

DEVELOPMENT OF SPEAKING SKILLS TEACHING MATERIALS FOR JAPANESE STUDENTS IN DIPONEGORO STATE UNIVERSITY AND SEMARANG STATE UNIVERSITY

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ABSTRACT

A research showed that the development of students' basic speaking skills had not reached the expected target. It was important to develop speaking skills by learning materials using Japan Foundation (JF) standards. Speaking skill was communicative competence and mastering language use rather than learning. Speaking, in general, could be intended as a skill to convey one person's ideas to others by using spoken language. Therefore, the research aimed to address these problems by developing teaching materials for blended learning during a pandemic. It also aimed to develop teaching materials that motivate Japanese students to learn speaking skills independently. Teaching materials were developed following the ADDIE model and tested by learning content and design expert groups. ADDIE of product development were Analysis, Design, Development, Implementation, and Evaluation. Information was collected through class observations and interviews with four Japanese language skills course lecturers. Validation of content and learning design expert tests obtained feasibility of 86% and 91%, respectively. Furthermore, average eligibility for small groups and field testing was 92% and 96%, respectively. The research finds that blended learning-based teaching materials are essential during the pandemic because they increase students' motivation for physical activities and introduce the use of technology. The research can be developed further to test the application of teaching materials based on blended learning quantitatively.

Keywords: speaking skill, teaching, material, Japanese student

INTRODUCTION

Teaching materials containing learning information are essential in the education system (Bagni & Sumra, 2022). Appropriate teaching materials facilitate the learning process and help students achieve the desired outcomes. Moreover, speaking skills are closely related to contextual learning, which motivates them to find the material connected to real-life situations (Mori, Hasegawa, & Mori, 2021).

Diep et al. (2022) have stated that cultural content should be increased to allow students to

practice speaking about their culture of origin. This is because no teaching materials raise Japanese and Indonesian cultural content. In Japan Foundation (JF) standard, skills are not seen from the mastered sentence patterns or the words and kanji understood. Conversely, the index is measured based on the ability to complete tasks or "what could be done figure in Japanese" (The Japan Foundation, 2017). Ribosa and Duran (2022) have stated that teaching materials are processes that learners must absorb in fun learning activities.

Teaching materials help students learn

independently according to their own pace (Al-Malki et al., 2022). According to Sato and Chen (2019), one strategy that stimulates students' enthusiasm in combining their communication preferences is blended learning. It defines blended learning as a traditional face-to-face and inexpensive online learning technology that facilitates effective global knowledge transmission (Pratama, Kamal, & Setiadi, 2021).

Learning speaking skills help students communicate using gestures, foreign languages (English), and other means. This implies that the interlocutor understands the speaker's message, enhancing communication (Alobaid, 2021). Teaching materials that require no regular supervision means the lessons given by educators form audiovisual or computer-based learning materials applicable to speaking skills (Kusmana, 2020).

It is important to develop speaking skills by learning materials using JF standards. Speaking skill is communicative competence and mastering language use rather than learning. Communication competence is a conversation mastery of grammar and the sociolinguistic aspects of pragmatics that vary with the social context and situation. JF standard is a measuring tool that increases language knowledge but requires speaking skills, including sociolinguistics and understanding (Kou, 2018). Although teaching materials are essential for learning, their availability is limited, specifically for developing speaking skills (Tzou, Bang, & Bricker, 2021).

The research aims to develop teaching materials that motivate Japanese students to learn speaking skills independently. The content of the teaching materials refers to the JF standard by combining Indonesian and Japanese cultures. The aim is to increase knowledge about local culture using the Japanese context. Therefore, it is important to develop speaking skills in teaching materials using standard JF in blended learning for Japanese language students.

Okumura (2022) has defined speaking as the ability to pronounce articulate sounds or words to express and convey thoughts, ideas, and feelings. It is also the process of conveying information by the speaker to change listeners' knowledge, attitudes, and skills (Iio et al., 2018).

Omar, Jamaludin, and Arshad (2021) have divided speaking skills into: (1) Storytelling which is as oral narration, though the story material could be a written essay. It is widely found in various regions in Indonesia and is more lively in the past than in the present, (2) Debate which is an open exchange of ideas to discuss issues supporting or refuting certain rules and orders, (3) Discussion which is a scientific meeting to exchange ideas on a problem. Group discussions are characterized by few participants with a less prominent formality, (4) An interview which is a question-and-answer activity to gather information or opinions on a matter published in a newspaper or broadcast through radio or a television screen. Interviews are similar to dialogues but are more active for the interviewees, such as experts, resource persons, or the ordinary

public, (5) Speech which is speaking in public or oration to express opinions or ideas about something. In contrast, a lecture is an activity of speaking in public for certain purposes and to certain listeners and (6) A conversation which is a dialogue between two or more people, where communication is established through spoken language, such as on the telephone or in writing. This conversation is interactive, involving spontaneous communication between two or more people.

The research uses the sociolinguistically defined linguistic performance communicative approach to acquire skills by analyzing students' language use. The approach is a point-focused foreign language education and a widely recognized teaching method with potential future development (Munezane, 2021).

Japanese speaking skills are taught in the graded *Kaiwa* course in semesters 1 to 6. Graduates from this course are expected to master sentence patterns, vocabulary, and listening skills according to the context of Japanese crocodiles. The speaking skills at the Japanese Language Education Study Program, State University of Semarang, are at levels A1 to B1.

Kaiwa is a Japanese word meaning "to speak" and appears in the learning process in high schools and colleges. In high school, it is at the output stage where students ask or answer questions and express or convey ideas. At the higher education level, learning Japanese is found in special subjects, including *kaiwa shokyu* and *kaiwa enshu*. Through this learning, participants communicate without anxiety or worry, implying the need for proper *kaiwa* teaching.

The prioritized *kaiwa* is where students communicate using gestures and other foreign languages, such as English. This ensures listeners understand the speaker's message to facilitate communication (Iizuka & Lefor, 2018) while teaching *kaiwa* in the classroom using a communicative approach. Teaching materials should contain the lesson content (Yulianeta, Yaacob, & Lubis, 2022). Modular teaching materials should have a good structure and systematic, learning objectives, as well as linked units and chapters. Moreover, they should involve students in the learning process and contain complete information and knowledge (Khan et al., 2021).

The teaching materials developed should be adjusted to students' ability to undergo the learning process. Assignments, examples, and problems in the material should also be written clearly to help them learn continuously or stop learning according to their needs (Abadi, Pujiastuti, & Assaat, 2018). Blended learning is a combination of words or a hybrid course (hybrid = a mixture of terms or combinations, course = courses) (Jiang & Lu, 2019). The original meaning of blended learning combines face-to-face and online or offline computer-based approaches (Siripongdee & Pimdee, 2020). Figure 1 shows the blended learning component (Elahe & Zargham, 2019).

Blended learning commonly used is 50/50, where face-to-face and online learning account for 50% of each. Other approaches use the 75/25 composition,

with 75% and 25% for face-to-face and online learning, respectively, or vice versa. The composition of 50/50, 75/25, or 25/75 can be determined depending on the desired competency analysis, learning objectives, students' characteristics, and face-to-face interactions. Other determinants are online learning delivery strategies, students' location, teachers' characteristics and abilities, and available resources (Tong, Kinshuk, & Wei, 2020).



Figure 1 Blended Learning Components

Hamada and Tanaka (2021) have shown that more than 60% of students are self-taught using smartphones and textbooks and learn Japanese less than half a year after coming to Japan. The obstacles to learning Japanese are environment-related, such as difficulty studying independently, continuing with work, conversing with the Japanese, and learning *kanji* (Hamada & Tanaka, 2021). Khan and Yunus (2019) have conducted the basic level *Kaiwa* learning model by the JF standard by applying a speaking skill learning model adapted to the JF standard. The teaching material used is a structured-based *Minna No Nihongo renshuu C book*. The results show that communicative competence in the conversation course focuses more on language mastery than knowledge and emphasizes mastering grammar, sociolinguistics, and pragmatic aspects. These aspects vary depending on the social context and the situation (Khan & Yunus, 2019).

Drakhshan, Khalili, and Beheshti (2016) did a research on "Developing EFL Learner's Speaking Ability, Accuracy, and Fluency". The results provide interesting material, such as empowerment, responsiveness, extensive performance, as well as transactional and interpersonal dialogue to improve readers' speaking skills. Furthermore, EFL learners improve their speaking skills by utilizing instruments such as role-plays, videos, flashcards, and graphics. This research considers essential components to improving speaking competence accurately and fluently. Language teachers should create an appropriate environment that encourages students to participate in conversations even outside the classroom. Therefore, such an environment would benefit children and adults (Derakhshan, Khalili, & Beheshti, 2016).

METHODS

The research aims to develop teaching materials and test their feasibility through several experimental processes. The ADDIE model is used as a reference in designing teaching material (Branch, 2009). The five stages of product development are analysis, design, development, implementation, and evaluation, as described in Table 1.

Table 1 Teaching Material Development Stage

Stages	Process
Analysis	Analyzing the characteristics and students' initial abilities. Studying the constraints in learning and analyzing the need for teaching materials.
Design	Framework for teaching material designing, determine the systematic and designing sheet (worksheet).
Development	Teaching material for learning activities, integrated face-to-face and online learning activities.
Implementation	The teaching material draft is piloted and assessed by content and learning design expert, small groups, and a trial field.
Evaluations	From the assessment data and input improvement on testing and revising the teaching material size.

The feasibility percentage of teaching materials (Yuniarti, 2019) is given by:

$$\text{Percentage} = x 100\%$$

Table 2 shows the categorized eligibility percentage of speaking skills teaching materials (Asrizal et al., 2018).

Table 2 Eligibility Category

Eligibility Percentage	Category
0-20%	Not very good
21-40%	Not good
41-60%	Pretty good
61-80%	Good
81-100%	Very good

The data collection techniques used in this research are (1) class observation, which aims at finding out what needs are needed by Japanese language students in learning speaking skills; (2) interviews with supporting lecturers, which aim at obtaining data on the needs and challenges faced by these lecturers in teaching Japanese speaking skills;

and (3) the questionnaire aims to obtain design data such as what is needed in developing teaching materials for speaking skills.

RESULTS AND DISCUSSIONS

The five stages of the ADDIE model are implemented sequentially and coherently to produce good teaching material (Asrial et al., 2019). The needs analysis involves collecting important information related to problems in improving the basic competencies of the Japanese language students at Semarang State University. Information is collected through class observations and interviews with four Japanese language skills course lecturers. The problem identified is the absence of material appropriate to students' situation to support a study from home or online. Additionally, students have decreased motivation to learn from home.

The second stage involves making a development design by preparing the teaching material framework and writing system. The third stage is the development of teaching materials for Japanese speaking skills. This stage involves collecting sources and references related to themes, sub-themes, and images for worksheet making. Japanese speaking skills teaching materials are prepared based on the established

framework, systematics, and the necessary related components. Furthermore, content and learning design experts test and assess the teaching material drafts before field application at universities in Semarang in the odd semester of September 2021. The learning materials are implemented through a Zoom meeting with blended learning guided by a lecturer in Japanese speaking skills. Students work independently on the open sheet work materials from home.

The first stage of the research analyzes the needs of teaching media for speaking skills, the curriculum, and students' characteristics. The needs analysis focuses on the speaking skills of teaching media needed by students and teachers. Questionnaires are given to 15 students from Semarang State University and 15 from Diponegoro University. Three respondents are teachers of Japanese speaking skills at independent level B1 from Semarang State University. Table 3 shows that respondents with the initials M1 and M2 are students, as well as D1 and D2 are lecturers from Semarang State and Diponegoro Universities, respectively.

Table 3 shows that 53% of respondents have answered, "Formal speaking activities with themes related to Indonesian and Japanese culture". This value is worthy of being used in teaching media development needs. Of the 53%, student respondents account for 44%, while 8% comprise lecturers.

Table 3 Examples of Formal Speaking Activities to be Presented in Teaching Materials for Speaking Skills in Blended Learning for Japanese Students

Examples of formal speaking activities to be presented in standardized speaking skills material in blended learning for Japanese language students are.....	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
Formal speaking activities with themes related to and with Indonesian culture.	8	6	0	3	17	14	3
Formal speaking activities with themes related to Indonesian and Japanese culture.	17	28	6	3	53	44	8
Formal speaking activities are combined with Indonesian culture.	3	8	0	0	11	11	0
Speaking activities, situations, and reflection activities	14	0	3	3	19	14	6
	42	42	8	8	100	83	17

Table 4 Examples of Formal Speaking Activities Suitable for Teaching Material Speaking Skills in Blended Learning for Japanese Language Students

Examples of appropriate formal speaking activities in standardized speaking skills teaching material in blended learning for Japanese language students are.....	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
Minimum 1 example in each topic	14	11	0	0	25	25	0
Minimum 2 examples in each topic	17	22	8	8	56	39	17
3 examples in each topic	6	6	0	0	11	11	0
4 examples in each topic	6	3	0	0	8	8	0
	42	42	8	8	100	83	17

Table 4 shows that 56% of respondents have answered, “At least two examples in each topic”. This value is worthy of being used as a development needs module. Of the 56%, student respondents account for 39%, while 17% comprise lecturers.

Table 5 shows that 53% of respondents have answered, “Examples accompanied by appropriate illustrations/pictures”. This value is quite feasible for use as a need for developing teaching materials. Of the 53%, student respondents account for 47%, while 6% comprise lecturers.

Lecturers who answered, “Examples accompanied by picture illustrations, identification/responses to speaking activities, analysis of speaking activities and reflection of activities”, accounted for 11%, higher than other respondents. However, the teaching materials to be developed are based on the largest number of respondents, namely “Examples with appropriate illustrations/pictures”, which amounted to 53%.

Table 6 shows that 53% of respondents answered, “Illustration/pictures accompanied by completing speaking activities according to the topic”. This value is suitable for use as teaching materials for developing needs. Of the 53%, student respondents account for 47%, while 6% comprise lecturers.

The percentage of respondents who answered “Illustrations/pictures that match the speaking activity” is 8%, higher than others. However, the teaching materials to be developed are based on the largest number of respondents, namely “Illustration/picture accompanied by speaking activities according to the topic,” which accounted for 53%.

Table 7 shows that 58% of respondents have answered, “Each sample conversation is arranged based on roles that vary according to the topic”. This value is worthy of being used as a need’s development module. Of the 58%, student respondents account for 53%, while 6% comprise lecturers.

The percentage of respondents that answered, “Each example of a conversation is composed of 2 roles in speaking activities”, is 8%, higher than the others. However, the teaching materials to be developed are based on the largest number of respondents, namely “Each sample conversation based on roles that vary according to the topic,” which accounted for 58%.

Table 8 indicates that 53% of respondents have answered “Adapted to the needs of students”, a value feasible to be used as a development needs module. Of the 53%, student respondents account for 42%, while 11% comprise lecturers.

Table 9 shows that 44% of respondents have

Table 5 Formal Speaking Activities Appropriate in Teaching Materials for Speaking Skills Using Blended Learning for Japanese Language Students

Formal speaking activities appropriate in learning materials for learning speaking skills using blended learning for Japanese language students are.....	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
Examples with appropriate illustrations/pictures	22	25	3	3	53	47	6
Examples are accompanied by/responses to speaking activities	6	6	0	0	11	11	0
An example with an analysis of speaking activities	6	3	0	0	8	8	0
Examples are accompanied by picture illustrations, activities/responses to speaking activities, analysis of speaking activities, and reflection of activities	8	8	6	6	28	17	11
	42	42	8	8	100	83	17

Table 6 Presentation of Examples of Formal Activities with Appropriate Illustrations in Teaching Materials for Speaking Skills Using Blended Learning for Japanese Language Students

The presentation of examples of formal activities accompanied by appropriate illustrations in the speaking skills module using JF standard in blended learning for Japanese language students at the B1 level is.....	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
Illustrations/pictures that match the content of the speaking activity	6	17	0	3	25	22	3
Illustrations/pictures that match the speaking activity	3	6	6	3	17	8	8
Illustrations/pictures accompanied by complete speaking activities according to the topic	31	17	3	3	53	47	6
Illustrations/pictures reflecting speaking skill activities	3	3	0	0	6	6	0
	42	42	8	8	100	83	17

answered, “Model performance support materials by ensuring digital learning materials are accessible to students offline and online”. The value is worthy of being used as a need for developing teaching materials. Of the 44%, student respondents account for 33%, while 11% comprise lecturers.

In Semarang State University, speaking skills are learned through elena.unnes.ac.id. Elena (E-Learning) is provided by using blended learning. The red image in Figure 2 is a menu for blended learning useful to Japanese language students and lecturers.

The task menu for Japanese students circled in

green indicates independent speaking skills learning. Japanese students learn and repeat teaching materials through this menu without time–place limitations based on Figure 3.

In the trial of Japanese language skills through blended learning, teachers use a website designed to help students at Diponegoro University to study independently. Figure 4 shows the teaching material for speaking skills suitable for blended learning.

Figure 5 shows teaching material in the form of conversations and audio for learning by Japanese students during a trial at Diponegoro University.

Table 7 The Number of Formal Speaking Activities Suitable in Learning Materials for Speaking Skills in Blended Learning for Japanese Language Students

The number of appropriate formal speaking activities, for example, in teaching materials for speaking skills in blended learning for Japanese language students, is...	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
Each sample topic is organized according to roles that vary according to	19	33	3	3	58	53	6
Each example of a 2-role conversation in speaking activities	11	3	3	6	22	14	8
Each example of a conversation 2-to 3 roles in speaking activities	8	6	3	0	17	14	3
Each example of a conversation 3-4 roles in speaking activities	3	0	0	0	3	3	0
	42	42	8	8	100	83	17

Table 8 Teaching Materials for Japanese Language Skills Used for Blended Learning

Speaking skills teaching materials for Japanese language students, if used for blended learning, you should...	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
25% online and 75% face-to-face	6	3	0	0	8	8	0
75% face-to-face and 25% online	6	8	0	0	14	14	0
50% face to face and 50% online	14	6	3	3	25	19	6
adapted to the needs of students	17	25	6	6	53	42	11
	42	42	8	8	100	83	17

Table 9 Teaching Materials for Speaking Skills for Japanese Language Students Using Blended Learning

Speaking skills teaching materials for Japanese language students using blended learning, preferably through....	M1	M2	D1	D2	Number of respondents	M	D
	%	%	%	%	%	%	%
Through web courses, namely the use of the internet for educational purposes, where students and educators do not meet face-to-face.	6	6	0	0	11	11	0
The web-centric course model uses the internet that combines distance learning and face-to-face (conventional) learning.	6	8	0	6	19	14	6
The Enhanced Course web model uses the internet to support improving the quality of learning carried out in the classroom.	3	3	0	0	6	6	0
The independent learning model combines with independent learning, and students learn anytime, anywhere, online.	6	14	0	0	19	19	0
Materials that support the appearance of the model are ensuring that learning materials are prepared in digital form, accessible to students both offline and online	22	11	8	3	44	33	11
	42	42	8	8	100	83	17

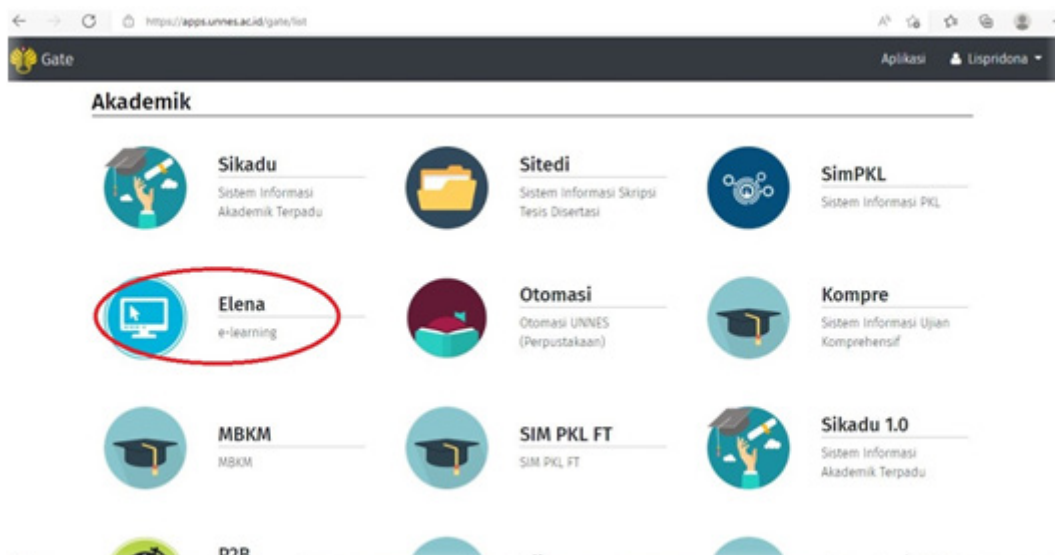


Figure 2 Elena (E-Learning)



Figure 3 Task and Teaching Material Menu



Figure 4 Teaching Materials through Blended Learning



Figure 5 Teaching Material Form of Conversation and Audio

Draft 1 is submitted to a learning design expert for testing and eligibility assessment. The expert has a doctorate in Visual Communication Design. Table 10 shows the learning design expert assessment results.

Table 10 Design Expert Validation Results Learning

Assessment Aspect	Score	Maximal score
Teaching material cover	18	20
Content Eligibility	16	20
Content Presentation	21	25
Illustration or picture	15	15
Worksheet	19	20
Language eligibility	14	15
Total	99	115
Percentage	86%	

The learning design expert assessment results in Table 10 show that the teaching materials obtain 86% eligibility, which is considered very good. Based on expert suggestions to write orders in the Worksheet needs for clarification, teaching materials should be handled by lecturers separately and contain directions for their use. The material is then revised before being tested at the next testing stage.

Expert validation results teaching material content. The first draft of teaching materials is submitted to a content expert on Japanese speaking skills for assessment. The expert validation data in Table 11 shows that the content of speaking skills in the teaching materials is 91%. This proportion is considered very good after conversion into Table 11. Therefore, teaching materials could be used in classes without revision.

Draft 2 of the teaching materials is arranged based on expert input and submitted to four lecturers at universities in Semarang for testing. Table 12 shows

the small-group test results.

Table 11 Expert Validation Results on the Teaching Materials' Content

Assessment Aspect	Score	Maximal score
Material suitability	20	20
Accuracy material	8	10
Up-to-date teaching materials	18	20
The ability that stimulates student curiosity	17	20
Presentation technique	23	25
Language eligibility	37	45
Support of presentation	39	40
Presentation of learning	20	20
Coherence is the flow of thought	14	15
Total	196	215
Percentage	91%	

Table 12 shows that the assessment of the feasibility of teaching materials from respondents 1, 2, and 3 is 91%, 90%, and 92%, respectively. The average feasibility of teaching materials from the small group test is 91%, considered very good after conversion into Table 12. Therefore, speaking skills teaching materials could be used in field trials without revision.

The teaching materials are piloted by involving 20 students in the field or large group stage. Material feasibility questionnaires are used to obtain processed data to give the results in Table 13.

The eligibility questionnaire given to 20 respondents obtains the data presented in Table 6, showing a maximum score of 85 for each questionnaire. Meanwhile, the assessment scores obtained range between 76 and 84. The average percentage of the

teaching materials' feasibility is 96%. The total percentage is changed based on Table 2 to determine the eligibility category and show that the teaching materials for Japanese speaking skills are very good and useful without revision.

Figure 6 indicates that the teaching materials improved because expert tests show that the learning design and content are 86% and 91%, respectively. Draft 2 is tested in small groups of four lecturers of speaking skills courses and obtains an average of 92% and 96% in field trials, meaning the materials are very good or decent.

The ADDIE development model is useful in compiling modules because it is simple and clear (Abadi, Pujiastuti, & Assaat, 2018). The teaching material validation analysis with the model shows excellent results. Therefore, blended-based learning improves basic Japanese speaking skills and creativity in composing conversations. It is more efficient and the right means of introducing the use of technology to students (Megahed & Ehab, 2022). The prepared teaching materials are also more interesting for students (Wang, 2018). Moreover, blended learning overcomes problems during a pandemic and increases

Table 12 Small-Group Test Results

Aspect	Maximal Score	Respondent 1	Respondent 2	Respondent 3	Respondent 4
Cover of teaching material	20	20	20	19	19
Contents of teaching materials	15	15	14	14	14
Indicator learning	25	24	24	24	23
Accuracy teaching materials	25	23	25	23	24
Content presentation	30	29	29	29	28
Content accuracy	25	19	19	20	20
Other aspects	15	15	15	15	13
Total	155	145	144	142	141
Percentage		93	92	91	90
Average					92%

Table 13 Field Trial Results

Respondent	The attraction of Japanese speaking skills materi	Clarity/Ease of understanding teaching material	Total	Percentage	Criteria
1	82	82	82	96%	Very good
2	84	85	84	98%	Very good
3	83	81	82	96%	Very good
4	82	84	83	97%	Very good
5	79	83	81	95%	Very good
6	84	81	83	97%	Very good
7	81	84	83	97%	Very good
8	83	85	84	98%	Very good
9	83	84	84	98%	Very good
10	77	85	81	95%	Very good
11	81	77	79	92%	Very good
12	84	81	83	97%	Very good
13	84	83	84	98%	Very good
14	82	85	84	98%	Very good
15	79	76	78	91%	Very good
16	81	76	79	92%	Very good
17	83	84	84	98%	Very good
18	83	82	83	97%	Very good
19	82	82	82	96%	Very good
30	80	82	81	95%	Very good
Max score	85	81	83	97%	
Average				96%	

students' motivation for physical activities.

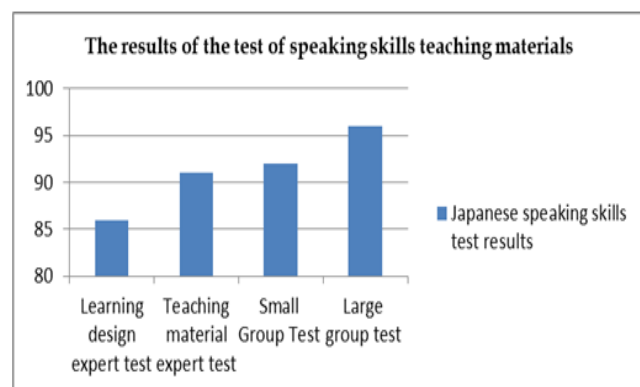


Figure 6 The Results of Testing the Teaching Materials' Speaking Skills

Speaking skills learning products are based on development activities. In line with this, the developed teaching materials are suitable because they support project-based learning. The materials contain elements of local Indonesian culture to help Japanese students use their language in real situations. For instance, the speaking skills in Chapter 2 explain traditional food in Indonesia (Setyono & Widodo, 2019).

The teaching materials allow Japanese language students to hone their creative speaking skills through activities related to Indonesian culture. The flow of learning to speak is integrated using project-based methods. Process speaking constitutes the pre-speaking stage of selecting a topic, making goals, and communicating. Furthermore, the draft discussion material includes topic development, knowledge of Indonesian and Japanese culture, word choice and speaking techniques, and post-speaking activities, such as revising the conversation results (Seregina et al., 2019).

The attractiveness of teaching materials is determined by their appearance (Parmawati & Inayah, 2019). Their display design theme is blue, while the font and sub-chapter icons are flexible. From a psychological perspective, light blue improves concentration and positively affects communication and expression skills needed in the speaking process. Additionally, the handwritten fonts and shaped icons make readers enjoy the book. Teaching materials based on mixed learning help overcome learning barriers during a pandemic.

CONCLUSIONS

A pandemic triggers restrictions and obstacles to learning foreign languages, specifically Japanese. To address the problem, the research aims to develop teaching materials useful in blended learning to improve the speaking skills of Japanese students. The development refers to the ADDIE model, where the draft is tested four times by content and learning

design experts, as well as by small and large groups. The content expert test results show that the teaching materials are 91% feasible, indicating it is excellent. Furthermore, the learning design expert test results show that the materials are 86% feasible and excellent. The small group test shows an increase in the average feasibility to 92%. Additionally, the field trial test shows that the feasibility of the module increases to 96%, implying that it is excellent.

Blended learning-based teaching materials are important during the pandemic because they overcome obstacles to learning. The research could be developed further to test the application of teaching materials based on blended learning quantitatively. The limitation of the research is that the results cannot be tested on a large number of Japanese language learners. The design of learning materials can be further investigated in terms of their effectiveness in teaching speaking skills, especially in improving phonology and pronunciation mastery.

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