

Content and Language Integrated Learning Approach in Japanese Language Teaching Material Model for Tourism

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Abstract. This article reports on the use of Content and Language Integrated Learning Approach in the development of Japanese language teaching material model in Tourism context. The material is developed based on the needs analysis to 40 Tourism Marketing Management Study Program students, class of 2017/2018 collected by using questionnaire. This is a developmental research, involving three stages, from the first to the third drafts. In the first stage, the draft is compiled and given comments by colleagues. The second stage involves revision process based on the comments resulted in the second draft, in the form of a teaching material model which is then submitted to four linguists, consisting of native Japanese speakers and Japanese language experts. The third stage or the final stage is the revision process of the second draft based on inputs from those native Japanese and Japanese language experts resulted in the third draft, which is also the final draft. This final draft was then trialed to Tourism-major students in the class.

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INTRODUCTION

Mastering foreign languages, such as English, Mandarin, Japanese, and others is the basic asset, especially for tourism-field related workers. Their competences in languages provide satisfied and comfortable services for foreign tourists during tourism activities. In relation to this, Japan, as one of the countries in East Asia, has highly contributed to Indonesia's tourism sector. The number of Japanese tourists visiting Indonesia in 2017 increased by 8.2% from 2016, from 233.387 to 252.497 people and the number of foreign tourists visiting Indonesia until August 2018 was 168.327 people (Sunata, 2018). The data indicates that there is a need to improve Japanese language skills so that good and satisfied services can be achieved.

The data also highlights the importance of good Japanese language skills in tourism sector in Indonesia and thus the Tourism Marketing Management Study Program, the Faculty of Social Sciences Education (FPIPS), Indonesia University of Education (UPI) develops Japanese language class as one elective course, other than Mandarin. In the study program, this three-credit course, known as Japanese Introductory Course in Tourism Context is offered for one semester only, in the second semester.

To be right on the target, this course highly takes into account students' potential needs, developed optimally through a well-planned learning effort, an active learning atmosphere, an effective and efficient learning process, a measurable evaluation, objective learning outcomes, and systematic teaching materials. With regard to the teaching materials, these can be compiled from different sources (objects, data, facts, ideas, people, etc.) potentially used in the process of learning, enabling the students to make use of it. The achievement of a goal of learning and learning cannot be separated from quality teaching materials, competent educators, and qualified media tools (Eliastuti, Rasyid, & Lustyantie, 2020).

In this case, depth of coverage and breadth of content of the teaching materials must be carefully considered, highly taking into account the learning objectives and students' initial abilities.

In order to find out these initial abilities of the students, needs analysis is carried out. Schares in Rasyid (2006, p.99) in his research on the identification of student learning needs in European countries, suggests that language needs and language learning will differ from one student to another and from one group to another, so that research is needed on student learning needs. Information on student learning needs is mainly obtained from students themselves, from language teachers, from institutions implementing language programs, and from the society. Another study conducted by Kapoh (2019) highlights the need of

needs analysis. His research reveals that students or graduates do not have the appropriate competence in their works, especially to communicate in Japanese with Japanese native speakers, both at school and at work. The reasons are that the textbooks are irrelevant with the needs of vocational high schools' students and do not accommodate the skills required by students in the tourism sector.

In line with it, Rosita (2013) in her research, "Learning Japanese as a Means of Character Education for Indonesian Tourism", explains that Japanese for special purposes has not been studied much, especially in the scope of tourism studies. Rosita adds that hitherto, there is no exact standard book in learning Japanese for tourism, and despite the difference in terms of learning objectives and study hours between Japanese for Tourism and Japanese for General purposes, both are significant. However, up to present, learning Japanese in Tourism Department is carried out similarly to that in schools learning Japanese for General purposes. As a result, Basic Japanese becomes difficult to master and the objectives related to tourism are not achieved.

This circumstance has indicated the need for an approach in the development of Japanese language teaching materials within tourism context. One alternative approach that is considered in accordance with these needs is the Content and Language Integrated Learning (CLIL) approach. Despite its wide use in the language learning in general, this approach is still not optimally used in Japanese language learning context, especially within the context of Japanese language teaching materials development. Turner (2013) in his research, "Content-based Japanese Teaching in Australian School: Is CLIL a Good Fit?", has researched the teaching of Japanese / Japanese Language Teaching (JLT) in Australia, offering an initial discussion regarding problems faced by JLT teachers in implementing CLIL in Australia. Meanwhile, regarding the role of stakeholders, Yang (2014) in his research, "National Appraisal and Stakeholder Perceptions of Tertiary CLIL Program in Taiwan", explains that the success of CLIL is strongly influenced by the intervention of various stakeholders in CLIL education. Yang further offers four things to observe when developing CLIL in Taiwanese contexts. First is regarding the development of CLIL teachers whose needs are urgent. Second, whether all students in an EFL setting can both learn and make a progress by the assistance of the CLIL program. Third, accommodation must be made for language support, and fourth, a systematic and comprehensive internal CLIL evaluation is desirable to promote better and more effective learning outcomes.

Furthermore, Morikoshi, Tanaka, & Yoshida (2018) in their research, "Content and Language Integrated Learning Applications in Hospitality and Tourism", give an in-depth discussion regarding the design and use of CLIL textbooks by integrating 4C (Content, Cognition, Communication and Culture) into class activities. Their suggestions also highlight the use of several teaching techniques, such as pair works, group discussions and online exercises in CLIL learning. Their research have also given benefit as they also introduce useful teaching resources for teaching hospitality and tourism studies. Meanwhile, Vega and Moscoso (2019) in their research, "Challenges in the Implementation of CLIL in Higher Education: From ESP to CLIL in the Tourism Classroom", discuss the results of transition from the English for Specific Purposes (ESP) program to Content and Language Integrated Learning (CLIL) program. Their findings show that there is no significant improvement in language proficiency achieved by the two groups. They conclude that learners' initial language level affects the outcome of the CLIL program.

Further, research conducted by Ball (2018) entitled "Innovations and Challenges in CLIL Materials Design", explains that the biggest challenge faced in implementing CLIL is the provision and design of teaching materials. In his research, Ball offers several ideas leading to the production of CLIL teaching materials. In addition, Ball provides specific guidelines to overcome the occurrence of irregularities in the writing of these teaching materials, and offers practical orientation for adapting and elaborating teaching materials in CLIL development. Iwata & Okada (2018) in the Journal of Global Tourism Research researching "Teaching Japanese Language in Tourism and Costumers Service Skills", state that service to customers in Japan is the best in the world. They also report that teaching Japanese in tourism is not only about teaching what to say in face-to-face interactions, but also building sociolinguistic and pragmatic competences. Regarding this, Okabe (2013) in his research, "サービス日本語教育 - 旅客機、客船の外国人乗務員への教育を中心に -" Japanese Language Education Services -Focus on Education for Foreign Passengers on Passenger Aircraft and Cruises -, explains that there is Japanese language that is specifically used in the public service sector. Okabe states that the Japanese language for public services is divided into two; first, the Japanese language of service used to express hospitality, and second, the Japanese language, which the background of use and the relationship between people, is limited. Similarly, Kubota (2004) in his research, 「サービス日本語」という考え方 - 観光都市ハワイでの日本語教育の現状から考える - or "Saabisu Nihongo" toiu Kangaekiho Kawai kankou kara Kangaeru ", discusses the increase in the number of Japanese tourists to Hawaii, Guam, and other places. According to Kubota, since 5 years ago (starting from 2004), Japanese tourists who came to Hawaii reached an average of 2 million tourists. This raises the need for attention to the problem of "tourism industry" and "Japanese

language". According to Kubota, when talking about traveling abroad, the obstacles are language, culture, etc. Therefore, Kubota offers a thought on サービス日本語 or "Saabisu Nihonggo" or Japanese for Service.

There have been many studies on CLIL in Indonesia, including research conducted by Marasabessy (2017) for her Doctoral Program dissertation, "Model of Tourism English Teaching Materials Based on Content and Language Integrated Learning". The research are conducted based on the following reasons: a)the teaching materials do not suit the curricular objectives of teaching English for tourism; b)the content of teaching materials does not support the objectives of English for Tourism course; c)the main reference sources are not clear; and d)the correlation between teaching materials throughout the meetings are not clear. The research method used is Research and Development (R&D), using the theory of Borg and Gall model with a combination of qualitative and quantitative approaches. The results conclude that the CLIL-based tourism English teaching material model is effective and feasible to use in the context of her research. These results of those aforementioned studies are used as the basis of this research.

METHODS

Research Design

This research combined qualitative and quantitative approaches and employed Research and Development Method or R&D. The model refers to the design of teaching materials in Japanese language for tourism course. To produce a maximum product or model, this development research used a learning approach guiding students to practice speaking according to the themes decided on the lesson, leading to practical skills. The learning approach used in this study was Content and Language Integrated Learning (CLIL).

The method used in this research applied Borg and Gall's theory. It involves ten stages including; 1) conducting preliminary study; 2)planning research; 3)making product designs; 4) conducting initial field testing; 5)revising product; 6)carrying out first field testing; 7)revising product; 8)carrying out second field test; 9) carrying out final product revision, and 10)disseminating and implementing final product.

Participants

The students involved in this research were 40 people from 2017/2018 class, 50 people from 2018/2019 class, and 40 people from 2019/2020 class, majoring the Tourism Marketing Management Study Program and registered in the course of Introduction to Tourism Japanese Language Course in the second semester.

Data collection Methods

The first trial used a qualitative approach. In this trial, a prototype of Japanese tourism teaching materials using the CLIL approach was developed. To find out the effectiveness of the model, the second draft of teaching material model was produced through the first trial used a quantitative approach at the experimental stage. The quantitative test was later carried out to see the improvements after using the model.

Observation

Observations were conducted to determine the process of learning activities and the need for the development of Japanese teaching materials in the Tourism Marketing Management Study Program (MPP) FPIPS UPI. Type of observation used in this research was participatory observation suggested by Creswell (2017). In this case, researcher involves in the daily activities of the participants under research. The research observed two main aspects, namely; 1) the learning process that took place in the Introduction to Japanese Tourism course; and 2) the atmosphere of teaching and learning activities.

Questionnaire

The questionnaire was used to obtain data used as the basis for the development of Japanese language for tourism's teaching materials by applying the approach of the Content and Language Integrated Learning. Type of questionnaire used in this research was a closed questionnaire type in which one answer of several alternative answers must be chosen based on the questions given. The questions explored the data on two aspects: 1) the needs of students and lecturers who teach subjects regarding the teaching materials that have been developed; and 2) evaluation of the draft of developed teaching materials during the testing process. The purpose of using this questionnaire is to find out students and lecturers on the needs of the teaching materials and to seek information on the drafts during the testing process. The results were later used as one of the data in order to compile a revised draft for the next teaching material model.

RESULTS

Based on the needs analysis of teaching materials and the conditions of the teaching materials used today, below is the first draft of a draft model of Japanese tourism teaching materials.

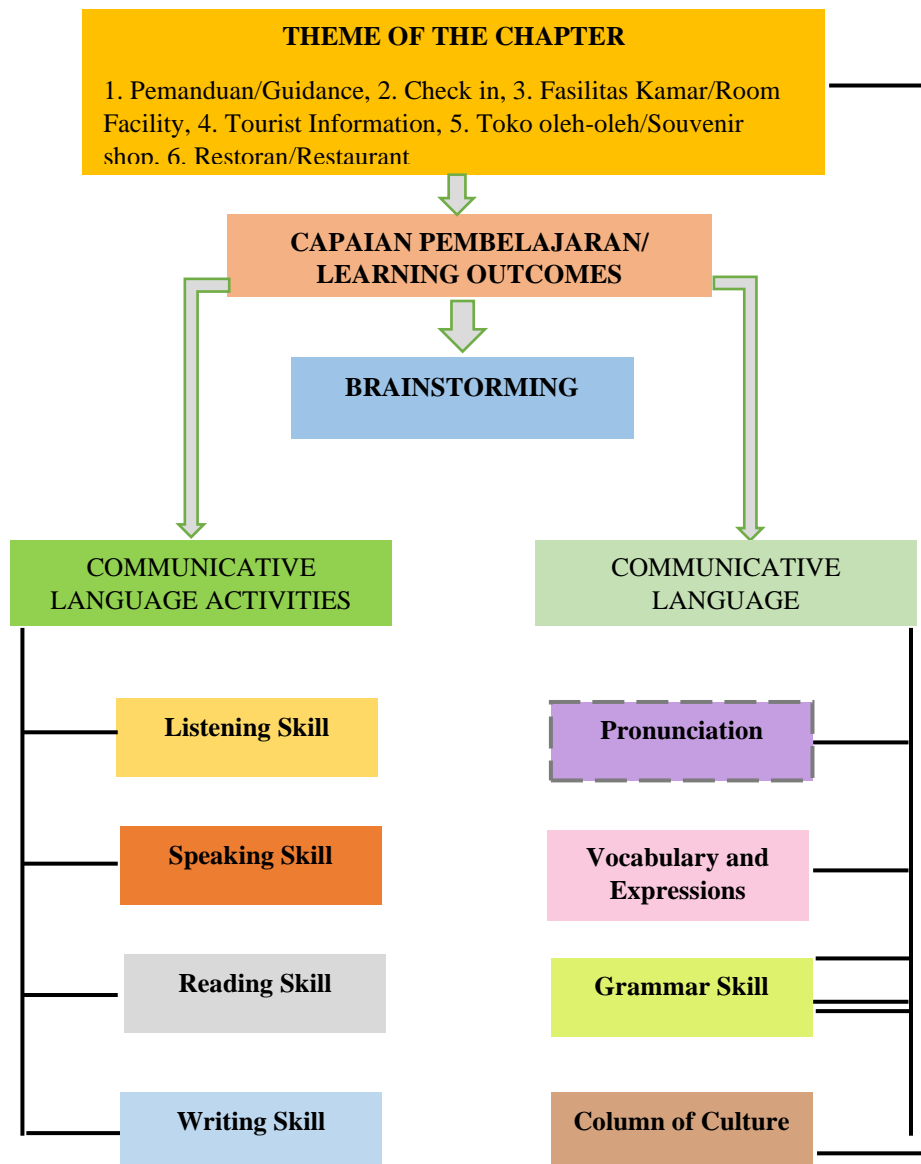


Figure 1. The First Draft of the Design of Japanese Tourism Teaching Materials Model with CLIL Approach

Based on the design of the teaching material model above, the learning flow is as follows.

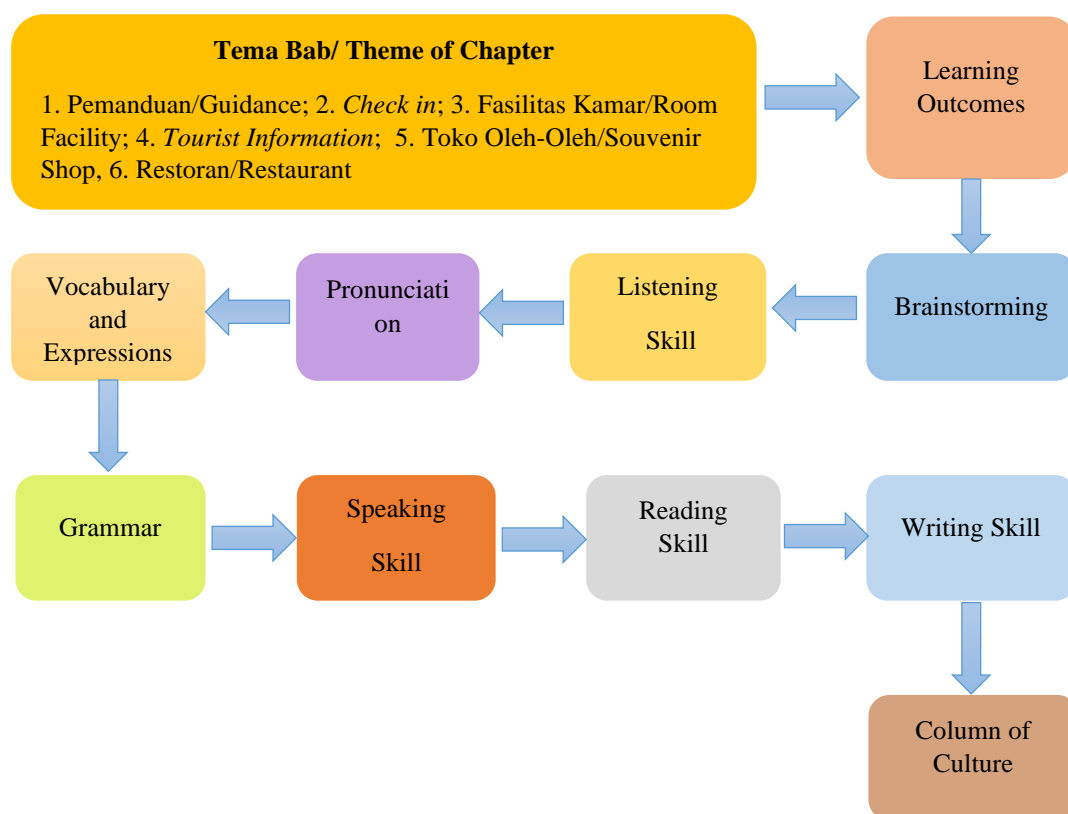


Figure 2. The Second Draft of the Learning Flow of Japanese Tourism Teaching Material Model Using CLIL Approach

Teaching materials that have been developed were then trialed in the class and were given input by the students. The inputs from the students were evaluated to be used in the draft revision. Some inputs given by the students are as follows: 1) The paper size that was A5 should be F5, 2) The use of terms in the skills section; listening skills should be changed into *keterampilan menyimak/kiku nouryoku*, speaking skills should be changed into *keterampilan berbicara/hanasu nouryoku*, reading skills should be changed into *keterampilan membaca/yomu nouryoku*, writing skills should be changed into *keterampilan menulis/kaku nouryoku*, grammar skills should be changed into *tata bahasa/bunpou*, pronunciation should be changed into *pelafalan/hatsuon*, vocabulary and expressions should be changed into *kosakata dan ungkapan/kotoba to hyougen*. Below is Draft 2 of Japanese tourism teaching materials.

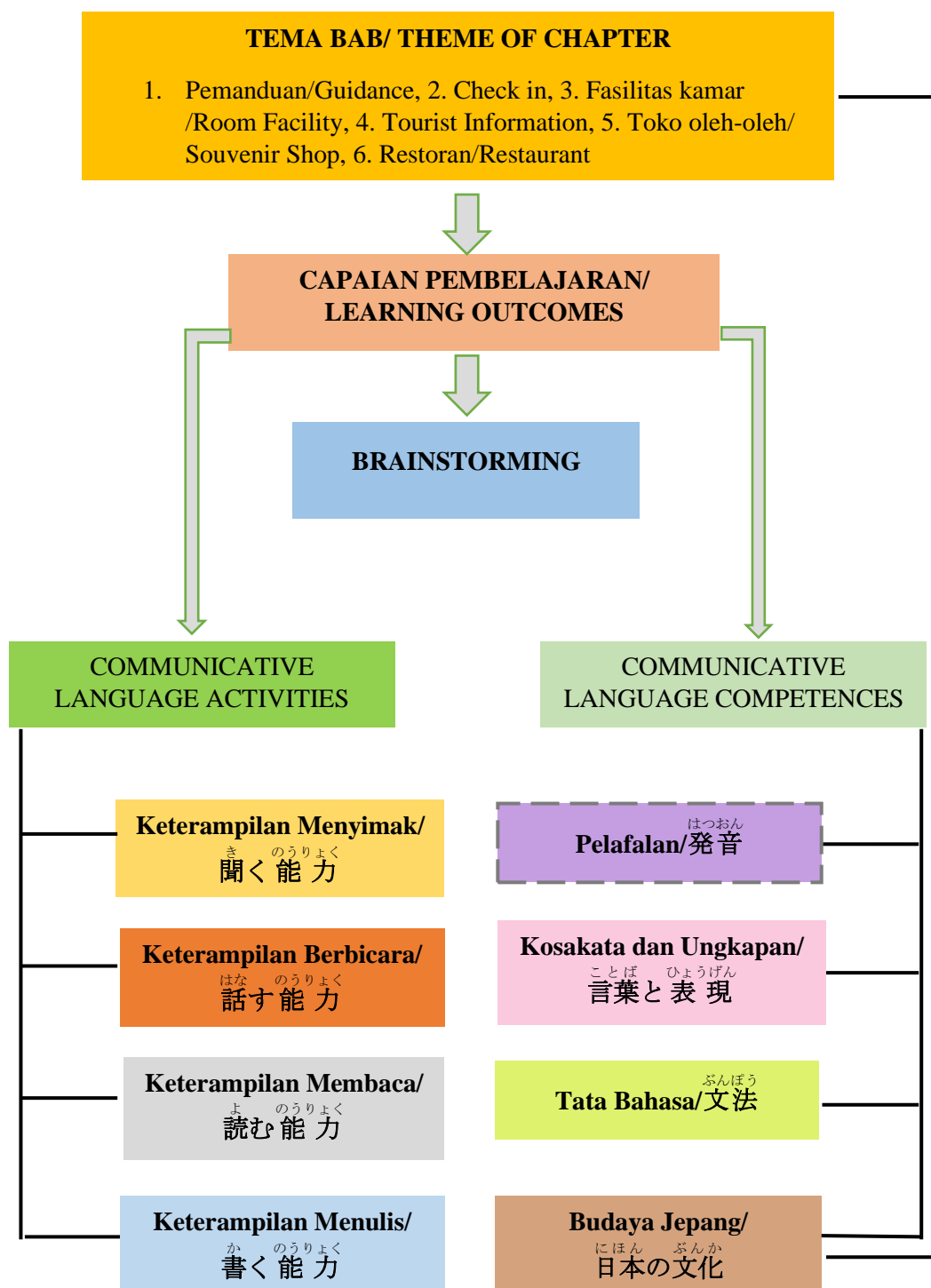


Figure 3. The Second Draft of Japanese Language Teaching Materials Model for Tourism with CLIL Approach

The replacement of the terms for each skill, from English into Indonesian and Japanese is intended to give the impression that the teaching materials developed are explained in Indonesian but at the same time inform the users with the equal terms in Japanese, giving impression that the teaching material is Japanese language teaching material.

Based on the teaching material model above, below is Draft 2 of the learning flow of Japanese tourism teaching materials using the CLIL approach.

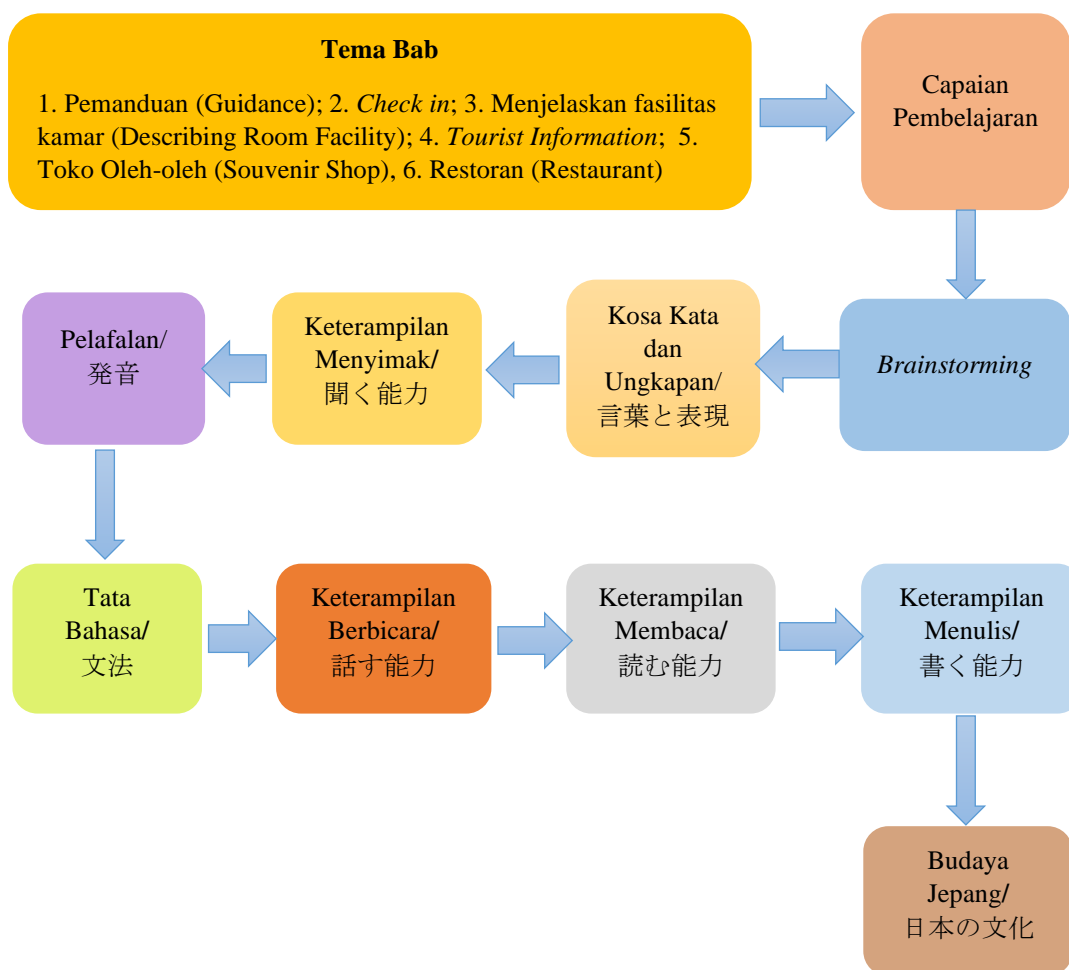


Figure 4. The Second Draft of the Learning Flow of Japanese Tourism Teaching Material Model Using CLIL Approach

Draft 3/final draft is based on the results of consultations with Japanese experts (native speakers). The results showed that the teaching materials need to add with training material for Nouryoku Shiken N5/Japanese Language Proficiency Test (JLPT) Level N5 (the most basic level). The reason is that students or book users, in addition to studying Japanese tourism material, can also learn the JLPT N5 exam practice. This is because in the work field, JLPT certificate is usually used as a competency standard and as a requirement for work acceptance. After being consulted, the third draft of the teaching material is considered legible by the experts and thus it is considered as final draft. Below is Draft 3 or final draft of the teaching material model.

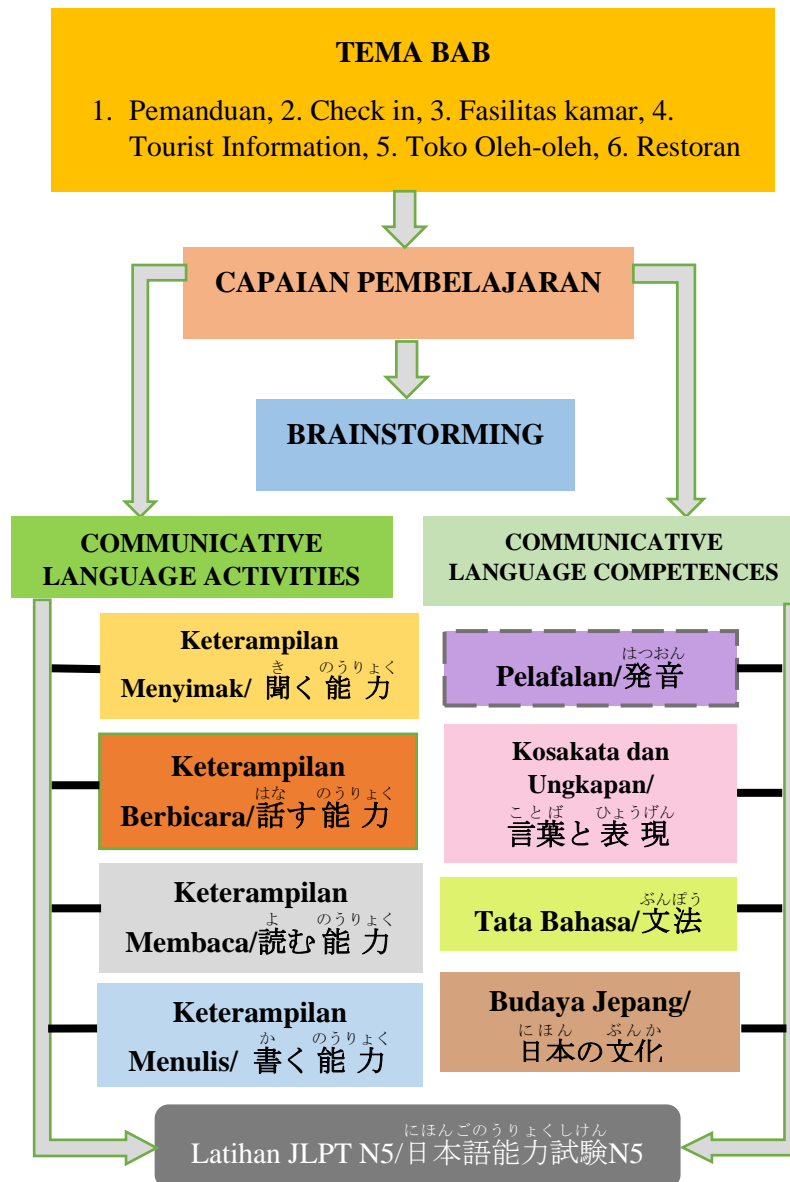


Figure 5. The Third Draft/Final Draft Model of Tourism Language Teaching Materials Using CLIL Approach

Figure 5 above illustrates that there is an addition of JLPT N5 exercises to the language teaching materials. Below is Draft 3 of the learning flow of Japanese language teaching materials for specific tourism purposes using the CLIL approach.

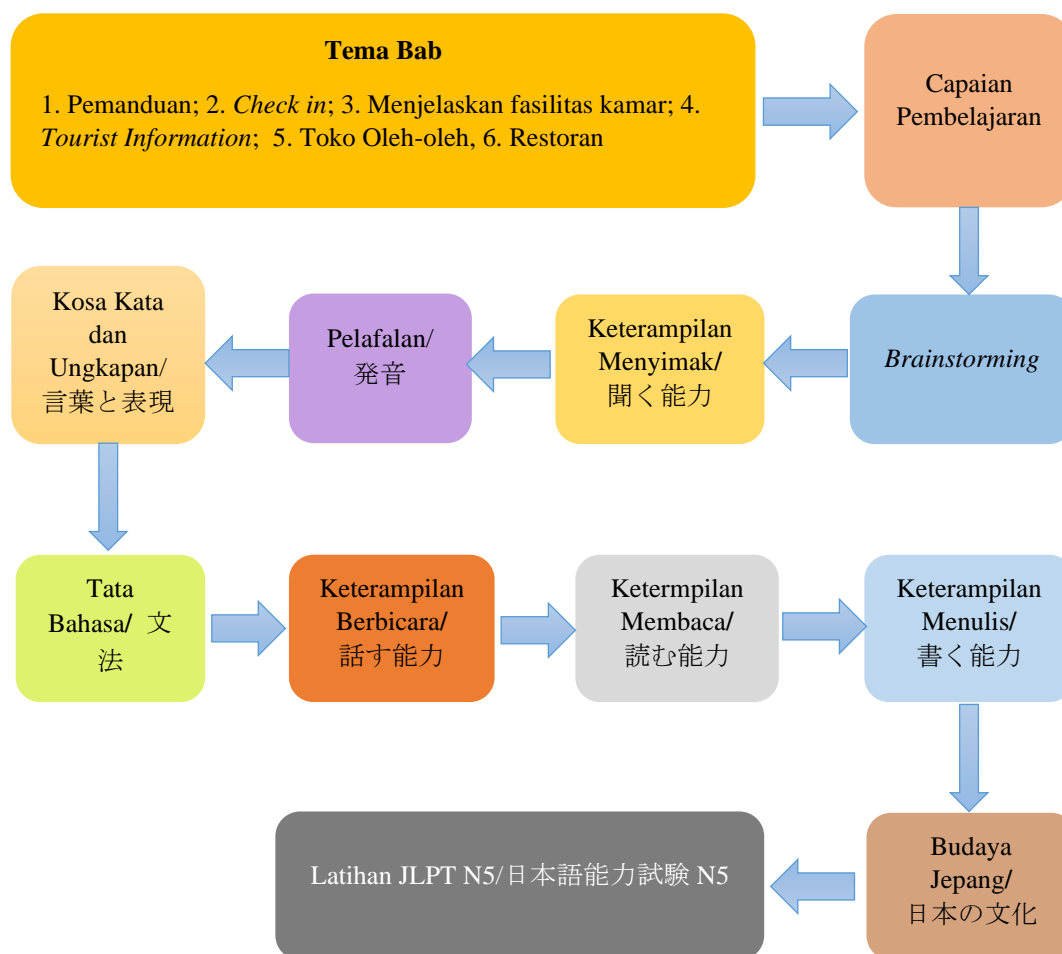


Figure 6. The Third Draft/Final Draft of the Learning Flow of Japanese Tourism Teaching Materials Model Using CLIL Approach

DISCUSSION AND CONCLUSION

The need for Japanese teaching materials within tourism context in the Tourism Marketing Management Study Program of FPIPS UPI includes four language skills (listening, speaking, reading, and writing). The result of the needs analysis shows that each statement item is in accordance with the assumptions of the needs of students and lecturers for the achievement of learning objectives. This can also be seen from the learning themes that are in accordance with the tourism context. Therefore, students do not only learn Japanese as parts of oral and written communication process according to their tourism-oriented learning needs, but also acquire practical knowledge that can be applied easily in everyday life.

The result of the research also illustrates that the Japanese tourism teaching material model using the CLIL approach has been developed gradually. This teaching material model has been evaluated both formative and summative so that the Japanese language teaching material for tourism is effective for learning.

This research and development stages have undergone various obstacles and thus the research has some limitations. The obstacle found in the evaluation, revision, and validation stages is that there are lecturers who are concerned with students' difficulties in learning the teaching materials that have been developed and thus discussion among the lecturers are conducted addressing the issue. During the implementation and the test for effective use test phases, no significant obstacles are found.

Finally, the research result also reveals some shortcomings in the teaching materials, including several aspects, as follows: 1) the application of the Japanese language teaching material model for tourism requires sufficient time so that students can practice basic tourism expressions correctly, both pronunciation, intonation and gestures; 2) teacher needs to give students more opportunities to use the language skills they have learned in the tourism industry directly; and 3) the teaching materials developers need to discuss with the stakeholders regarding the coverage of the materials.

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