for theoretical study on preliminary study. This technique is used when analysing syllabus document and provided teaching material. It is also used in describing discussion result with other teachers and expertise related to the developed teaching material.

Data gained in this stage includes (a) Data of Japanese teaching instruments in Prodi MPP UPI such as syllabus and teaching materials, (b) profile of Prodi MPP UPI, (c) students' and teachers' needs Data (a) and (b) is qualitative ones. Meanwhile, data (c) belongs to quantitative category since it uses score on spread questionnaire. To identify the needs of learning, this study use three aspects which are: (1) requirements (2) lack, and (3) desire. In this case, instruments used to gather data are questionnaire, observation, and interview. To identifying lack aspect, the researcher spread questionnaire concerning obstacles of students and teachers during the learning process. Besides, class observation and interview to both students and teachers are also employed.

On data analysis on model planning and development stage, assessment of model development from peer teachers are the data to analyse. Result of limited-scale experiment is also data to analyse. Those data are qualitative gained from teachers' notes about learning process by applying developed teaching material. While quantitative data is result of the learning process written by students. Other that, some of teachers' assessments and students are quantitative. It is because both teachers and students fill questionnaire that further turns into scores.

Assessment for developing teaching material model provides 4 answers: Totally disagree (1 score), disagree (2 score), agree (3 score), very agree (score 4). Agree or disagree refers to assess the appropriateness of teaching material model being developed.

For students, questionnaire is answered under teacher guidance. Teacher provides explanation for

any questions related to the teaching material being developed.

For teaching material affectivity test, the researcher conducts an experiment. T-Test is employed to analyse experimental and control class. If t value is higher than t-table with the probability level of 0.05 and degrees of freedom N-1, then teaching material being developed works affectively.

## 6 TECHNIQUE OF DATA ANALYSIS

This research has still some ongoing process to be completed. Thus, only data from questionnaire, written and oral test result that will be presented as follows.

### 6.1 Questionnaire Result

This below table shows the result of questionnaire given to respondents purposively.

1. Do you feel some kind of difficulty in learning Japanese with material presented below?

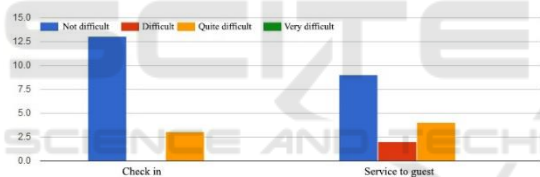


Figure 3: Difficulty level in learning Japanese on different materials.

From figure 3, it can be seen that more than half of respondents do not feel any difficulty in learning material about “Hotel Check-in” and “Service to guests”. On the other hand, only 5.2% students who feel difficulties in learning. However, none of the students feel it very difficult to learn the provided teaching materials.

2. Do you have any difficulties in learning material presented below?

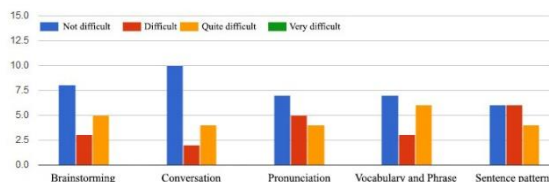


Figure 4: Difficulty level in learning depends on learning methods.

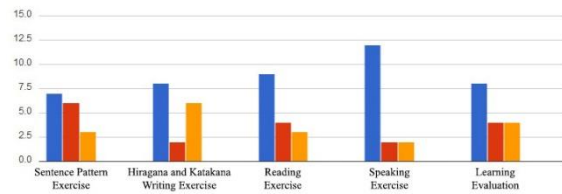


Figure 5: Results of exercises and evaluation.

From figure 4, it can be seen that more than half of respondents consider that understanding conversational material both in Indonesia and Japanese is not difficult. Respondents also does not feel difficult in following reading exercise material and speaking exercise material. From figure 5, as for sentence pattern material, sentence pattern exercise, and learning evaluation, more than half of respondents still feel quite difficult to follow.

3. Do you have any difficulties in doing activities below?

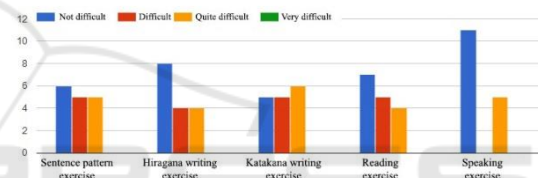


Figure 6: Difficulty level felt by students based on exercises and evaluation.

According to the questionnaire data (see figure 6), none of the students feel it hard to do reading and speaking exercise. As for sentence pattern exercise, hiragana and katakana writing exercise, more than half of respondent still feel quite difficult to learn.

4. Do you have any difficulties in comprehending evaluation based on materials presented below?

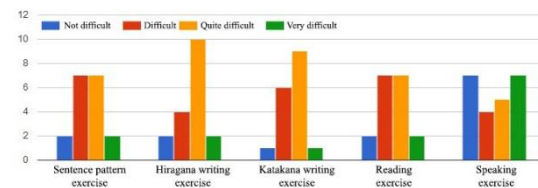


Figure 7: Difficulty level of comprehending evaluation based on materials.

Figure 7 shows that more than half of respondents think it easy to understand evaluation of reading and do speaking exercises. While for sentence pattern exercise, more than half of respondents still feel some difficulties.

## 6.2 Written Test Result and Oral Test Result

This following diagram describes the recapitulated written and oral test results of students from Tourism and Marketing Department. These tests are conducted four times during research.

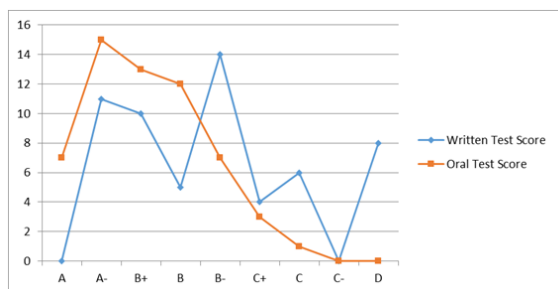


Figure 8: Overall results of written and oral test score.

Figure 8 shows that written test result has lower scores than the oral test. However, none of the respondents gain 'A' mark in written test. While seven respondents receive 'A' mark for the oral test. Furthermore, lowest mark of written test is 'D', and 'C' for oral and only single respondent receiving that.

## 7 CONCLUSIONS

Regarding to the temporary data gathered and accumulated, the researcher obtains a temporary conclusion for Japanese teaching material model for tourism purpose with CLIL approach, as followings:

1. According to questionnaire result in first phase, it can be figured out that respondents feel no difficulties in understanding materials and evaluation concerned with reading and speaking exercises. As for sentence pattern, hiragana and katakana writing exercise, more than half of respondents still feel quite difficult to understand.
2. According to the test result, it can be figured out that students do better on oral test than the written test.

According to these conclusions, it can be said that respondents have better comprehension and interest to Japanese teaching material model which emphasizes on speaking practice.

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