

# Application of Roleplay Method in Learning Japanese Presentation for Elementary Japanese Learners

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## Abstract

*This study provides an overview of the implementation and evaluation of the role play method in learning Japanese presentation in an elementary level Japanese class. In this Japanese presentation class, the learners were assigned the roles of presenter, moderator, questioner, and commentator. All language skill outputs related to the learners' roles, such as presentation content, question content, and comments, were prepared in advance by the teacher. First, the results of the application of the role play method in the Japanese presentation class and the details of the learning process will be described. Next, the analysis results of the questionnaires given to the learners and the observations made by the teachers will be described. The results of the questionnaires and observations show that by the end of the lesson, the learners understood various aspects of language and process related to presentation. Then, the learners are also able to conduct the presentation session independently. In the learning process, some of the learners confirmed to use translation tools when preparing the presentation script. In the future, more attention needs to be paid to strengthening motivation and awareness of the importance of language output.*

**Keywords:** Basic Japanese, Presentation, Role play, Self-directed learning, Machine translator

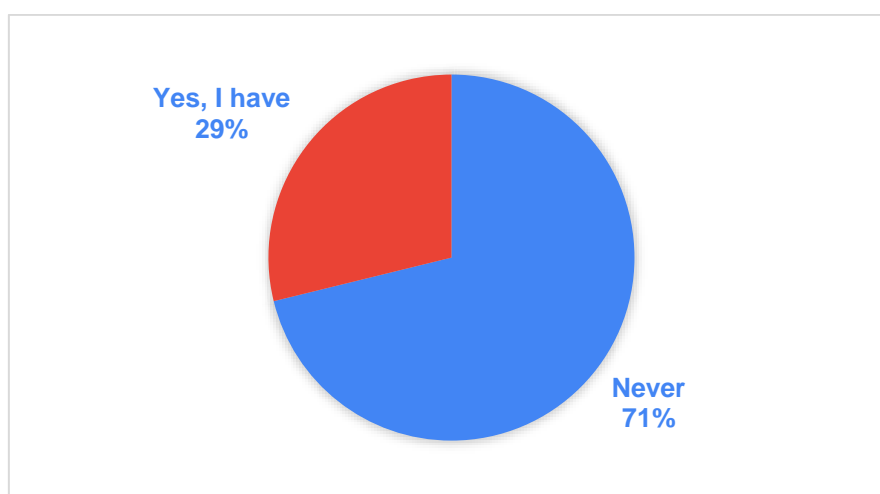
## 要旨

本研究では、初級日本語の授業において、日本語プレゼンテーションの学習におけるロールプレイの適用について実践の概要と振り返りを報告する。この日本語プレゼンテーションの授業では、学習者に発表者、司会者、質問者、コメンテーターの役割を与えた。そして、発表内容、質問内容、コメントなど、学習者の役割に関連する言語的アウトプットはすべて教員によって事前に用意されている。初めに、日本語プレゼンテーション授業におけるロールプレイの適用と学習過程の詳細を述べる。次に、学習者を対象にしたアンケートと教員による観察の分析結果を振り返りを行う。アンケート結果と観察結果から、授業期間終了時には、学習者はプレゼンテーションに関する様々な言語的側面やプロセスを理解し、授業期間終了時には、学習者が自律的に発表会を実施できるようになったことが分かった。今後の課題として、プレゼンテーションの原稿を作成するために、翻訳ツールの利用が確認し、動機付けや言語アウトプットの大切さに対する意識の強化が挙げられる。

**キーワード:** 初級日本語、プレゼンテーション、ロールプレイ、自律学習、翻訳ツール

## 1. Introduction

Recently, there has been a change in the form of Japanese speech competitions. The change is from speech competitions to presentation competitions in Japanese. However, presentation is mostly self-taught learning. Based on interviews with several high school teachers, it can be understood that in formal learning, most high school students do not get special learning about presentation. In learning at the high school level, presentation is mostly used as a method in learning other materials such as English (Sundari et al., 2021), natural science lessons (Indrayani, 2022), or Indonesian (Jadmiko et al., 2023). This is also supported by the results of a questionnaire conducted by the author to 134 respondents who are elementary level Japanese language learners regarding presentation learning.



*Diagram 1. Respondents' experience learning about presentation in high school*

From the diagram above, it can be understood that around 71% of the respondents stated that they had never received special learning about presentations. The remaining 29% of respondents stated that they had learned about presentations. Based on research conducted by Runimeirati et al (2022), Hartini et al (2022), lessons on how presentations are done and how the process is still carried out outside the existing curriculum, for example in the form of community service.

The same can be seen in learning at the higher education level. At the university level, presentation is something that students learn by themselves. Based on interviews with several Japanese language teachers, there are universities that provide lessons on presentation in Japanese, but there are also those that do not provide special allocations for presentation learning. In Indonesia, research on presentation skills has been conducted, but most of them are studies that describe how to do presentations in general (Runimeirati et al., 2022; Hartini et al., 2022; Sunarti, 2021; Anas, 2024). Meanwhile, research on presentation in Japanese is still minimal. The research that raised Japanese presentation as a theme was Karyati (2022). Karyati (2022) conducted research related to the use of the story telling method in Japanese presentation lectures. In this study, Karyati (2022) analyzed the effectiveness of the story telling method in Japanese presentation subjects. The respondents of her research were 26 basic Japanese learners. From the results of the analysis, it was found that the level of speaking ability of the respondents had increased after using the story telling method. Karyati (2022) conducted research related to the methods used in learning Japanese presentations, but this research focuses more on developing the speaking skills of the presenter only and does not include a discussion of understanding the flow of the presentation as a whole or a more specific discussion such as respondents' understanding of the procedures for asking questions

or commenting in a presentation session. The rest of the research related to presentations is mostly only the surface (Kurniawan, 2022) or research that raises presentations as a learning method (Fitriana, 2019). There is also research on Japanese presentations that take Japanese language learners from outside Indonesia as the object, such as Okabe (2000), Okabe (2002), and Yamada (2012). Most of these studies highlight more specific things such as the psychological condition of learners who make presentations or the use of Keigo in presentations. In addition, Fukuike (2018) conducted a study on the application of Japanese presentation methods in elementary Japanese classes. This research was conducted on 27 Japanese language learners from various countries, such as America, Germany, England, China, Thailand, and so on. In her research, Fukuike (2018) described the process of implementing a presentation session from preparation to execution. The purpose of his research is to increase independence in learning, so the discussion does not include how learners learn how to make presentations. Based on the above, methods in learning about presentations in general or presentations in Japanese have not developed much. Then for Indonesia, with the above conditions, it can be concluded that both teachers and learners have very little knowledge about presentations and it can be said that presentation skills are very dependent on how often the teachers or learners do presentations.

To be able to do a presentation, learners must master various abilities such as the ability to deliver presentation material, the ability to pour presentation material in a series of slides, the ability to communicate with the audience, and other abilities (Miura et al, 2016). Miura et al (2016) also explained that the expressions used in Japanese presentations have different characteristics from the Japanese used in daily conversation. In addition, if seen from a broader perspective, in addition to the presentation delivered by the presenter, there is also a question and answer session or commentary. From previous research and based on interviews with several Japanese language teachers, the linguistic side of the question-and-answer session or commentary is still not getting attention because most of the focus of learning is on the presentation delivered by the presenter. The learners who follow the presentation session are also often passive when entering the question and answer session. The learners who participated in the presentation session mentioned that there was confusion or lack of understanding about what things could be asked and what things could be commented on. Another obstacle is the difference in ability among the learners in one class. This difference can have a negative effect especially on learners with relatively low learning experience.

Based on the above conditions, there is a need for a learning method that can increase learners' awareness of various aspects in a presentation session. It is not only about the presentation, but also includes aspects such as linguistic activities in question and answer sessions and others. In addition, the method should also be able to accommodate the different abilities in a class so that every learner can participate in the presentation session with any condition of Japanese language ability.

This study will describe the results of applying the role play method in learning Japanese presentation at the elementary level. According to Takamizawa (2014), Role play is an exercise in which several learners are given a situation and a role and asked to speak appropriately according to their role within the framework. From previous research, this method is widely used in research related to communication skills, for example Mukoyama et al (2011) who conducted research related to the application of role play methods in communication in business Japanese. Then there is also the application of role play in research related to discourse analysis as in Nakai (2017) who conducted research related to discourse analysis when inviting someone. Then there is also the application of the role play method in learning Japanese conversation by Karyati (2019) and Karyati et al (2022). In

addition, there is also research from Putri et al (2023) regarding the application of role play in Japanese language learning for Japanese companies. From this, it can be understood that so far role play has mostly been used in learning related to the speaking and communication skills of Japanese language learners.

As explained above, a presentation has various aspects that must be considered, so it can be said that to master all these aspects, learners have a huge burden. In addition, the author also often faces classes with learners who have different abilities. In order to reduce the burden, the author as a facilitator in the learning process of Japanese presentation provides all aspects needed in a presentation session. The things prepared by the teacher include presentation theme, presentation script, presentation slides, questions, and comments that will be delivered to the presenter from the audience. After that, the teacher and the learners discuss the roles. In a presentation session, there are at least 4 types of roles: presenter, commentator, questioner, host, and so on. With such preparation, the learners' burden in running a presentation session can be reduced and the influence of differences in Japanese language ability can be minimized. The application of the role play method in the learning process of Japanese presentation is expected to provide sufficient input and reference to learners regarding a Japanese presentation session, both in terms of technical implementation and linguistic aspects.

## 2. Method

This study will describe the results of applying the role play method in learning Japanese presentation at the elementary level. This study was conducted on 134 elementary Japanese learners divided into 5 classes (hereinafter referred to as “Learners”) who took the course “Japanese Presentation”. The learners are elementary Japanese learners who have completed elementary Japanese learning using the textbooks “Minna no Nihongo I” and “Minna ni Nihongo II”. The main language of instruction used in the “Japanese Presentation” course was Indonesian. The learning process lasts for 6 months (1 semester) from February to July 2024. The learning process for each class is conducted once a week with a duration of 1 lesson for 100 minutes.

This research uses observation, interview, discussion group, and survey methods. Observation is done directly (participatory) during the learning process. Observations were made of the learners when they did the presentation session. Then, the survey was conducted both to the learners and the teachers. The survey to the teacher was conducted once to understand the teaching condition regarding Japanese presentation. Then, the survey to the learners was conducted twice, in the middle of the learning process and at the end of the learning process. The questions included in the survey included the learners' impression of the learning process, the obstacles they faced, how much experience they had in doing presentations, the length of time they studied Japanese, the intensity of the learners in accessing Japanese information, the learners' achievements in Japanese language proficiency tests, and several other questions related to the learners' experience in participating in learning sessions on presentations.

Then, interviews were conducted with 5 Japanese language teachers who have experience teaching Japanese presentation. Interviews were also conducted in groups of 5 to 10 learners from each class (5 classes). The interviews were semi-structured interviews based on the survey conducted earlier and based on the learners' experience in conducting presentation sessions.

### 3. Results

The learning process in the course “Japanese Presentation” is broadly divided into 3 stages, namely the matriculation stage, the initial presentation session stage, and the independent presentation session implementation stage. In the matriculation stage, the author as a facilitator, provides basic knowledge related to the implementation of presentations in Japanese. The basic knowledge is as follows:

- Overall presentation flow
- Simple Japanese exclamations used in presentations
- Flow of the Q&A session
- Preparation of presentation slides

The flow of the presentation used is a very simple flow of presentation, for example, opening, delivery of presentation points, elaboration of presentation content, and closing. Also, the Japanese language used is attempted to be the Japanese language that the learner has learned. In addition, the author emphasizes that in the learning process, the author will not make grammatical correctness of Japanese as the main assessment point. At this stage, the author gave some examples of presentation slides along with the script. The theme of the presentation examples given by the author varies, from the introduction of a region, product introduction, explanation of tourist attractions, introduction of a Japanese culture, and so on. In addition, the author also made presentations as examples or references for the learners to more easily get an overview of the implementation of a presentation. Then, in class, the writer also conducts a presentation script writing exercise by copying the existing script or prepared by the writer. This activity is done so that the learners have a high awareness of various linguistic expressions and the flow of Japanese presentations. This matriculation stage is held for 2-3 meetings.

In the initial presentation session stage, students make presentations based on the material provided by the author. Learners can utilize the slides and scripts that have been prepared by the author or they can compose their own slides and presentation scripts. Before the day of the presentation session, the author determines the roles for each presentation. The learners determine the learners who play the role of presenter, questioner, and commentator. Based on that, the author asks the learners to prepare the script for each role. The learner who plays the role of presenter will prepare the slides and presentation script as explained above. Then the learners who are the questioners and commentators are prepared so that they already have a script of the questions or comments that they will deliver in the Q&A session. Learners who are questioners or commentators are guided so that they can develop their own questions and comments. The guide contains the flow of questions or comments and suggestions on what to ask or comment on from a presentation. The presentation session will take place after the above preparation is completed. In the initial presentation session stage, learners conduct the presentation session with full support and assistance from the author. The author conducts the conditioning process for the learners so that they are ready to run the presentation session. Then at this stage, the writer also serves as the host or moderator in every presentation session. To carry out the task as a host or moderator, the author composes a simple script of the host or moderator in two languages, namely Japanese and Indonesian. With such implementation conditions, the learners can feel the flow of a presentation session completely from the opening of the session, organizing a question and answer session, and closing the presentation session. Activities at this stage are carried out up to about 3-4 meetings. As the end of this stage and as a form of midterm exam, the author asked the learners to conduct a presentation session independently. This presentation session is a series of presentations guided by several students who become the host or moderator. Students

served as hosts/moderators, presenters, questioners, and commentators. Students who served as hosts/moderators were tasked with using a script that had been prepared by the author. The process of planning and implementing this presentation session is entirely left to the learners. Based on the knowledge and experience from the implementation of the previous stage, the learners are considered able to organize the presentation session independently as described above.

The next stage is the implementation of the self-presentation session. In this stage, the author as the facilitator fully hands over the planning and implementation of the presentation session in each meeting to the learners. This stage is divided into 3 stages. First is the evaluation and planning stage. The evaluation is related to the implementation of the previous presentation session. At this stage, the learners are also asked to plan the implementation of the presentation session for each meeting. 1 meeting is fully used to plan 5-6 presentation sessions. In this stage, the learners plan their respective roles. At this stage, the author emphasizes that the learners can play any role in the implementation of the presentation session. Not presenting does not mean that the assessment of the learners will be reduced. They can act as questioner, commentator, host, slide operator, and so on. By doing so, it is expected that the learners can focus more on what they are going to do. The plan made by the learners is written down in the planning format prepared by the author. Here is the description of the plan made by the learners.

Worksheet manajemen pelaksanaan sesi presentasi		20 Mei 2024	
Perkuliahan Presentasi Bahasa Jepang   Genap 2023/2024			
Sutradara			
Operator			
<b>Sesi Ke-1</b>			
MC Bahasa Indonesia		MC Bahasa Jepang	
<b>Presentasi 1</b>			
Tema: Invincible	Presenter		
	Penanya		
	Komentator		
<b>Presentasi 2</b>			
Tema: Kampoeng Gallery	Presenter		
	Penanya		
	Komentator		
<b>Sesi Ke-2</b>			
MC Bahasa Indonesia		MC Bahasa Jepang	
<b>Presentasi 3</b>			

*Figure 1. Presentation Session Planning by Learners*

After the planning process is complete, the learners conduct the presentation session independently in each meeting. The author was only present as an audience and did not do any conditioning of the learners before the session. At the end of each session, the author gave feedback on the overall presentation session. Then in the middle of this stage, the author invited a native Japanese speaker to attend the presentation session. This was done by the author after completing stage 2 (the initial presentation session stage). The native Japanese speaker is a member of the Indonesian language learning community. The guest arrival of native Japanese speakers was only done in one session. The number of native Japanese speakers who attended each session varied. The least is 2 people and the most is 5 people. At the end of this stage, the learners were given a final assignment in the form of conducting a presentation session involving 5 classes. This final assignment is done as a form of end of semester exam. The session is held in a larger room. Each class sends a representative to do

the presentation. Each class can send 1-2 learners as representatives.

#### 4. Discussion

The application of role play in the learning process of Japanese presentation is not like the application of role play in the learning process of Japanese conversation or communication conducted in previous studies. In this case, the role refers to the individuals involved in the presentation process, namely the presenter, questioner, commentator, and host/moderator. Then in the initial stage, learners are provided with all the things related to the implementation of the presentation. Starting from the presentation script, slides, host script, script when asking questions, and script when giving comments. Then in the early stage, the writer directs the learners by determining the role of the learners, the linguistic material/script related to the role, and the overall flow of the presentation. So it can be said that before making a presentation, each individual already understands what his/her role is, how the dialog will be spoken during the presentation session, and how to get along. With the conditioning done by the author, it is expected that the learners can undergo the presentation session with less burden and have room to understand the flow of a presentation. Then by preparing scripts for the presenter, questioner, and commenter, it is hoped that the learners can understand the expressions associated with Japanese presentations through the experience of using the expressions themselves. In this section, there will be a discussion of two things, namely a discussion based on the author's observations and a discussion based on the results of a survey of learners.

From the author's observation of the learners, overall the learners showed a deeper understanding of the implementation of a presentation session. The author provides learning-related inputs in the form of presentation scripts, slides, scripts when asking questions, and scripts when commenting. This input is given continuously so that eventually the learners can run it independently. Based on Ozeki (2013), input in learning and language acquisition is a very important part. Koyanagi (2015) also states that although the role of input is much debated by researchers, no researcher denies the importance of the role of input as the first step in the process of language acquisition. Based on the above thoughts, the author tries to provide various references related to presentation. The author conducts conditioning related to the role of the learners in each presentation session. After going through this process, the learners began to show their independence in arranging various linguistic aspects in a presentation. The learners gradually started not to use the presentation examples from the author and started to compose their own presentations. At the beginning, the learners were confused about what to ask and what to comment on from a presentation, but with the conditioning at the beginning, the learners finally got many references about questions and comments that can be delivered in the Q&A session. With the preparation and input, the learners are getting more familiar with all the roles in a presentation.

Based on the author's observation, with the implementation conditions described above, the learners seem to enjoy the learning process. As explained earlier, the implementation of this learning process is done with minimum burden. The learners do not need to memorize the script, they can use the existing script and presentation slides, and they can also compose their own script based on the example. With that condition, it can be observed that the learners can be more independent in conducting the presentation session and it becomes a proof that the input given can be absorbed well. However, there is something that should be considered for the future development of the learner method. This is the use of machine translation to prepare the presentation script. Although the author has emphasized that grammatical elements are not the main assessment element in the learning

process, there are some learners who finally choose to use machine translation. The result is that the script produced does not reflect the learner's ability and therefore, the learner himself has difficulty in delivering the presentation script.

Next, we will present the results of the discussion based on the survey conducted with the learners. First, the obstacles experienced by the learners. From the survey results, it can be understood that most of the obstacles experienced by the learners are psychological-related obstacles such as nervousness, shyness, and lack of confidence. Below is a diagram that shows the learners' obstacles in going through the presentation session.

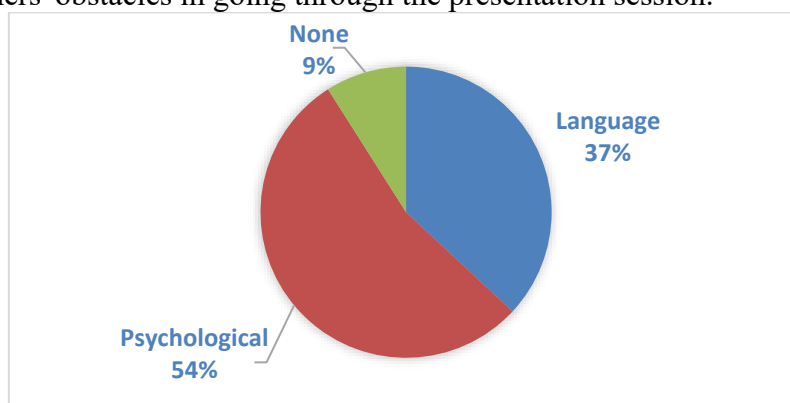


Diagram 2. Constraints experienced by Learners during Presentation

It can be seen that 54% are psychological obstacles. The remaining 37% are language-related obstacles such as lack of vocabulary, not understanding Japanese from the presentations they hear, and so on. However, there were 9% of learners who felt that they did not experience any obstacles. The above is also supported by further survey results. In one part of the survey, the author asked some statements on a Likert scale. The answers that can be chosen by the learners are as follows:

- 5: Strongly agree
- 4: Agree
- 3: Neutral
- 2: Disagree; and
- 1: Strongly disagree

Then below are statements related to learners' nervousness in presentation sessions.

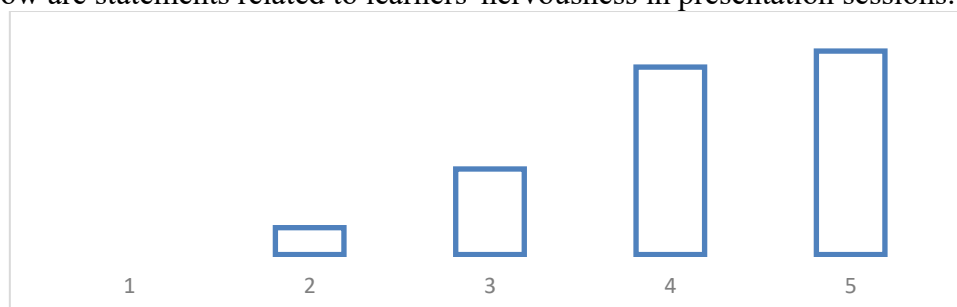


Diagram 3. Learners' Statement on Their Presentation Nervousness

It can be seen from the diagram above that most learners feel nervous when presenting. Then below is the learners' response to the statement “I think I presented well.”.

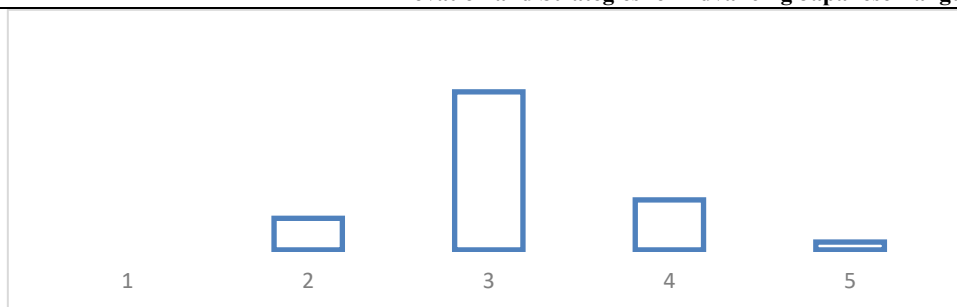


Diagram 4. Learners' statement that they have shown their presentation well

From the above, it can be seen that the learners are not confident with what they have performed. But even with this condition, the learners can enjoy the process as evidenced by the diagram below.

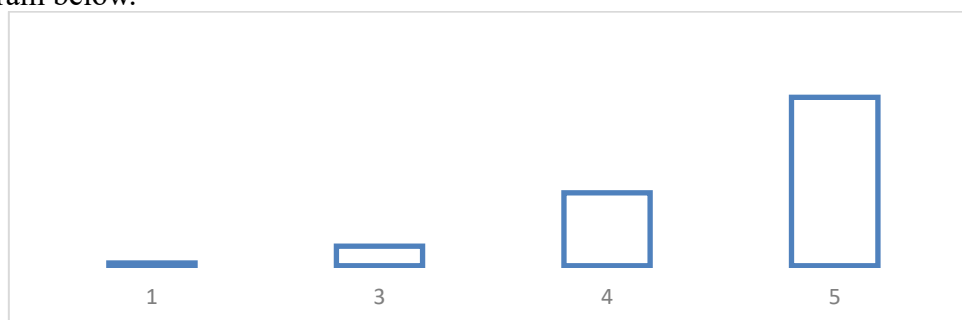


Diagram 5. Learners' Statement on Feeling Good during Presentation Session

The diagram above shows that most learners give a positive response to the statement that they are happy when they join the presentation session. Then below is the diagram that shows that the learners think that the author as a facilitator in the learning process has provided enough support.



Diagram 6. Learner Statement on Support from Facilitator

From the diagram above, it can be understood that the learners felt that the support from the facilitator during the learning implementation was very sufficient. Next is the learners' statement regarding their burden during the learning process. The diagram below shows the learners' statement that the burden felt by the learners as presenter, questioner, commentator, and host/moderator is sufficient. Enough in this case is not too difficult but not too easy either.

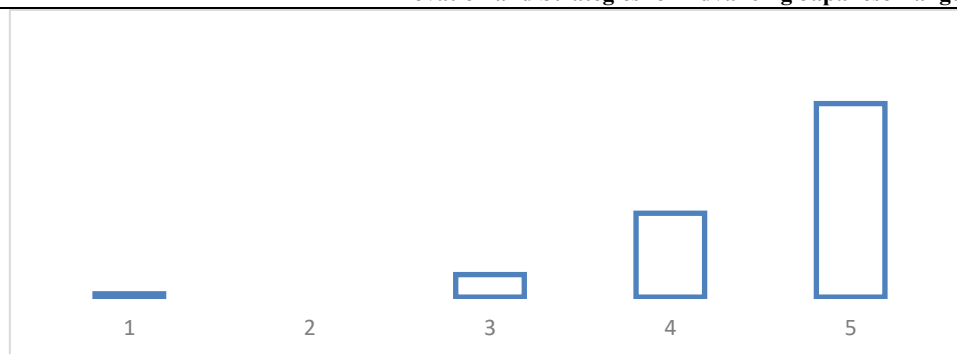


Diagram 7. Learner Statement on Burden during the Learning Process

From the diagram above, it can be understood that the learners feel a fairly appropriate load during the learning process.

## 5. Conclusion

This study describes the use of role play method in learning Japanese presentation for basic Japanese learners. From the discussion above, it can be concluded that using the role play method, learners can understand various aspects of Japanese presentation gradually and at the end of the learning process, learners can carry out large-scale presentation sessions independently. Providing sufficient input that is appropriate to the learners' Japanese language ability can make the learners understand the linguistic aspects, presentation flow, and other activity flow in a presentation session and make them able to carry it out. However, with such condition, there are still some learners who use machine translation to draft their presentation script. This is an effect of the psychological and linguistic constraints that the learners feel such as nervousness and lack of confidence in their Japanese language skills.

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