

Comparison of Lecture Method and Active Learning in Japanese Online Learning for High School Students

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Abstract

This study is the result of Japanese online teaching for nine high school students based on the practice of teaching in the Kyoujuhou course using the lecture method and active learning method. One of the problem in online teaching and learning activities is lack of activeness and critical thinking of students. For this reason, learning strategies are needed that are able to improve the quality of students in studying. The lecture learning method (teacher-centered learning) is a way of delivering learning materials through the process of explanation and verbal narration to students. Active learning (student-centered learning) is a learning model that contains a variety of learning strategies that aim to make students more active in learning. This study describe the comparison of the lecture method and active learning in Japanese online teaching. This article was qualitative study because it describes reality. The data was collected through observation, interviews, field notes and documentation. The results showed that (1) For students, active learning method makes them more focused than lecture method; (2) For teacher, active learning method makes preparation of learning materials and carry out learning more easier than lecture method.

Keywords: active learning method; activeness; critical thinking; lecture method

A. Introduction

Education is a determinant of the quality of Human Resources in a country. A country can develop well if the human resources produced are of high quality. The government always strives to improve and update the education system in Indonesia, including curriculum renewal, application of appropriate methods, improving the quality of teaching staff, provide adequate facilities, infrastructure and others.

Since mid-March 2020, the world of education in Indonesia has been significantly affected by the COVID-19 pandemic. The government has made a new policy to stop the spread of COVID-19 by conducting Long Distance Learning (PJJ). PJJ is the only solution to overcome the difficulties of providing education during the pandemic.

‘Teacher or teaching staff is the main part in the implementation of pursuit, a massive change from the

traditional/face-to-face teaching and learning process without any preparation to learning that is carried out online' (Bao, 2020; Basilaia & Kvavadze, 2020).

The pandemic is forcing digital transformation in education in Indonesia. PJJ requires teachers and students to adapt and innovate on technology, so the learning targets can be achieved optimally. Selection of appropriate learning methods can support the achievement of learning targets and knowledge transfer to the fullest. Problems that often occur in online learning are the lack of activeness and interaction between teachers and students and inappropriate learning methods.

Learning a language is not just to memorize it, but there needs to be implementation and practice to hone language skills. Based on this, the selection of appropriate and effective learning methods will facilitate teachers and students in achieving maximum learning targets. This comparison of online Japanese learning methods is the background of this study.

The research problem is (1) how is the comparison of the lecture learning method and active learning before the class starts until the class is finished from the student's point of view? (2) how is the comparison of the lecture learning method and active learning before the class starts until the class is finished from the teacher's point of view?. This study was aimed to compare the intensity of student interaction and the level of difficulty experienced by the teacher when the active learning method and the lecture method were applied.

The active learning method is a student-centered learning method. 'Active learning method is one of the ways teachers teach with the aim that students are able to learn actively, creatively and fun' (Sinar, 2018:5). The active learning method involves more students in exploring information and knowledge of the learning material. The active learning model used is active knowledge sharing (AKS). The AKS learning model is a strategy where the teacher provides a list of questions related to the learning material and students are asked to answer the questions as well

as possible. Students can complete each other and help the unsure answers of the friends. The teacher will add explanations and information that is missing from the student's answers.

The lecture method is a teacher-centered learning method. 'Lecture method is a form of interaction through explanations and oral speech from the teacher to students' (Sagala, 2010:201). The lecture method is a method in which the teacher presents learning material through an oral explanation process assisted by pictures, videos, power points and others. Lecture method is focused on the teacher as the provider of the learning material and students as recipient of learning material.

B. Research Method

The research method used is qualitative research. Bogdan and Taylor (in Moleong, 2012: 4) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

This type of research is a comparative research through field studies. Researchers explore directly into the data and present data in the form of comparisons of descriptions of facts and conditions in the field that are as they are. The results of the data are descriptions in the form of written or spoken words of people and observed behavior.

The data source obtained from observations, interviews, field notes and documentation conducted on 9 high school students. The online learning media used are zoom meetings and WhatsApp groups. The learning media used were Buku Pelajaran Bahasa Jepang 1 "*Sakura*" dan Pelajaran Bahasa Jepang SMA "*Tanoshiku Manabou Nihongo 2*" dan Power Point.

The data collection technique was carried out through observation, interviews, field notes and documentation. Observations were made to assess student activities during the learning process. Interviews were conducted to determine student's self-assessment regarding the understanding of the material. Field notes were conducted

to determine student responses during learning. Documentation is used as evidence data on the implementation of learning activities.

The data analysis technique was carried out by selecting and classifying the data obtained, then the data was checked for correctness by comparing observation data, interviews and field notes. The data is processed again to find correlations and answers to the problem formulation. Researchers also collect

data from various sources such as the results of literature studies and other references according to the research topic.

C. Results and Discussion

The first learning material is *aisatsu* (greeting), *jikoshoukai* (introduction) and *ojigi*. The second learning material is *bangou* (number) and *kazoku* (family). The third learning material is *resutoran* (restaurant)

Active learning method and lecture method from the student's point of view

Table 1 : Active learning method and lecture method from the student's point of view

Object	Data		Day 1	Day 2	Day 3
			Lecture Method	Active Learning Method	
Student	Pre-class	Learning preparation	Not doing learning preparation	Doing learning preparation	Doing learning preparation
	During the Class	Learning center	Dominated by teacher	Dominated the students	Dominated by students
		Communication and interaction	Teacher-students	Teacher-students and student-student	Teacher-students and student-student
	Post-class	Learning material's comprehension	3 out of 8 students did the	5 out of 7 students did the practice well	All students practice well but need a clue from other students

			practice well		
		Learning impression	Boring, lack of focus, difficult to understand learning material	Pleasant, more concentration, easy to understand the learning material	Pleasant, more concentration, easy to understand the learning material, less memorization time

Pre-class

The first meeting, students didn't do learning preparation because the lecture method made the teacher provide a full explanation of the material and as a learning center.

Before the second and third meetings, students explored and prepared the material because the teacher contacted them via WhatsApp group one day before the class.

During the Class

At the first meeting, the teacher became the center of learning who explained the material in its entirety and in detail when the lecture method was applied. Communication and interaction only occurs in one direction between teachers and students.

At the second and third meetings, students dominate learning

and actively communicate with teachers or with other students such as discussions, questions and answers.

At the second meeting, students mentioned the numbers from units to hundreds in Japanese. Then, students mention family members in Japanese. 8 of the 12 mentions of family members in the chart image can be answered well.

At the third meeting, each student is able to mention 2-4 food and drink menus in Japanese. Then, the teacher explain of how to order menu and students were asked to pair up practicing how to order a menu.

Post-class

At the first meeting, only 3 out of 8 students could practice *jikoshoukai* correctly. This is in accordance with the opinion Silberman (2007:xxi) which states

that 'you can tell students what they need to know very fast. But they will forget what you tell them even faster'.

At the second meeting, 5 out of 7 students practiced introducing family members correctly, the other 2 need clue from other students. Students can answer the question of pictures of family members.

At the third meeting, students did well in the practice of ordering menu but sometimes confused with the next conversation and other students helped to give clues.

The students told that the first meeting was boring because they only listening the teacher's explanations so the focus was divided by other thing. Learning materials are difficult to understand because they don't explore the learning material yet. The second and third day of learning made students more focused because there were discussions between students. Understanding the material is easier because the learning material has been studied. Students told that on the second and third day, class is like for review of the material being studied

1. Active learning method and lecture method from the teacher's point of view

Table 2 : Active learning method and lecture method from the teacher's point of view

Object	Data		Day 1	Day 2	Day 3
			Leacture Method	Active Learning Method	
Teacher	Pre-class	Preparation of learning materials	Making learning material's detail as a whole and in detail	Making learning points, additional information, questions and example sentences	Making learning points, additional information, questions and example conversation

		Communication and interaction	Teacher does not tell the learning material to the students	Teacher tells the learning material to students via WhatsApp group	Teacher tells the learning material to students via WhatsApp group
	During the Class	Learning center	Teacher presents the learning material as a whole	Teacher supervises the discussion and helps student's difficulties	Teacher supervises the discussion and helps students' difficulties
		Learning material explanation	Faster because it explains the material in one time	Slower due to waiting for student's discussion	Slower due to waiting for student's discussion
	Post-class	Learning impression	Time used not efficiently because teacher repeat the learning material if students are not able to answer the questions	Time used efficiently because only adds information from the results of student discussions and explains material that has not been reached by students	Time used efficiently because only adds information from the results of student discussions and explains material that has not been reached by students

Pre-class

Material preparation for the first meeting was carried out by the teacher in detail through independent exploration of references and information related to materials.

The active learning method makes teacher easier preparing the material because only put learning points, questions, examples and additional information. The teacher tell students to study the material independently before the class.

During the Class

At the first meeting, the teacher explained the learning material in detail and entirety. At the second meeting, the teacher explained thousands and special number. The teacher ask about number and student is asked to answer. Teacher explain how to introduce family members. At the third meeting, teacher explain how to order food.

When the lecture method applied, material's delivery is faster because the teacher explains it as a whole at one time. During the active learning method, delivery of material is slower because student have discussions and teacher only monitors

the discussion and explains material that is not understood.

Post-class

The teacher feels that lecture method is less efficient in the use of time because teacher will re-explains learning material many times when students cannot answer questions. While in the active learning method, time is used efficient by students for discussion so the teacher only explains material that not understood.

D. Conclusion

The results showed that students dominated when the active learning method with Active Knowledge Sharing (AKS) model was applied. Communication and interaction occurs between teacher-student and between-student. Students understand the material better because they have studied and exploring before the class. Students focused and concentrated because actively communicating. Meanwhile, when the lecture method was applied, students become passive because the teacher is the controller of class. Communication occurs in one direction, teacher-student. Students

difficult to understand the material because they do not study the material before the class.

When the lecture method was applied, the level of difficulty felt by the teacher is preapare and explain the material as a whole, dominated the class and often re-explains many time if students cannot answer well. When active learning was applied, teacher only prepare learning points, questions and supervises the discussion and explain additional info.

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