Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 9, Number 1, pp: 60-73, June 2025
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: https://doi.org/10.30743/ll.v9i1.10626

IMPROVING JAPANESE SPEAKING SKILLS DURING PROSPECTIVE INTERNS: PICTURE AND PICTURE LEARNING MODEL

Adriana Hasibuan[1], Muhammad Ali Pawiro[2]
[1]Universitas Sumatera Utara, Medan, Indonesia
[2]Universitas Islam Sumatera Utara, Medan, Indonesia
E-mail: m.alipawiro@sastra.uisu.ac.id

Received: 2025-01-27 Accepted: 2025-05-14 Published: 2025-06-26

Abstract

This study analyzes the speaking ability in Japanese by nurses who are engaged in prospective interns provided for them who will work in Japan through the EPA (Economic Partnership Agreement) program. The study involves 49 participants following the program and uses quantitative method as proposed by Brown & Rodgers (2002). Being conducted with a training time of 15 hours for five days through classroom action, this study starts with planning, implementation, observation, and evaluation. Data collection methods include interviews, observations, pre-tests and post-tests. Written tests apply to see their ability to master Japanese grammar, and oral tests to measure Japanese speaking ability. The Picture and Picture learning model is aimed at improving the nurses' mastery of Japanese vocabulary. To obtain such mastery the questions are formulated as the followings: how can an action plan improve participants' speaking skills and what pedagogical implications are obtained by them? The results show that the action plan improves the participants' speaking ability in Japanese. The pre-test results show that 15 of them (31%) are able to speak with some stuttering with an average score of 64.38 and the post-test results indicate an increase to 39 participants (79.6%) with an average score of 77.1. It is concluded that participants can construct ideas and thoughts orally; thus, the effective vocabulary of pictures and their interests implicate their pedagogical development to a better condition, so they are claimed to be ready to work in Japan.

Keywords: *classroom action research; Japanese; picture and picture model; speaking ability*

1. Introduction

Eitel and Scheiter (2014) argue that "Over the past decades, a wealth of empirical research has demonstrated that students learn better with text and pictures than with text only or pictures only." Hence, the combination of text and picture uses prove to contribute to foreign language learning, and in this case, in the speaking skills. Kartika et al. (2023) argue that "Generally, technological developments require mastery of foreign language skills. Language is needed because it is the most effective communication tool for conveying messages to other people." As a gateway to interact with the world, mastering a foreign language is useful to absorb knowledge from developing and/or developed countries and

learning it needs to be improved and adjusted to the needs of users, for instance, health industry. In general, language learning has four skills, namely, reading, writing, speaking, and listening, and such skills must be mastered by language learners so that they are able to communicate orally or to write, and to speak Japanese requires vocabulary which is used by nurses in everyday conversation. Romero (in Lubis, 2021) states that the success of learning a second language or foreign language is determined by several factors, such as age, motivation and the context of learning the language itself.

Sibarani (2004) stated that language etiquette is important for communication participants to pay attention to in order to describe politeness. Furthermore, Sibarani argues that there are six etiquettes of politeness in speaking, namely, what we should say at certain times and circumstances, what language variety should be used in certain situations, when and how we use our turn to speak and interrupt others, how we regulate the volume of our voice when speaking, how our attitudes and gestures are when speaking, and when we should be silent or not speak. The nurses following the internship experience obstacles in vocabulary which are related to elderly care and to the use of honorifics when speaking Japanese. Tarigan (2007) argues that the richer the vocabulary a speaker has, the greater the chance he will obtain.

One of the foreign languages being taught in schools and universities in Indonesia is Japanese as well as English. Learning Japanese at several Health Colleges or Institutes is currently compulsory. With their mastery of Japanese, Indonesian nurses have the opportunity to work as health workers in Japan; therefore, Japanese is a basic competency for them in order to communicate and provide maximum services to local patients in hospitals or to the elderly in nursing homes in Japan.

Japanese existing in health colleges in Indonesia is proof that it has achieved global recognition; learning it may cover vocabulary, letters, grammar, and introduction to Japanese culture. Nowadays, the cooperative relationship between Japan and Indonesia through the IJ-EPA (Indonesia-Japan Economic Partnership Agreement) program [see Free Trade Agreement (FTA) Center] is getting better. In North Sumatera, for instance, the Deli Husada Health Institute located in Deli Serdang Regency participates in the program and provides internships for nurses who will work in Japanese nursing homes. To be able to become an intern nurse in Japan, mastery of Japanese is certainly important since Japanese has its own uniqueness and also has four types of letters, namely hiragana, katakana, kanji and romaji. These types can become obstacles in Japanese learning. Therefore, learning it with fun learning activities as well as the correct teaching method is needed.

The nurses' ability before taking part in the internship is low, although they have Japanese lectures in the class which only focus on general learning, whereas to improve speaking skills, conversation lessons should be primary. Japanese for everyday life consists of two forms, namely ordinary language (futsu go) and respectful language (keigo). Inoyatov (2024) states that keigo is one of the hardest parts of learning Japanese. It consists of three main types: sonkeigo (respectful language), kenjougo (humble language), and teineigo (polite language) (for comparative knowledge on keigo and its division in original Japanese scripts, consider Sanada (1993). For example, sonkeigo (尊敬語), kenjougo (謙譲語), and teineigo (丁寧語).

The main obstacle is related to the difference in sentence structure between Japanese and Indonesian. While Indonesian is composed of Subject-Predicate-Object, Japanese is structured in Subject-Object-Predicate. In addition, the sentence structure in Japanese uses many particles (auxiliary words/markers) and honorific and casual language

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 9, Number 1, pp: 60-73, June 2025
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: https://doi.org/10.30743/ll.v9i1.10626

varieties. Therefore, Japanese language learning is still not optimal, especially in terms of conversation. In the process of learning Japanese, lecturers tend to play an active role or become central and students become passive. The nurses' lack of opportunities to practice and the lack of learning methods make it difficult to speak actively. In addition, the learning source depending only on the Minna No Nihon Go book becomes another obstacle in this regard. Through the various obstacles above, the learning model Picture and Picture can be a solution to increase mastery of Japanese vocabulary.

The formulation of the problems in this paper are: how can an action plan improve participants' speaking skills and what pedagogical implications are obtained by them? The significance of this study is to describe the improvement of Japanese-speaking ability through the application of such a model by participants in a Japanese internship program.

2. Literature Review

2.1 Instructional Media

College students' development of language competency is tied to the teachers who are also capable of using digital information technology. Regarding this, Ji et al. (2025) argue that from a functional perspective, college teachers perform a variety of functions; for the role of college teachers, the current social expectations have (for an extensive period) been not only limited to roles such as talent trainer, knowledge creator, social service provider, and cultural inheritance and innovation, but also expanded and enhanced to digital citizenship cultivator, wisdom educator, innovation and entrepreneurial talent cultivator, creator of original achievements, incubator of knowledge achievements, and international exchange and cooperation. Teachers should motivate their students on the importance of building good character to succeed. Responding to good character for future success, Hambali et al. (2025) note that the formation of personal character is carried out through a systematic and continuous process. A person's strong character, especially students, has a big influence on creating a good social life.

Indriani et al. (2025) argue that a teacher needs to carry out a learning process that is not centered on the teacher but the students. In the present research, Eitel et al. (2013) argue that "multimedia effects from presenting a picture before text are examined". They also argue that the interplay between text and picture processing during multimedia learning will be investigated with a focus on how information that is extracted early on when looking at a picture affects text comprehension. Rusman and Riana (2011) argue that the media is a message-carrying technology that can be used for learning purposes and is a physical means to deliver learning materials, and also becomes a means of communication in printed or audio-visual forms, including hardware. Sadirman et al. (2018) mention three uses of instructional media to overcome obstacles to the learning process. For instance, 1) to clarify the delivery of messages so that they are not too verbal, 2) to overcome limitations of space, time, and sensory abilities by presenting learning objects, and 3) to overcome passive attitudes or lack of student response by creating an interesting learning atmosphere so that it arouses students' interest in learning. Thus, learning media can be used as a strategy in language learning.

In the case of teaching and learning Japanese and using it for conversation is a complex matter. Sutanto et al. (2024) argue that PPLM creates interactive learning media based on a card game combined with a board game focused on beginners to make it easier for them to learn and practice Japanese, especially for learning grammar in the Japanese

language. The grammar is unique and different from other languages. Tracing back to the history of Japanese teaching, Horton's notes can be considered. Horton (2020) describes that, historically, in September 1934, Hiroshi Nagashima departed from Japan on the Johore Maru to teach at the Ksatrian Institute in Bandung (West Java). An instructor at the private Teikoku Women's Pharmaceutical College in Osaka (帝国女子薬学専門学校), Nagashima's imminent arrival to teach Japanese to Indonesians contributed to the storm of attacks on the Ksatrian Institute founder, E.F.E. Douwes Dekker by the Dutch press. Sambuichi and Sambuichi (2024) note from several sources that case studies from several countries indicate the weaknesses of the communicative method in Japanese language teaching, especially when it comes to writing and reading skills, which are less trained with this method. Therefore, Winch (in Sambuichi and Sambuichi, 2024) proposes Communicative Language Teaching (CLT) to increase speaking skills. Multilingual conversations involving Bahasa Indonesia, Japanese, and Javanese prove to increase speaking skills where speakers naturally switch between languages and fully comprehend their conversations; thus, multilingualism plays a crucial role in broadening knowledge, fostering curiosity about different cultures, and enhancing language skills (Wardhani and Arifin, 2024).

2.2 Learning Model

According to Istarani (2011), the learning model refers to the entire series of presentations of teaching materials covering all aspects before, during and after learning are carried out by the teacher and related facilities are used directly or indirectly in the teaching and learning process. Suprihatiningrum (in Wilantari et al., 2016) explains that the term "model" has a broader meaning than strategy, method and procedure; the model functions as an important means of communication in the teaching and learning process in the classroom. Suprihatiningrum (2014) also explains that learning models have supporting components, namely concepts, learning objectives, materials or themes, steps, methods, learning resources and evaluation techniques. Determining the appropriate learning model aims to provide changes in the learner and the atmosphere of learning activities. Thus, the learning model is a broader pattern or design for strategies and methods, as a means of communication in learning.

From their research on students' listening skills in Japanese, Basri et al. (2020) find that in order to improve vocabulary acquisition, students majoring in the Japanese language should have good learning motivation and concentration, which contributes 18.10% to the increase in vocabulary acquisition. The simultaneous contribution degree of learning motivation, concentration and vocabulary acquisition to Japanese listening comprehension skills is 40.50%. Huang et al. (2021) argue that vocabulary is the foundation in developing foreign language skills. If a foreign language learner does not acquire sufficient vocabulary, then he or she will encounter difficulty understanding sentences and texts. Vocabulary serves as a mediating role in the development of reading, listening, writing, and speaking in language acquisition. Damrongchai (2013) argues that another important factor needing improvement is the number of Japanese-speaking human resources, that personnel in this field are required not only to be proficient in language use but also to have an understanding of Japan and Japanese culture.

2.3 Picture and Picture Learning Model

Various research involving picture and picture learning model (PPLM) have been carried out, such as, by Andariana and Ahmad (2024); Zai and Waruwu (2023); Rahmawati et

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 9, Number 1, pp: 60-73, June 2025
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: https://doi.org/10.30743/ll.v9i1.10626

al. (2023); Khasinah et al. (2023); Suprapmanto and Setiawati (2023); Bere (2022); Setiyawan (2021); Anggraeni et al. (2021); Syarifuddin (2019); Wahjuni (2018); Fansury and Januarty (2017); Wilantari et al. (2016); Huda (2013); Dewi (2013); and Istarani (2011). Andariana and Ahmad even state that PPLM is an active learning model that relies on images as a medium in the learning process and their research shows that the model is successful, since 88% of the students obtain an average score of 81. Although Zai and Waruwu do not use PPLM for language observation, their research needs to be considered. For example, they argue that the model contributes to increasing students' ability from 48.85% in the reflection of cycle I to 95.4% in the reflection of cycle II. The class action research carried out by Rahmawati et al. proves that students are more manageable and easier to master the subject matter. Furthermore, they are more motivated to learn because they use image media that are pasted by their group members enthusiastically. Student focus increases with the use of learning video media because it can attract students' attention. Student scores also increase from pretest to posttest scores.

Having proved that PPLM makes students "enthusiastic" to read, Khasinah et al. show that the average score obtained by students is 91.363 with a very high percentage, with 16 students (72.72%) and low 2 students (9.10%). While obtaining that the result of learning activity "increased" after the use of PPLM, Suprapmanto and Setiawati show that the pre-cycle assessment was 2.2%, which means less activity. From the first cycle, it increased from 0.9% to 3.1% in the moderately active category, with 3 very active people, 5 active people, 16 moderately active people, 8 less active people, and from cycle II, it increased by 1% to 4.1% in the active category, with 10 people quite active, 17 people active and 5 people very active. From his research, Bere indicates that PPLM can train students to think logically and systematically, help them understand abstract concepts into concrete, allow them to be creative in expressing opinions, discussing and making decisions based on group agreement, feel happy because they got a new atmosphere in learning, and finally, actively participate in finding or looking for pictures that matched the question or question. Based on the application of the PPLM for grade 3 students, Setiyawan's research results show classical mastery student learning outcomes increased by 34% from 47% and 81% in the first and second cycles.

Anggraeni et al. indicate that PPLM increases students' reading skills from a previously low level in reading to make significant progress. Syarifuddin concludes that learning with the picture and picture model has a positive impact and can improve student learning achievement. This can be seen from cycle I which achieved learning completion of 16% and in cycle II experienced a significant increase with a completion percentage of 84%. On the basis of her research results, Wahjuni argues that, through the application of the Picture and Picture learning model, there is an increase in skills in the material of writing short essays. This increase can be seen from the average recapitulation value of student skills, with a total of 11 students completing cycle 1 meeting 1, 13 students in cycle 1 meeting 2, 17 students in cycle 2 meeting 1, and 22 students in cycle 2 meeting 2.

Johnson (in Fansury and January 2017) explains that PPLM has advantages and disadvantages. As an advantage, the teacher knows more about students' abilities, trains them to think logically and systematically, helps them learn to think, and provides freedom to think based on their point of view. This model develops motivation to learn better, and students are involved in planning and managing the class. Meanwhile, this model has disadvantages, such as, it is a waste of time, requires sufficient facilities and tools, and is costly; since active students are very limited, teachers are worried that there will be chaos in the classroom. To overcome these shortcomings, heterogeneous grouping is needed so that

less active students can interact with active ones, and vice versa, and less intelligent students are mixed with those who are intelligent.

Wilantari *et al*. (2016) mentions several advantages of this model, namely to make students easy understand the materials through images. PPLM makes learning activities more concentrated and enjoyable, and motivates children. The model has a series of steps in order teaching materials are understood during the teaching process (Istarani, 2011). Dewi (2013) indicates six steps in PPLM, namely, the teacher:

(a) conveys the competencies to be achieved,
(b) presents the material as an introduction,
(c) shows pictures related to the material,
(d) calls students in turn to sort the pictures into a logical sequence,
(e) asks the reasons for thinking about the sequence, and
(f) begins to instill the material according to the competencies to be achieved, and finally to make conclusion.

3. Research Method

This is a classroom action research (CAR) conducted at the Faculty of Nursing, Deli Husada Health Institute, which is located in Delitua district, Deli Serdang Regency. This research involves the quantitative method as proposed by Brown and Rodgers (2002) and the method is used to analyze the improvement of participants' abilities. The research involves 49 prospective nurses (their names are not shown here) who are interns in Japan through the EPA program. The data collection techniques cover tests and observations. The data analysis technique involves qualitative descriptive to explain the research results. To assess the Japanese speaking ability, an oral test consists of five categories, namely, grammar, pronunciation, vocabulary/word choice, fluency, and understanding (Wijayanti & Poetranto: 2023). This research was conducted through training activities and was part of the 2024 Community Service program. The training was carried out for 15 hours a day and held for 5 days; it was conducted the following steps, such as, planning, implementation, observation and evaluation (Arikunto: 2010).

Tests and observations were used as data collection techniques; the tests were executed orally and in writing before and after the CAR was implemented. Such tests were aimed at measuring the participants' speaking skills before the Picture and Picture learning model was applied. The score in each category has a value of 5-0 with the following assessment aspects (see Table 1).

Aspects	Score	Description
Pronunciation	5	Easy to understand pronunciation
	4	Easy to understand but the accent is different
	3	There are pronunciation errors
	2	Difficult to understand and repetitive
	1	Many pronunciation errors make it difficult to understand
Grammar	5	No grammatical errors
	4	There are grammatical errors, but they do not change the meaning
	3	Many grammatical errors
	2	Many grammatical errors and repeated sentences
	1	Many grammatical errors, making the meaning difficult to understand

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 9, Number 1, pp: 60-73, June 2025
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: https://doi.org/10.30743/ll.v9i1.10626

Vocabulary / word choice	5	Native-like vocabulary usage
	4	A little use of inappropriate vocabulary
	3	A lot of use of inappropriate vocabulary
	2	Incorrect vocabulary usage
	1	Due to limited vocabulary, the conversation cannot continue
Fluency	5	Fluent like a native speaker
	4	Slightly impaired fluency
	3	Much impaired fluency
	2	Hesitation and pauses
	1	Stammering
Comprehension	5	Understand what is being said
	4	Understands all context, but there is repetition
	3	Understands what is being said but is slow
	2	Difficult to follow the flow of conversation according to context
	1	Unable to understand even simple conversations

Table 1. Assessment aspects and scoring values

To measure the participants' learning outcomes, the picture and picture model is carried out individually, namely the score obtained by the training participants through the formula score obtained) / maximum score x 100%. The criteria for the completion score of the training participants can be seen in Table 2. The model is chosen because, from previous research, accordingly, on an empirical level, some studies obtained better learning outcomes when presenting the picture before rather than after the text.

Score	Criteria
100-84	Complete
83-70	Complete
69-50	Not complete
40-0	Not complete

Table 2. The criteria of completion score

4. Results and Discussion

The results of this study were obtained from observations, tests, questionnaires and interviews through the implementation of the class research plan. This study began by conducting a pre-test to measure the initial ability of trainees to speak Japanese and understand Japanese grammar, and the pre-test material was adjusted to the materials taught in the Japanese language course. The theme taken for the pre-test was matters related to elderly care in nursing homes. Based on the results of the pre-test, there were 120 grammatical and lexical errors (vocabulary) made by trainees. The errors occurred at the level of syntax and lexicons. Therefore, they had difficulty speaking Japanese and using words which were related to respect. They made lexical errors when speaking and, it seems, they would face problems when communicating with old people during their elderly care service. They spoke Japanese hesitantly and their sentences did not determine honorifics.

The analysis below shows how PPLM is functional to improve the participants' Japanese speaking skills.

4.1 Action Plan

During the action plan, the design had two cycles and each cycle consisted of two meetings.

1. Cycle 1 during Action Plan

The implementation of the action in cycle 1 involved two meetings. Learning began by making a learning plan with the themes related to the elderly meal times, play and rest times, and medication times. At this stage, the design of class activities was carried out by providing vocabulary related to time and to grammar which is specifically used for the form of request or requests (*irai*) in a respectful manner. Observation instruments by using pictures and evaluation sheets were prepared for teachers and training participants.

2. Implementation of Action

The implementation stage of cycle 1 was carried out in two meetings which were applied using pictures that had been prepared at the planning stage. During the 1st and 2nd meetings, the steps included: 1) the delivery of the competencies to be achieved, 2) the materials' presentation when the learning began, 3) the picture presentation related to the materials, 4) the installation of the series in sequence, and 5) the explanation of the reasons / basics of thinking. At this implementation stage, the participants were divided into several groups in which each group consisted of 4–5 people. Each group was asked to make as many sentences as possible related to elderly care, greetings and requests. Each group was also requested to narrate the requested sentences in the form of a conversation and to arrange the pictures given logically in an effort to overcome the problems contained in the narrative in the form of a Japanese conversation.

3. Observation

At this stage, the researcher observed the learning process and then recorded the findings during the learning process as well as the results achieved by participants.

4. Reflection

The reflection stage of the learning process was marked by describing the learning difficulties, obstacles, and weaknesses with this model. Reflection was carried out based on observation and because the training results in relation to competencies had not obtained, the activity was continued in cycle 2.

4.2. Cycle 2 and Pedagogical Implications

The application of the learning method with the PPLM could improve Japanese speaking skills, because this model forced participants to remember a lot of vocabulary and images presented; such forces were directed to increase learning motivation so that the average learning outcomes should increase. Therefore, in an effort to improve their abilities, this PPLM could be developed in conversation courses.

The class action plan in cycle 2, which included planning, implementing actions, and observing, was categorized as the same activity as the class action plan in cycle 1; however, the reflection action was different. The reflection stage in cycle 2 identified difficulties and obstacles, and analyzed observations written in the observation sheet. Overall, the reflection activity obtained an increase in Japanese-speaking ability from participants with a pre-test

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 9, Number 1, pp: 60-73, June 2025
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: https://doi.org/10.30743/ll.v9i1.10626

result of 31% with an average score of 64.38 in which fifteen participants were categorized as complete. Furthermore, the post-test results recorded 79.6% with an average score of 77.1% in which thirty-nine of them were categorized as complete. The shortcomings in cycles 1 and 2 might refer to the conditions where the training time was very short (only fifteen hours in 5 days), so participants seemed difficult to find it difficult to use the honorifics that should be used in elderly service situations. In addition, there were many errors (see Table 3) in the use of grammar as well as errors in the use of lexics and in understanding the meaning of the conversation. The pre-test results showed that there were 120 grammatical errors and lexical errors (vocabulary) made by participants, which included syntax and lexical errors. Many participants still had difficulty speaking Japanese in respectful terms and there were many errors in the use of lexical items related to elderly services, and participants spoke hesitantly when uttering Japanese sentences.

No	Error Type	Quantity	Percentage
1	Syntactic Error	68	57,04%
2	Lexical Error	52	42,96%
	Total	120	100%

Table 3. Type and percentage of errors

Syntactic errors (see Table 4) included phrase-structure (12%), sentence-structure (8.39%), and particle-usage and particle-omission (12.58%). Meanwhile, lexical errors (see Table 5) might include the inappropriate use of vocabulary (19.82%), numerals (14.05%), and greetings (9.09%).

No	Types of Errors	Quantity	Percentage
1	Omission of past tense verb markers	10	8.39 %
2	Use of passive form verbs	12	10.07%
3	Use of repetition	6	5.03%
4	Phrase structure	15	12.58%
5	Sentence structure	10	8.39%
6	Use and removal of particles	15	12.58%
	Total	68	57.04%

Table 4. Types and percentage of total syntactic errors

No	Types of Errors	Quantity	Percentage
1	Inappropriate use of words	24	19.82%
2	Use of numbers	17	14.05%
3	Usage of address	11	9.09%
	Total	52	42.96%

Table 5. Types and percentage of lexical errors

Based on the results of observations before the implementation of this learning model, it was known that, when teaching, lecturers only used the *Minna No Nihon Go* textbook, and that the participants' vocabulary mastery was low. Thus, participants were unable to speak Japanese actively. Table 6 shows a comparison of the pre-test and post-test scores of the nurses participating in the training.

Participants	Pre-test	Post test
1	60	75
2	70	78
3	70	85
4	62	82
5	62	72
6	64	72
7	70	75
8	60	78
9	62	80
10	72	82
11	70	82
12	62	83
13	70	85
14	70	80
15	62	80
16	60	67
17	60	68
18	60	85
19	60	85
20	61	84
21	63	84
22	70	82
23	72	79
24	71	78
25	62	68
26	62	68
27	64	78
28	61	75
29	60	69
30	60	68
31	60	68
32	60	68
33	60	68
34	60	68
35	60	75
36	65	76
37	70	75
38	60	76
39	62	76
40	63	78
41	61	79
42	70	78
43	70	77
44	72	76
45	73	76

Language Literacy: Journal of Linguistics, Literature, and Language Teaching
Volume 9, Number 1, pp: 60-73, June 2025
e-ISSN: 2580-9962 | p-ISSN: 2580-8672
DOI: https://doi.org/10.30743/ll.v9i1.10626

46	62	80
47	65	82
48	60	83
49	60	85
Average value	64,38	77,10

Table 6. Comparison of participants' pre-test and post-test scores

The implementation of CAR was carried out according to the research procedures. From the pre-test results, the completion rate reached 31% with an average score of 71, and based on the post-test results, the completion rate increased to 79.6% with an average score of 79.3. The implementation of the training had obstacles, such as adjusting the image media to complex materials, and there were 10 participants who had not achieved the specified completion. The majority of the participants were enthusiastic in six meetings (6x2 hours) and the pre-test and post-test (2x1 hour 30 minutes) were held twice. All participants responded to the implementation of the learning model with positive attitudes. This learning model was very helpful for participants to improve their understanding of grammar and enrich their Japanese vocabulary, especially vocabulary related to elderly services, so that they were able to speak Japanese. Because of interesting pictures, participants paid attention and focused more on the training activities. Hence, they could spur their motivation to speak Japanese, because the vocabulary in the pictures was not only in the Minna No Nihon Go book. All this had a positive impact on the nurses' ability to speak Japanese; this is in accordance with Tarigan's (2007) opinion that the richer a person's vocabulary was, the easier it would be to construct sentences correctly and the easier it would be to speak

5. Conclusion

This study consists of a pre-test and post-test and includes the stages of planning, implementation, observation, and reflection. The application of the picture and picture learning model has improved the Japanese-speaking ability of the participants, and they are able to construct their ideas and thoughts orally. The vocabulary pictures have an effective influence and foster interest in learning Japanese. The results of the pre-test in written form show that the participants made 120 errors consisting of 68 or 57.04% syntactic errors, and 52 or 42.96% lexical errors. The pre-test results for participant completeness show that 31% or 15 people are able to speak Japanese, although they are still hesitant with an average score of 64.38. The post-test results for completeness increase to 79.6% or 39 people are able to speak Japanese with an average score of 77.1. The training has obstacles, such as adjusting the image media to complex material, and 10 nurses have not achieved completeness. Participants are very enthusiastic during the six meetings (6x2 hours); two are used for pre-test and post-test (2x1 hour 30 minutes) and their responses are very positive. Theoretically, the research contributes to the development of PPLM and of speaking competence that should be acquired by students planning to work in Japan. Practically, it assists teachers as well as lecturers who teach the Japanese language to pay attention to the speaking abilities of their students. Policymakers are recommended to actively involve themselves in the program of working in foreign countries. Lexical meanings can become future research since meaning plays a role in speaking.

Acknowledgements

The first author received funds from Universitas Sumatera Utara (USU) and LPPM-USU. She thanked the Rector, and the Head and Secretary of LPPM. The second author received no financial support from his institution.

References

Andariana, A. & Ahmad, F. (2024). Comparison of the Picture and Picture Learning Model with the Examples Non-Examples Learning Model on the Learning Outcomes of Students at SMPN 2 Tandukkalua, Mamasa District. *MACCA: Science-Edu Journal*, *1*(1), 13-19. https://etdci.org/journal/macca/index.

Anggraeni, D. N., Insira, A. T., & Puspita, A. D. (2021). Application of Picture and Picture Learning Model to Improve Students' Reading through English Lessons. *Prosiding 14thUrecol: Seri Pendidikan*, The 14th University Research Colloqium 2021, Sekolah Tinggi Ilmu Ekonomi Muhammadiyah Cilacap, pp. 571-574.

Arikunto, A. & Suhardjono. (2010). *Penelitian Tindakan Kelas*. Cetakan ke-9. Jakarta: Bumi Aksara.

Basri, M. S., Rafli, Z., & Murtadho, F. (2020). The Effect of Motivation, Concentration and Vocabulary Mastery on Students' Listening Skill in Japanese Classroom. In *Proceedings of the International Conference on Education, Language and Society* (ICELS 2019), pages 307-317. https://doi.org/10.5220/0008998203070317.

Bere, H. R. (2022). The use of Picture and Picture Learning Model in Improving Learning Outcome of V-Grade Students of SDN Turiskain (during pandemic) in Science Courses. *Progres Pendidikan*, *3*(1), 12-17. https://doi.org/10.29303/prospek.v3i1.219.

Brown, J. D. & Rodgers, T. S. (2002). *Doing Second Language Use*. Cambridge Centre. USA: Blackwell Ltd.

Damrongchai, N. (2013). Japanese Speaking Personnel Proficiency Deficiencies: A Case Study of Japanese Education in Thailand. *Journal of Language Teaching and Research*, *4*(2), 348-356. https://doi.org/10.4304/jltr.4.2.348-356.

Dewi, F. K. (2013). Penerapan Model Picture and Picture untuk Meningkatkan Keterampilan Menulis Deskripsi pada Siswa Kelas II SDN Bringin 02 Semarang. *S1 Thesis*. Semarang: Universitas Negeri Semarang.

Eitel, A., Scheiter, K., Schüler, A., Nyström, M., & Holmqvist, K. (2013). How A Picture Facilitates the Process of Learning from Text: Evidence for Scaffolding. *Learning and Instruction*, 28, *48*(63). www.elsevier.com/locate/learninstruc.

Eitel, A., & Scheiter, K. (2014). Picture or Text First? Explaining Sequence Effects When Learning with Pictures and Text. Educ. Psychol. Rev., *27*(1) 153–180. https://doi.org/10.1007/s10648-014-9264-4.

Fansury, A. H. & Januarty, R. (2017). Model Pembelajaran Picture and Picture dengan Media Games Android dalam Meningkatkan Kemampuan Kosa Kata Siswa Kelas VII SMPN 35 Makassar. *Jurnal Keguruan dan Ilmu Pendidikan*, 4(1), 73-85. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Model+pembelajaran+picture+and+picture+dengan+media+games+android+dalam+meningkatkan+kemampuan+kosa+kata+siswa+kelas+VII+SMPN+35+Makassar&btnG=.

Free Trade Agreement (FTA) Center, Direktorat Perundingan Bilateral Kementerian Perdagangan, Kementerian Perdagangan. (n.d.). *Indonesia – Japan Economic*

Partnership Agreement (IJEPA). https://ftacenter.kemendag.go.id/cfind/source/files/indonesia---japan-economic-partnership-agreement-ijepa1.pdf.

Hambali, I. M., Khasairi, M., Hanafi, Y., & Thoriquttyas, T. (2025). Improving Student's Virtue Character through the Perryso Dialogue Model. *Journal of Education and Learning* (EduLearn), *19*(3), 1262-1269. https://doi.org/10.11591/edulearn.v19i3.21695.

Horton, W. B. (2020). Shifting Communication: Language Learning during the Japanese Occupation of Indonesia. 秋田大学教育文化学部研究紀要　人文科学・社会科学部門 *75*, 11-19.

Huang, D-H., Chueh, H-E., Huang, H-T., Ho, H-F., & Kao, C-Y. (2021). Method of Information Technology Enhanced Japanese Vocabulary Learning and Evaluation. *International Journal of Emerging Technologies in Learning* (iJET), *16*(12), 233-245. https://online-journals.org/index.php/i-jet/article/view/22207/9403.

Indriani, C., Hidayat, S., & Astriani, M. (2025). Improving Learning Outcomes through Discovery Learning on the Human Respiratory System Material. *Journal of Education and Learning* (EduLearn), *19*(3), 1307-1316. https://doi.org/10.11591/edulearn.v19i3.20987.

Inoyatov, J. (2024). Typical Challenges in Learning Japanese: Insights and Practical Strategies for Teachers. *Linguistics and Linguodidactics*, *13*(3), 68-78. https://inscience.uz/index.php/foreign-linguistics. https://doi.org/10.47689/2181-3701-vol3-iss3/S-pp68-78.

Istarani. (2011). *Model Pembelajaran Inovatif*. Medan: CV. ISCOM.

Ji, X., Wang, H., & Ye, Z. (2025). Exploring Teacher Competency Indicators in Colleges and Universities in The Context of the Digital Age. *Journal of Education and Learning* (EduLearn), *19*(3), 1250-1261. https://doi.org/10.11591/edulearn.v19i3.22711.

Kartika, D., Amril, O., Immerry, T., Chasovy, A., & Pratama, A. J. (2023). LIKARI (Five Words in A Day) Application to Improve Vocabulary Mastery in Japanese Language Learning. *Journal for Lesson and Learning Studies*, *6*(3), 406-415. https://doi.org/10.23887/jlls.v6i3.68612.

Khasinah, S., Ningsih, Y. S., Mahara, M. (2023). Developing Beginning Reading Using Picture and Picture Learning Model. *Pionir: Jurnal Pendidikan*, *12*(3), 199-208.

Lubis, S. (2021). *Peningkatan Kemampuan Bahasa Inggris*. Medan: Universitas Sumatera Utara.

Rahmawati, K., Malaikosa, Y. M. L., & Sasomo, B. (2023). The Effect of Picture and Picture Learning Models Assisted by Learning Video Media on the Learning Results of Class III Students at SDN Babadan 1 Paron. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, *12*(2), 568-575. http://dx.doi.org/10.33578/jpfkip.v12i2.9688. https://primary.ejournal.unri.ac.id/index.php/JPFKIP.

Rusman, D. K. & Riana, C. (2011). *Pembelajaran Berbasis Teknoogi Informasi dan Komunikasi: Mengembangkan Profesi Guru*. Depok: Rajagrafindo Persada.

Sadirman, A. S., Rahardjo, R., Haryono, A., & Harjito. (2018). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatan*. Cetakan 14. Jakarta: Rajawali Press.

Sanada, S. (1993. *Shakai Gengogaku*. Japan: Bonjinsha. https://librarysearch.adelaide.edu.au/discovery/fulldisplay/alma9927771007301811/61ADELAIDE_INST:UOFA.

Setiyawan, H. (2021). Picture and Picture Learning Model Using Time Clock Media Materials in 3rd Class of Primary School. *Matematika dan Pembelajaran*, *9*(1), 73.

Sibarani, S. (2004). *Antropolinguistik: Antropologi Linguistik-linguistik Antropologi*. Medan: Poda. http://pustaka.minangkabau.unand.ac.id//index.php?p=show_detail&id=450.

Sambuichi, C. R. & Sambuichi, E. A. (2024). Japanese Language Teaching: Historical Milestones. *Educação & Realidade*, *49*, 1-19. http://dx.doi.org/10.1590/2175-6236136124vs02.

Suprapmanto, J. & Setiawati, L. (2023). Increasing Student Learning Activity with Using the Learning Model Picture and Picture in Class IV Rambay Kulon Elementary School. *ICEHoS 2022, ASSEHR 763*, pp. 438–444. https://doi.org/10.2991/978-2-38476-088-6_47.

Suprihatiningrum, J. (2014). *Strategi Pembelajaran Teori dan Aplikasinya*. Yogyakarta: Ar-Ruzz Media.

Sutanto, R. P., Matthew, S., & Yudani, H. D. (2024). The Design of Bunpou Ninja for Japanese Language Learning. *Mediacon 2024 International Conference Proceedings*, pp. 161-172. https://proceeding-mediacon.petra.ac.id/.

Syarifuddin. (2019). Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran IPS Mengunakan Model Pembelajaran Picture And Picture. *Southeast Asian Journal of Islamic Education*, *02*(01), 51-66. https://doi.org/10.21093/sajie.v2i1.1657.

Tarigan, H. G. (2007). *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Wahjuni, S. (2018). Model Pembelajaran Picture And Picture. *Jurnal Pendidikan: Riset & Konseptual*, 2(4), 431-435. http://journal.unublitar.ac.id/pendidikan/index.php/Riset_Konseptual.

Wardhani, D. P. & Arifin, Y. (2025). Code Switching & Code Mixing in Ritsuki's Vlog on Digital Media Tiktok: A Study of Sociolinguistics. *ESTEEM: Journal of English Study Program*, *8*(1), 201-205.

Wijayanti, A. A. R. & Poetranto, I. W. D. (2023). Peningkatan Kemampuan Berbicara Bahasa Jepang Mahasiswa Program Studi Pengelolaan Perhotelan dengan Model Problem Base Learning. *Jurnal Pendidikan Bahasa Jepang*, 9(3), 240-248. https://ejournal.undiksha.ac.id/index.php/JJPBJ/issue/view/2640.

Wilantari, N. P. A, Suara, I. M., & Putra, D. B. Kt. Ngr. S. (2016). Penerapan Model Pembelajaran Picture and Picture Berbantuan Media Flip Chart untuk Meningkatkan Perkembangan Kognitif Anak. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *4*(1), No Page Number. https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/7310.

Zai, D. & Waruwu, T. (2023). Penerapan Model Pembelajaran Picture and Picture untuk Meningkatkan Hasil Belajar IPA Kelas IX SMP Negeri 2 Tuhemberua. *Jurnal Review Pendidikan dan Pengajaran*, *6*(3), 201-212. http://journal.universitaspahlawan.ac.id/index.php/jrpp.