

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Learner in Using Web-Based Class Site, the Report of Applied Blended Learning in Japanese Listening Class: Choukai Shochukyu

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Abstract:

In the second semester, at pre-intermediate listening class (choukai shochukyu) we are trying to applied blended learning strategies. The strategies using the free web-based class site from Blackboard Company; coursesites.com. The course conducted in 14 times, with six times face to face learning, and eight times is online learning. During the learning process, has a test or quiz for evaluation. This paper will report that process, problems, and result. Use a descriptive qualitative method; this paper will describe all the process. The research shows four points. 1) The learner who is young people whose daily use internet person still combating with the web using. These are made the blended learning has some technical problem. 2) The web-based class site made student easily find resources, 3) The student more motivated to learn the Japanese Language, especially listening class. 4) The student wants applied blended learning still conducting in next semester for various reasons. The report concluding result is the blended learning strategies in Japanese listening class need modification to answering the problems, but still capable of conducting in the next level Japanese Listening Class.

Keywords: *Blended learning, pre-intermediate, listening class, Japanese language*

1. Introduction

The Department of Japanese Language Education, University of Ganesha Education, an obstacle found in the implementation of the learning process. The department has seven lecturers who each has a teaching load between 18-26 credits. Coupled with research activities, and other administrative activities, lecturers do not have good quality teaching time. Local environment influences, such as the existence of holidays that reduce teaching time. The demands of teaching times at one course are 14 up to 16 times in one semester have never gone well. Therefore a strategy or method is needed in teaching so that the lecturer can do two activities in a separate place at the same time.

Based on these constraints, a learning model is needed a strategy to become bridges space and time. Online learning (e-learning) is the right strategies for growing these bridge. The original form of this model is through a learning activity that uses a correspondence system. Isaac Pitman did this in the 1840s, he was a trusted teacher, and used correspondence in the learning process. He sent assignments to his students, and after his students finished working on the task, it would be sent back (Epignosis, 2014: 9). This concept continues to use until the technology is experiencing developments like today. Conceptually online learning (e-learning) has been developing from the 1940s by using technology at the time, namely the process of correspondence. Then, from this, it is known that online learning (e-learning) is learning that eliminates the limits of distance and time. It is means, professors or lecturers in America can teach in Indonesia using this strategy.

The term of 'e-learning' itself was introducing in the 1990s at a seminar organized by the CBT System. The letter "e" on e-learning shows the word "electronic" which currently refers to internet use and is digital. Other developing and more accurate terms such as online learning and virtual learning (Epignosis, 2014; Shepherd, 2013). The online strategies can note as a learning strategy that utilizes internet access and can eliminate the distance and time limits, and it will make learning can do anywhere and anytime.

Next, the constraints that occur in the Undiksha Language Education Department as mentioned in the previous paragraph, the online learning carried out applies blended learning. The lecturer still to do the learning process in the classroom (face to face), and if the lecturer is unable to teach, and does not have a substitute day then learning can be moved into online. Then, the percentage of attendance for face to face and online will continue to solve the problem constraints related to space and time.

Blended learning is learning that applies conventional and digital learning systems. The learning process is carried out in two strategies, namely conventional in class and digital using computer devices (Epignosis, 2014; Wedgwood, 2013; Shank 2007). The blended learning will make it easier for lecturers to improve students Japanese language skills. By using blended learning, lecturers can provide Japanese language materials to be prepared or learned at home. Then, in the face to face session, the task that has been learning can be evaluated directly on the progress of its development through a small test.

For this study, the chosen subject is Choukai Shochukyu course. This selection is based on the consideration that the material for Choukai subjects is still difficult to obtain by students. Lecturers through online learning will open access to students in getting these materials, and these treats will get more comfortable for a student. Not only providing material but understanding the content will also be provided. With this, online learning that was applying to students of the 2017/2018 second semester for the Choukai Shochukyu course uses synchronous and asynchronous access. Next, the uploaded material if it is still difficult to understand, the lecturer can help online through live chat.

Toward the concepts that will be using in this study, the tools that will be using are course design tools. The product used is 'Coursesites.' 'Coursesites' are selected as platforms because this site is a free learning management system created by Blackboard, but the facilities offered are the same as the paid course design tools owned Blackboard itself. Restrictions are only on the number of lectures/courses that can make, namely a maximum of only five courses or lectures.

2. Literature Review

The literature review will begin from the definition of online learning (e-learning), next will discuss an understanding of blended learning.

2.1. E-learning

The main keyword in online learning is communication (technology used in communicating more precisely). Garcia (2012) sees that in developing societies, communication artifacts in the form of technology can make a connection between people more intense. It is mean, the learning system in the community faces a challenge of the strength of the communication network with various levels of intensity.

Online learning is a tool in communicating between teachers and students, and various forms can be developed, such as independent learning, or simulation/virtual learning (Shepherd, 2013). Independent learning can be in the way of sites that offer material and tests to see someone's abilities. In the 1990's the video period developed, independent course in the form of video or learning CDs been sold. Now, these videos can be easily accessed either paid or not. These learning videos or tutorials can be accessed freely through sites like youtube, Vimeo, Dailymotion, and others. While virtual learning/simulation is an application to provide a simulation of a particular skill. Like driving simulations, simulations for the surgical process and so on. From here the platform of online learning can be in the form of independent learning, giving access to communication, or the existence of simulation/virtual learning. One platform can load everything, only partially, or one of them.

2.2. Blended Learning

Online learning can do with various strategy. Such as blended learning, smartphone learning, networked learning, or complex, adaptable e-learning systems (Garcia, 2012). For this study blended learning used, this chosen strategy is based on the suitability of the obstacles to the Undiksha Japanese Language Department.

Blended learning is innovative learning that takes advantage of traditional education in the classroom and the use of information and communication technology that supports learning both online and offline (Lalima & Dangwal, 2017: 129). The concept of blended learning confirmed that strategies also facilitates the use of online technology in the classroom, such as searching for material through sites while carrying out classroom learning.

In the effectiveness of learning, Higgins (2014: 122) noted that it had been proven in research if blended learning can provide a learning experience with a range that is greater or more effective than learning that only 'face to face.' The other hand, blended learning can provide the instructor and learner the freedom to carry out the learning process, and the learning experience becomes more flexible depending on the ability and willingness of the learner.

3. Research Method

In this study the data will be obtained from the observations of the Choukai Shochukyu course learning process that applies the e-learning learning model with the strategy is blended learning. Researchers are involved in research as a lecture, as well as observers. These study using descriptive technic and qualitative method.

The research subject is a source of data from research activities. The issue of this study was limited to Japanese Language Education Department second semester (2017/2018) students enroled the Choukai Shochukyu course.

4. Result and Discussion

The implementation of online learning has used the features on coursesites.com. However, the elements contained on coursesites.com are not all used. Of all the facilities provided by coursesites.com, only two features used. Both of these are Task and Tests. The task is used to provide material for the next discussion in the class. For the first

step is the lecturer took audio material from Minna no Nihongo and Choukai Tasuku 25. The next step is uploading into the web, and the audio distributed through the Task.

In Task, students can download and play the audio material. Then independently students are expected to answer on questions in the Minna no Nihongo and Choukai Tasuku 25. Until this research ends, the Task on coursesites.com has not been used optimally, only applied to disseminate audio material in both books. The results of the independent learning process carried out by students will be seen in the discussion of material in class.



Figure 1: My Tasks on Coursesites.com

In the Tests feature, it used for quizzes and final exam, the platform for crossing and multiple choice questions used. Other platforms not used because they adjust to the problem in these study. Question data was obtained online from NHK Easy Nihongo (news portal) and Nouryoku Shiken Exercise. At NHK Easy Nihongo the data is in the form of news with a short and easily understood way of discourse. In this discourse, some of the vocabularies erased, so it becomes a fill in the blank question.

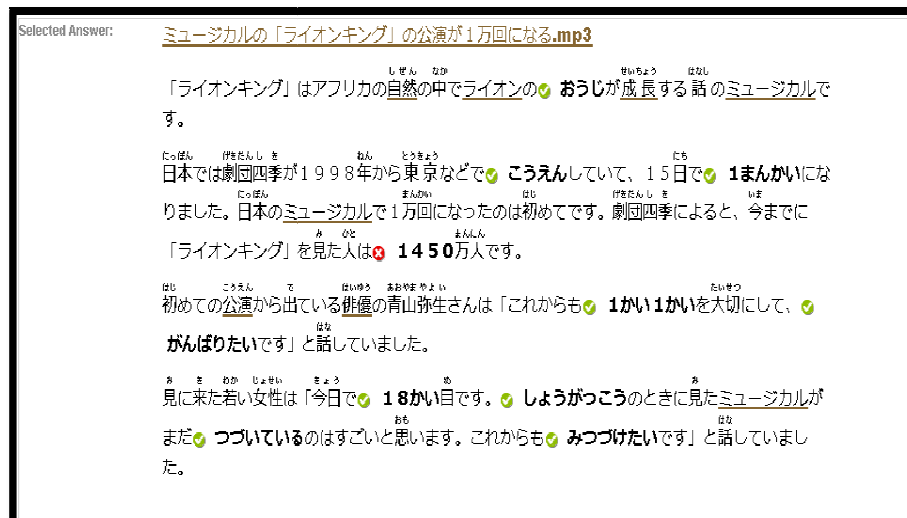


Figure 2: Fill in the Blank Question

The students will listen and answer the question. In working on the questions, students have three attempts the opportunity to answer, and the highest score automatically used. In Figure 3 it is shown that the student answered three times, with the highest score 60 and the lowest value 10, the system will enter the highest amount of 60 points. Three attempts this opportunity is non-binding. If there are students who are satisfied with one chance, they can only take one chance.

Attempts		Manual Override	Column Details	Grade History
				Delete Last Attempt Go
Date Created	Date Submitted (or Saved)	Value	Feedback to User	Grading Notes
Apr 5, 2018 8:31:03 AM	Apr 5, 2018 8:46:44 AM (Completed)	4.00		
				Grade Attempt Clear Attempt Ignore Attempt
Apr 5, 2018 8:23:23 AM	Apr 5, 2018 8:26:48 AM (Completed)	6.00		
				Grade Attempt Clear Attempt Ignore Attempt
Apr 5, 2018 4:28:15 AM	Apr 5, 2018 4:56:10 AM (Completed)	1.00		
				Grade Attempt Clear Attempt Ignore Attempt

Figure 3: Student Grade History

For the Nouryoku Shiken as the final exam, the data is in the form of short sentences, in which the students have learned the grammar. Students are asked to choose the right phrase that matches the sentence they are listening. The platform chosen for this is multiple choice. With the nature of random questions, so that one student with another student has different questions and answers.

QUESTION 9: MULTIPLE CHOICE 0 out of 1 points

Kalimat19.mp3
(...)

 Given Answer:  C. もっとパソコンが欲しいよ。

Correct Answer:  D. もっとパソコンが欲しいよ。

QUESTION 10: MULTIPLE CHOICE 1 out of 1 points

Kalimat3.mp3
(...)

 Given Answer:  C. 紅茶でも飲んだら？待ってあげるわよ。

Correct Answer:  C. 紅茶でも飲んだら？待ってあげるわよ。

Figure 4: Nouryoku Shiken as Final Exam

In Figure 4, shown that for question number 9 the student gets audio question no.19, while in question 10 gets audio about question 3. In the data set about the final exam, audio prepared about 40 audio questions. Of the 40 audio questions will be chosen randomly and become ten multiple choice questions.

The use of features on coursesites.com for teachers is efficient. Even though these studies only use two elements. In practice, the lecturer can use coursesites.com well and can understand the features in it well too. However, this is different for Japanese learners. The students at the beginning of their use have the impression that coursesites.com is confusing. These seen in the percentage of questionnaires distributed to 33 respondents who found that 48.48% of students were still confused with the use of coursesites.com at the beginning of their use. For those who stated that this web was practically as many as 18.18% noted this. More complete data seen on the following chart as below.

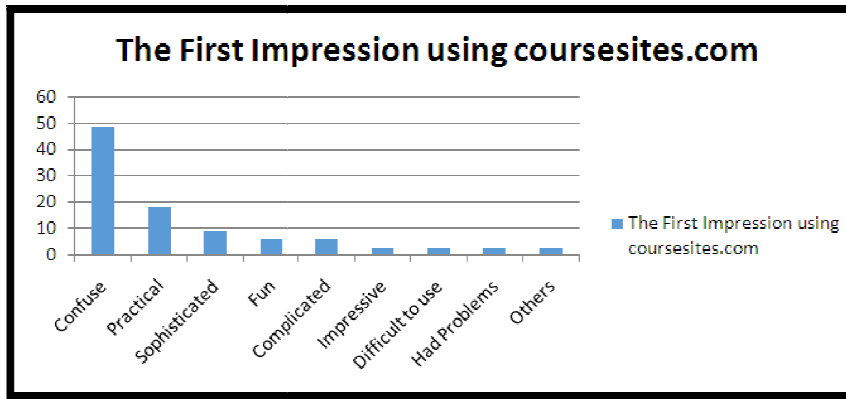


Figure 5: The First Impression Using Coursesites.Com

From this impression it shows, at first, the students still considered this web too challenging to understand. To make students proficient in the use of features on coursesites.com requires 1 to 5 times usage. From the results of the questionnaire found that new students can understand the features and use of this web after five times of use. However, the survey also shows that there are a small number of students who still do not understand it until the lecture ends.

Factors of learner’s inadequacy towards the web are due to student interest in this web. Based on the question of how often students open the internet, only 12.12% found it open usually, almost every week. This fact shows that there is a low level of asking learners in the use of this web, the learner will open this web when the lecturer was asking or if there is only a test or quiz. Then, the interest does not occur because of lack of motivation. Even though at the beginning of the lecture students agreed to try a blended learning strategy, and students wanted this learning strategy to continue.

Although the questionnaire shows the impression that students are not motivated, on another question in the survey about the benefits of coursesites.com, the average student agrees to answer that courses are practical to use. From these two things, seen that students lack discipline in opening this web is not because this web is complicated to use, or blended learning is not able to accommodate it. The main reason is more to students curious about this website.

The next result also found obstacles on the web. The main obstacle is the error that occurs when you want to open this web. That's problem happens because of the issue of the signal and the device used by the learner. Tools such as smartphones are more likely to have errors compared to use via computers or laptops.

In the Task feature, there is the delivery of audio material. According to the learner, the distribution of this material was initially confusing but soon to be easily understood. A total of 59, 38% felt this. Then there are also students who must be assisted by other friends who already understand the audio material, as many as 25% stated this. Then, students who were fast in understanding this matter were 15.63%. The results of the questionnaire, as below.

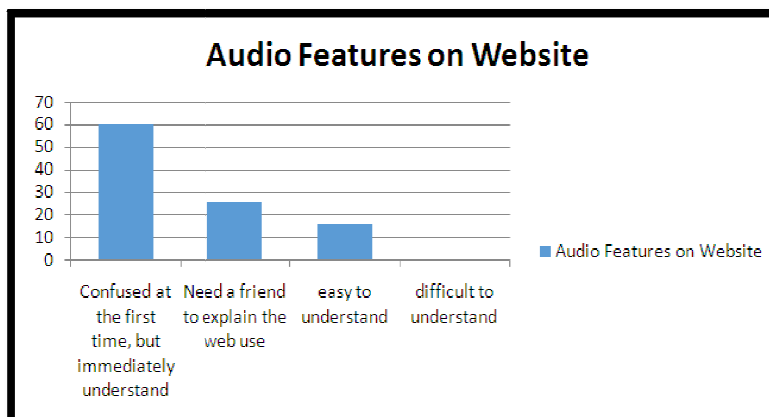


Figure 6 : Audio Features on Websites

Then, the impression of students in the use of Task for audio material, as many as 48.88% stated its practical application. Besides being functional, there are also those who indicate that their use is pleasant, as many as 25% said this. There were also those who agreed that the application was easy, as much as 12.50% agreed to this. In addition to positive impressions, there were also negative impressions such as confusing use, 9.38% of respondents stated this. Then, as many as 3.13% noted the use was complicated. The following results are below.

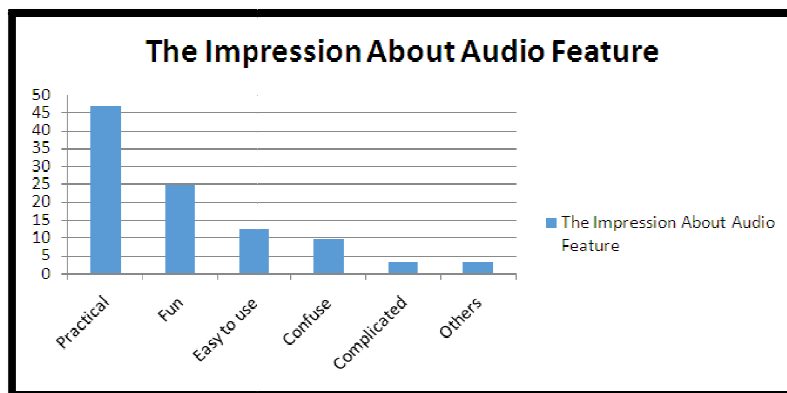


Figure 7: The Impression of Audio Feature

From figure 7, is known that when students understand the use of coursesites.com, the initial view that states that this is confusing have turned into a positive impression, like practical, fun, and comfortable. The evidence from student statements agreed by learners, most of which students decide to like learning both online and offline. Represent data as below.

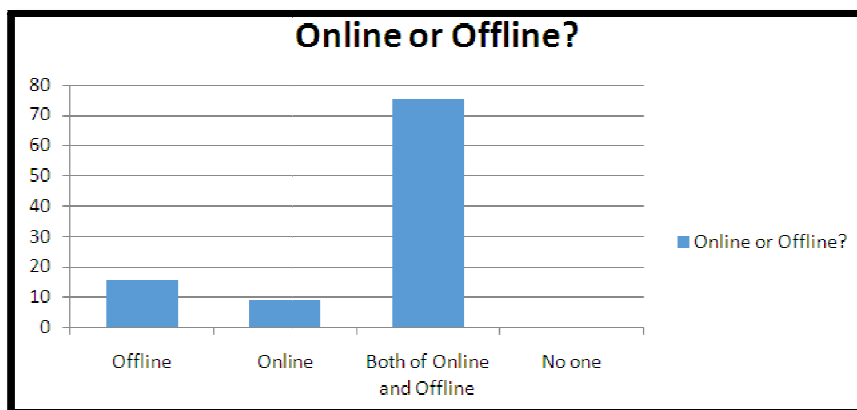


Figure 8: Online or Offline Learning

From the figure 8, is shown if 75% of respondents agree if they like learning in class and online. Even though has 15.63% students who state that the learning process is better in class, the data indicates that students enjoy learning with blended learning strategies.

From this explanation, is seen that blended learning is beneficial for teachers and learners. However, in the learning process, there are technical constraints that considered carefully. If not get attention, this can affect the implementation of learning and the evaluation process. Such as, the results of the tests can be as a result of these technical constraints. A student who can answer questions, but because there are technical problems, the results obtained are not optimal. So that the values that are occurring, do not necessarily indicate the actual ability of the student because there are technical constraints. That is not a threat, but rather a need for careful planning so that the implementation of online learning and tests can run smoothly and minimize technical constraints.

4. Conclusions

The implementation of the study found three points related to blended learning. The three points such as follow.

- Practical steps to be applied to the *Choukai Shochukyu* course, as an answer to the problem of space and time that often cause it to become obstructed.
- The use of coursesites.com initially encountered various obstacles. However, after the learning process runs, the constraints begin to recede. Shown from the statement of students who agree that learning through coursesites.com is fun.
- Online tests lead to difficulties for students technically. However, this can be overcome by finalizing the learning plan and preparing students to understand better the criteria that will be carried out. Then, each time a test made, three attempts will be given, so that expected that on occasion the three students are familiar with the implementation of the test.

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