Implemented Project Based Learning On Japanese Writing Skills

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Abstract.

The purpose of this study is to determine the effectiveness of project-based learning on Japanese writing skills. The study employs a quasi-experimental design. This study was carried out at a private university in Jakarta during the odd semester of 2023-2024. Participants included 50 students from a Japanese writing class. As a result, the data is derived from observations, documents, and tests. The t-test is used in the data analysis technique: Two-Pair Sample for the Mean. According to the findings of the study, project-based learning improved Japanese writing skills. Students have received enough training to actively write Japanese both individually and in groups. As a result, project-based learning is quite effective and can continue to be developed with learning media.

Keywords: *Japanese, Project Learning and Writing.*

I.   INTRODUCTION

Changes in government policy regarding independent learning and independent campuses provide fresh air and demand for educators to always update teaching strategies so that the goals of independent learning and independent campuses can be achieved. This means that graduates must have soft skills and hard skills that are relevant to current conditions so that they can compete in the era of globalization. The policy of independent learning and independent campuses is implemented to realize an autonomous and flexible learning process in higher education so that universities can design and implement innovative learning processes so that students can achieve optimal learning outcomes including aspects of attitudes, knowledge and skills. This policy also aims to increase links and matches with the business and industrial world, as well as to prepare students for the world of work from the start [1], [2]. Thus, the implementation of learning must be directed at developing the ability to practice. Learning concepts that require a lot of practice or practice can be applied to learning to write.   The activity of learning to write Japanese for university students is also not an easy thing because the orientation of the learning objectives is different. Students are directed to master writing skills which will become part of their life development after graduation. This means that writing skills provide a different shift in emphasis for students at universities [3]. Many graduates in educational institutions around the world have not achieved this goal in writing classes so students have not acquired writing skills that meet the needs of society [4].The results of observations in Japanese writing classes at a private university in Jakarta in the 2022-2023 academic year show that there is a low level of practice or practice and many writing assignments are not completed. Apart from that, students also find it difficult to develop the content of their writing.

Therefore, learning must be directed at practice such as projects with a learning flow that directs students to critical and creative thinking patterns. This is of course expected to improve the quality of students' Japanese writing. The solution offered is a gap that is different from previous research. This means that this research has a different novelty in implementing project-based learning. The choice of project-based learning is based on the concept that writing requires a lot of practice and completing a project can provide new challenges that encourage motivation and cooperation to submit a good project report. Project-based learning improves students' pedagogical abilities in class [5]. Project-based EFL classes not only produce positive learning outcomes, but also help students to improve cognition, work ethic, and interpersonal skills [6], as well as student performance in class [7][8][9]. These conditions are by the concept of learning to

write. Project-based learning is also appropriate for improving skills in the 21st century, not only for teachers in preparing teaching but also for students [10][11]. Other research shows that the effectiveness of short film-making projects for English writing activities is quite good [12]. Thus, this research aims to obtain the effectiveness of project-based learning on Japanese writing skills. It is hoped that the results of this research can contribute to the development of Japanese writing learning strategies that direct students to carry out projects so that they can be relevant to current educational policy directions and improve students' critical thinking skills.

II.   METHODS

The research method uses a quasi-experimental design. It is measured in one group of participants before the pretest and after the posttest treatment. This type of research is used to minimize problems that arise during the research process and in this study, there is no control or comparison group [13][14]. This research was conducted at a private university in Jakarta in the odd semester of 2023-2024. The participants involved were students in a Japanese writing class of 50 students. So, the data is taken from observation, documents and tests. Observations are used to examine initial problems related to students' writing results and the teaching strategies that have been used so far and are also used to observe the effectiveness of implementing project-based learning in Japanese writing classes. Documents are used to analyze assignment results and the intensity of writing practice. Meanwhile, tests are used to assess the results of implementing project-based learning in Japanese writing classes. This test is given before and after implementing project-based learning. The writing instrument used is in the form of an essay test which consists of five assessment components, namely (1) organization (introduction, content and conclusion), (2) logical idea development, (3) grammar, (4) punctuation, spelling, and mechanics, and (5) style and quality of expression. The data analysis technique uses the t-test: Two-Pair Sample for the Mean.

III.   RESULT AND DISCUSSION

The test results also show an increase in the average class score before and after implementing project-based learning, as shown in the table below.

Table 2. The result of the T-Test

	Pre-test	Post-test
Mean	46.4	92.56
Variance	42.714	12.249
Observations	50	50
Pearson Correlation	0.232	
Hypothesized Mean Difference	0	
df	49	
t Stat	-12.3846	
P(T<=t) one-tail	1.67931	
t Critical one-tail	1.76551	
P(T<=t) two-tail	3.78E-31	
t Critical two-tail	2.009	

The results of the t-test data analysis show the score of t Stat < t-table (-12.3846 < 2.009), this score provides information that Ho is rejected and H1 is accepted. Thus, it can be concluded that project-based learning is quite effective in improving students' Japanese writing skills. The results of this test are relevant to the results of classroom observations during treatment or experimental activities. From the results of observation findings and test results, it was found that the level of cooperation was quite good in completing the project. The results of the analysis of observation data on the implementation of project-based learning during 12 meetings showed that students were enthusiastic about collaborating in working on writing projects. In this learning class, the lecturer has implemented a project-based learning strategy in the Japanese writing class, namely producing popular scientific writing that can be directed to blogs and mass media publications. Apart from that, students are also given a project to write short story literary works that are closely related to their life experiences. This project is carried out through two methods, namely group and individual. For group projects it is directed at developing popular scientific writing and for individual

projects it is directed at writing short stories. The situation in class is quite interactive and many students are enthusiastic in developing their written content. This can be seen from the better test results given after implementing project-based learning.So it can be understood that project-based learning also results in increased student collaboration and communication skills [15].

The project-based learning model can also be carried out in online classes and helps students to master creativity and innovation skills, communication skills, critical thinking skills and collaboration skills. These findings illustrate that students experienced self-improvement in 4C skills, in particular, there was an increase in communication and critical thinking skills. This finding has also been shown by previous research which produced positive responses from students regarding project-based learning in online classes and has become a recommended method to help students obtain the 4Cs [16]. So, the project-based learning model can be applied to online and offline classes which can also be equipped with technological media [17][18]. Other research results show that project-based learning pedagogy produces significant improvements in learning outcomes, in terms of students' perceptions of the university's social responsibility, their capacity to deal with complex and ambiguous structural problems, their ability to put professional knowledge into practice, team building, and communication skills. This initiative has had a positive impact on students, enabling them to gain greater insight into their social responsibilities [19][20][21][22].So, project-based learning has many advantages that can have an impact on students' writing performance in class. Project-based learning (PoBL) offers promise as a teaching method that engages students in schools and colleges based on their experiences with authentic learning [5]. So, students can explore their potential by completing writing assignments through project-based learning which appears in each learning instruction in the teaching material. This project-based learning also directs students to research the information they have or obtain as writing material.

IV.   CONCLUSION

The research results concluded that project-based learning had a positive impact on improving Japanese writing skills. Students have sufficient intensity of training to be active in writing Japanese both individually and in groups. Thus it can be said that project-based learning is quite effective and can continue to be developed equipped with learning media. The results of this research have implications for understanding the use of learning strategies that must be in line with current curriculum use and can answer global learning challenges. However, research is still limited to the application of project-based learning in Japanese writing classes, so future researchers can develop the results of this research which are linked to the use of multimedia technology so that Japanese writing activities become more interesting and can improve 6C skills.

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