

The Infographic Video Projects in Japanese Speaking Class

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Abstract. This study aims to describe the procedure of implementation of an Infographic Video Project as a learning method in Japanese speaking class and students' responses to this project. This research used a descriptive method. The sample of this research is 30 students of the 6th semester Japanese Department of UNIKOM in 2020/2021 academic year. The research instrument is a questionnaire. The results show that the student's response in working on this project was good. Although there are some difficulties encountered in the process, this project has many benefits. The Infographic Video Projects is one method that can be used in Japanese speaking class.

Keywords: infographic, video project, Japanese speaking class

1. Introduction

Speaking is a language skill used as a medium for daily communication. The ability to speak is one of the abilities used to convey various ideas, messages, intentions, and opinions to others. According to Florez, speaking is an interactive process that involves the production, reception, and processing of information to produce a meaningful product. [1] In addition, Judiasri explains that speaking skills are productive skills where the expected result is being able to communicate using Japanese well. [2]

Speaking is one of the skills that have to be mastered by students in learning Japanese. However, speaking is considered one of the things that are difficult for learners to master. Putri, Amri, and Ahmad explain that the difficulty in speaking might be more than any other subject because of the difficulties experienced by students, such as low vocabulary mastery, difficulties pronouncing, arranging words, fear of making mistakes, and other factors that make the process difficult. [3] Therefore, in the learning process, various types of methods are needed.

In this era of globalization, technology is developing very rapidly, to balance this era of development in the world of education, it is possible to utilize information and telecommunication technology (ICT) as appropriate. The rapid development of information and communication technology plays an important role in developing knowledge, particularly in the field of education. In this case, the use of technology needs to be optimized in designing and developing learning media. On the importance of making use of technological tools in education, Reinders and White state that technology plays a role in helping learners and educators achieve educational goals. [4]

In learning Japanese, various types of learning methods are carried out by optimizing ICT. Setiawan, Bharati, and Mujianto state to improve the students' learning achievement speaking activity should be applied in a project based. [5] One of them is video project. Video project were

challenging, interesting, useful, meaningful, and relevant to their life. [6] This research focuses on a video project with an infographic type in the speaking class in the 6th semester at Unikom.

Infographic video is a visual delivery of information that has many advantages compared to text. Pertiwi and Kusumaningrum explain that infographics combine data and design to convey knowledge to a viewer or reader clearly and comprehensibly. Illustration, large type, and vertical orientation are typical features of the unique format adopted for this application. Using images, texts, and data, infographics communicate a message, educate people about a subject, or clarify a problem or solution. Infographics are typically easy to read and easy to understand. [7]

The innovative aspect of infographics is the usage of visual components in constructing and presenting the information. [8] One of the advantages of infographics is that information captured visually will be processed immediately by the brain, in contrast to information conveyed via text or sentences where information will be processed linearly. The most important feature of infographics is changing the mass of information that is complex and unsystematic into an understandable structure. [9]

Dick (in Afify) discussed many distinguishing features of infographics as follows: a) visual Attractive: the use of infographics must be attractive visually; b) symbolizing and summarizing: in an infographic, information, concepts, facts, and knowledge are symbolically represented using visual symbols, such as images, shapes, and arrows, as well as static or animated graphics; c) ability for sharing: infographic designs are produced as digital content, making them easy to share with other platforms, and allowing readers to interact collaboratively through it; d) enhancement ability: learners can use the links and additional internet addresses as references to enrich their culture and knowledge of infographics; e) enhancing learning process: the use of infographics makes the learning process fast and effective because most students prefer visual images to abstract texts for learning. Basically, infographics are an efficient means of imparting important information to students; and allowing them to learn textual information according to their own pace. [10]

This study aims to describe how the procedure for implementing this method starts from pre-project, implementation, and post-project, and how students respond to the project.

2. Method

This research used a descriptive method. Participants in this study were 30 students of the 6th semester Japanese Department of UNIKOM during the 2020/2021 academic year. A survey method was used with a questionnaire form for students as the instrument for collecting data. The questionnaire was used to investigate students' responses after doing infographic video projects in Japanese speaking activities, such as benefits, difficulties, etc.

3. Results and Discussion

The infographic video project is one of the tasks in the 6th semester Speaking Class (Kaiwa VI). This task is included in one of the themes in the syllabus, environmental issues. This theme was chosen because it is one of the most difficult themes to discuss in Japanese. Therefore, students are challenged to make videos that are interesting and easy to understand.

The working steps of this project are in Figure 1 as follows.

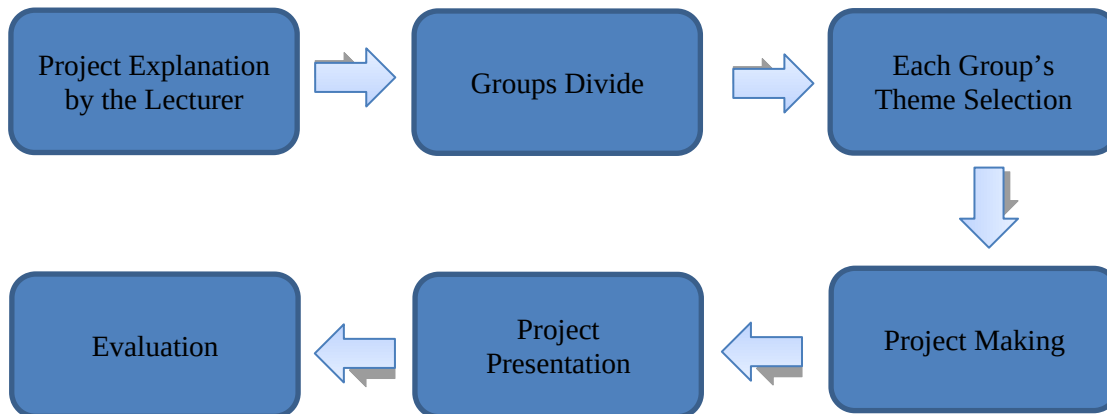


Figure 1. The Learning Step of Infographic Video Project

Based on Figure 1, first, the lecturer needs to do socialization about the making of the infographic video project to the students and explain the rules, video content, and the duration of the video. Next, the students need to choose the theme about environmental issues in Indonesia, such as waste problems, air pollution, sea pollution, etc. Then, the students consult with the lecturer about the selected theme, the concept of the explanation, and the script that has been translated into Japanese. After that, the students are given time to make the infographic video. After creating the infographic video, students will present it and upload it to YouTube. Last, evaluation of this project from the lecturer and other students.

Some of the results of this project are as follows in Figure 2 and Figure 3.



Figure 2. The Result of Infographic Video Project 1 (Marine Pollution Problems in Indonesia)

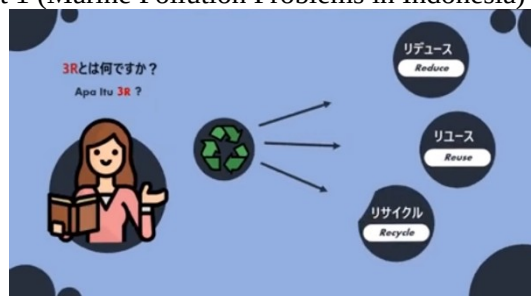


Figure 3. The Result of Infographic Video Project 2 (Plastic Waste Problems in Indonesia)

To know the students' responses to the Infographic Video Project, the writer did a questionnaire with a *google form*. And the results are as follows.

Table 1 showed the results of students' interest in the project.

Table 1. Student's Interest in The Project

| Category | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 7 | 23.3 |
| Agree | 20 | 66.7 |
| Disagree | 3 | 10 |
| Strongly Agree | 0 | 0 |
| Total | 30 | 100 |

Based on table 1, we can see that 66.7% of the students agreed, 23.3% strongly agreed and were interested in this project, but 10% disagreed.

Table 2 showed the results of sufficient time in doing the project.

Table 2. Sufficient Time in Doing Project

| Category | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 5 | 16.7 |
| Agree | 23 | 76.7 |
| Disagree | 2 | 6.7 |
| Strongly Agree | 0 | 0 |
| Total | 30 | 100 |

Based on table 2, we can see that 76.7% of the students agreed and 16.7% strongly agreed about the sufficient time in doing this project, but 6.7% disagreed.

Table 3 showed the results of the usefulness of this project.

Table 3. Usefulness of Project

| Category | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 3 | 10 |
| Agree | 27 | 90 |
| Disagree | 0 | 0 |
| Strongly Agree | 0 | 0 |
| Total | 30 | 100 |

Based on table 3, we can see that 90% of the students agreed and 10% strongly agreed about the usefulness of this project.

Table 4 showed the results of difficulties in doing the project.

Table 4. Project Difficulty

| Category | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 4 | 13.3 |
| Agree | 18 | 60 |
| Disagree | 8 | 26.7 |
| Strongly Agree | 0 | 0 |
| Total | 30 | 100 |

Based on table 4, we can see that 60% of the students agreed and 13.3% strongly agreed that the infographic video project is difficult, but 26.7% disagreed.

Table 5 showed the results of creativity increase when doing this project.

Table 5. Creativity Increase

| Category | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 10 | 33.3 |
| Agree | 20 | 66.7 |
| Disagree | 0 | 0 |
| Strongly Agree | 0 | 0 |
| Total | 30 | 100 |

Based on table 5, we can see that 66.7% of the students agreed and 33.3% strongly agreed that the infographic video project can increase creativity.

Table 6 showed the results that the video infographic project can improve Japanese speaking skills.

Table 6. Improve Japanese Speaking Skill

| Category | Frequency | Percent |
|----------------|-----------|---------|
| Strongly Agree | 12 | 40 |
| Agree | 18 | 60 |
| Disagree | 0 | 0 |
| Strongly Agree | 0 | 0 |
| Total | 30 | 100 |

Based on table 6, we can see that 60% of the students agreed and 13.3% strongly agreed that the infographic video project can improve the Japanese speaking skill.

Based on the table above, the student interested in this project, almost all of the students agreed that infographic video making task is useful and meaningful for them. The benefits that students feel from this project are improved knowledge and creativity. It is because by doing the task, they can practice speaking and get new vocabulary. They liked to do the task because they could improve their speaking skills. These findings are relevant to Rusiana's finding that the video-

making tasks were challenging, interesting, useful, meaningful, and relevant to their life. [6] In addition, by using infographics, it students are easier to understand the material presented because it is helped by the visuals in the video. These findings are relevant with Nadya and Erlyana finding that the infographic video in this project was successful in changing the mass of information that is complex and unsystematic into an understandable structure. [9] However, some students found it difficult because the theme in this video project was too difficult, and some were not proficient in video editing.

4. Conclusions

The Infographic Video Projects can be one of the methods in Japanese speaking class. Although there are some difficulties encountered in the process, this project has many benefits. A study needs to be conducted to determine the effectiveness of this method.

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