Implementation and Perceptions of Learning Reading, Writing, and Speaking Skills Through the *Saiwa* Method for Japanese Language Education Students

Athalia Agave Arneta Manuhutu
Study Programme of Japanese Language Education, Faculty of Cultural Science, Indonesia

Febi Ariani Saragih
Study Programme of Japanese Language Education, Faculty of Cultural Science, Indonesia

Address: Jl. Veteran, Lowokwaru, Malang 65145, East Java, Indonesia
Corresponding author: emiwk74@ub.ac.id

Abstract. This study aims to analyze the implementation and perceptions of applying the Saiwa method in learning Joukyuu dokkai 1 for Japanese Language Education students at Brawijaya University during the 2020/2021 academic year. The method used is descriptive qualitative using observation sheets (indirect observation) to collect learning documentation data and questionnaires to explore student responses. The results showed that the implementation of Joukyuu dokkai 1 learning through the Saiwa method gave good results. The responses from students to this learning were mostly positive, with the majority of respondents stating that the Saiwa method of learning Joukyuu dokkai 1, which involves reading, writing, and speaking skills, can be felt to be beneficial.This research is also beneficial for Japanese language instructors in teaching reading courses, as it encourages the use of engaging methods over conventional, monotonous ones, thereby making learning more meaningful.

Keywords: Japanese language, Joukyuu dokkai 1, Saiwa Method

INTRODUCTION

Japanese language skills depend on mastery of four basic skills: speaking, reading, listening, and writing. Among these skills, reading (dokkai) plays an important role in understanding and transferring knowledge.

At Brawijaya University, dokkai learning at the beginner (shoukyuu) to intermediate (chukyuu) levels still uses conventional methods that tend to be passive, so it does not encourage students to understand the reading in depth. At the advanced level (joukyuu), a more effective approach is needed, one of which is the *Saiwa* method, which is reading and retelling the contents of the text without looking at the reading.

This study aims to examine the application of the *Saiwa* method in the *Joukyuu dokkai 1* course and analyze students' responses to the method.

LITERATURE REVIEW

In research conducted by (Wijayadi et al., 2018) shows that there are four basic skills in language that must be mastered, namely speaking, reading, listening, and writing. With the use of technology and advances in science, learning methods are increasingly developing that integrate language skills more effectively. With innovation in learning methods, language learners can develop their language skills in a more holistic and integrated manner, so they are able to apply language in various communication contexts.

As an illustration, a series of lecture activities carried out during the learning process of reading comprehension (dokkai) from the initial level (shoukyuu) to intermediate (chukyuu) in the Japanese language education program at Brawijaya University, namely, students reading texts alternately/together, translating sentences in reading, answering questions to test students' understanding regarding the author's reading/intent and ends with the teacher checking again or discussing the mistakes that have occurred.

The results of the initial questionnaire for Japanese language education students for the 2020/2021 academic year, which was conducted in January 2023, show that learning dokkai at the initial (shoukyuu) to intermediate (chukyuu) levels using conventional methods causes students to become less interested in being actively involved in dokkai learning.

On the other hand, in learning dokkai at the advanced level (joukyuu), students are faced with more complex challenges. The joukyuu level is an integral part of the

curriculum designed to ensure that students have abilities and skills that are nearly on par with native Japanese speakers. In an effort to overcome challenges in learning, teachers at this educational institution apply a slightly different learning method from the method applied at the initial (shoukyuu) and intermedia.te (chukyuu) levels, namely by using the 「再話」 *Saiwa* method.

Saiwa is an individual act of reading a story/text and then re-explaining the contents of the story to others without referring directly to the reading text (卯城祐司, 2009). In this activity, individuals are expected to have an in-depth understanding of stories so that they are able to convey important information to partners/partners without relying on source texts. Research conducted by (河原 義朗 et al., 2015) examined the use of the *Saiwa* method in learning reading comprehension. The purpose of this research is to observe phenomena that actually occur in the learning process that applies the *Saiwa* method, and relate it to the level of students' understanding of Japanese language reading at the chukyuu (intermediate) level

The results of the study identified two types of pairs that appeared in learning. The first type, where one person, namely (A) takes on the role of speaking more while another person, namely (B) helps refine and ends by checking each other for differences in interpretation of the reading. The second type, namely taking turns, complement each other's interpretation of the reading (C and D). The learning method of reading using the *Saiwa* approach provides opportunities for students to be more active, take initiatives, and collaborate in improving mutual understanding through a process of retelling in pairs.

The study conducted by I.M.K. Wijayadi, I.W. Sadyana, and K.E.K. Adnyani, titled "Teaching Strategies in Shochukyu Dokkai Learning for Third Semester Students of the Japanese Language Education Program at UNDIKSHA," aimed to investigate the application of teaching strategies in the shochukyu dokkai course. The research findings indicate that the implemented strategy is a cooperative learning model of the peer lesson type. This is evidenced by each learning topic being directly presented by students (in groups) to other students through video presentations. This learning model is combined with a bottom-up strategy, which is clearly observed in the learning stages that begin with the most basic elements, such as the introduction of kanji characters, and progress to more

complex stages, such as drawing conclusions about the content of the discourse. Other research on the *Saiwa* method (前田宏美, 2019) has explored the effect of the *Saiwa* method on the reading comprehension of grade 3 junior high school students in English. The results in this study were in the experimental group, and it was clear that extrinsic motivation increased in all students

Previous studies have focused on the application of the *Saiwa* method, in which students, after reading the text, retell the text orally to each other without looking at the source text. However, this study aims to explore different implementations of the *Saiwa* method. The *Saiwa* method can be adapted in practice, according to other language skills such as writing, listening, and speaking, as well as the level of the learner's ability. This *Saiwa* method approach, according to (卯城祐司, 2009), can be varied to suit the context and level of the learner's ability. So, the implementation of the *Saiwa* method has a variety of learning models listed in the following table:

Table 1. Variation of learning models on the *Saiwa* method

No	Learning model
1	The teacher reads the text aloud; students understand the contents of the text and repeat it by saying it.
2	The learner reads the text (mentally or out loud) and then repeats the contents of the text by speaking.
3	The teacher reads the text aloud, the contents of the reading are arranged in the form of a mind map (by the teacher or students), and the students repeat the contents of the reading by saying.
4	The teacher reads the text aloud, the reading content is arranged in the form of a mind map (by the teacher or students), and students repeat the reading content in writing.
5	The learner reads the text (mentally or out loud), the contents of the reading are arranged in the form of a mind map (by students), and the learner repeats the contents of the text orally.
6	The learner reads the text (mentally or out loud), the contents of the reading are arranged in the form of a mind map (by students), and the learner repeats the contents of the text in writing.

This study will analyze the implementation of several learning models, specifically the 5th and 6th models used by teachers. The implementation of the model of the *Saiwa* method is as follows: Japanese language education students, after reading and understanding reading texts at the joukyuu (advanced) level, continue to restate reading texts in simpler Japanese. Next, they presented the results of this presentation in front of the class in pairs, using Japanese.

The 5th model focuses on speaking skills through presentations, while the 6th model focuses on writing skills. In addition, this study will also analyze student perceptions regarding the application of the *Saiwa* method in reading learning at the joukyuu level.

This research is expected to be of particular benefit to foreign language teachers, especially Japanese and Japanese language education students. First, for Japanese language teachers, this research can be a reference for applying various different methods of teaching reading comprehension (dokkai). Second, for students of Japanese language education, this research will provide an understanding of various methods of teaching reading comprehension (dokkai) and their benefits.

Implementation of the *Saiwa* Method in Learning *Joukyuu dokkai 1*

For the 2020 batch of students, the *joukyuu dokkai 1* course consists of three classes, namely classes A, B, and C, which are taught by one supporting lecturer. In this course, students carry out learning activities through reading and practicing questions taken from Minna no Nihongo's book. The implementation of *joukyuu dokkai 1* learning is as follows, learning materials based on available learning books. Students are asked to form groups (in pairs). Students, together with discussion groups outside of *joukyuu dokkai 1* learning hours, choose a theme and answer questions that are already available in the learning book. Each theme has three parts of the learning unit in the learning book, which consist of parts A (reading), B (practice questions), and C (discussion questions). Questions in Part C of the book aim to help students understand the reading more deeply (implied). Students are expected to be able to express their thoughts about the reading through presentations.

Each group will present part C, and each topic of reading will only be presented by one group. Groups that make presentations are required to send their presentations to the Google Classroom column, while other groups only need to send their discussion results for each reading topic to the same column..

RESEARCH METHODS

Research Methods and Data Analysis

This study used a qualitative method to describe the implementation of the *Saiwa* learning method and to analyze student perceptions regarding the application of the *Saiwa* method in learning to read at the joukyuu level.

In this study, the implementation of the *Saiwa* learning method was carried out using indirect observation techniques, namely by collecting all learning documentation containing information about planning and the learning process that had occurred.

Meanwhile, to examine student perceptions, a semi-open questionnaire is used, which will be distributed to students via Google Form. The results of indirect observation will be analyzed as support for the results of the student questionnaire.

Research Instruments and Data Sources

This research was conducted after the teacher completed the *joukyuu dokkai 1* lecture (reading comprehension advanced level 1) for one semester. The learning documentation collected includes the semester learning plan, learning mechanisms, student assignment results during learning, grades, and video recordings of student presentations.

The collected data is reduced and filtered using research instruments in the form of observation questions that are compiled based on the theories of experts. The purpose of this screening is to focus research on the suitability of learning documentation with existing theory. Observational question instruments are presented in the following table:

Table 2. Indirect Observation Questions

No	Questions	Archive suitability with expert theory
1	In implementing joukyuu dokkai 1 learning, how is the application of the "early stages" of learning arranged by the supporting lecturers?	(suitable/ not suitable)
2	In implementing joukyuu dokkai 1 learning, how is the implementation of the "core stages" of learning arranged by the supporting lecturers?	(suitable/ not suitable)
3	In implementing joukyuu dokkai 1 learning, how is the implementation of the "final stages" of learning arranged by the supporting lecturers?	(suitable/ not suitable)
4	In the implementation of learning joukyuu dokkai 1, how is the implementation of the "preparatory stages" of writing skills arranged by the supporting lecturers?	(suitable/ not suitable)
5	In the implementation of learning joukyuu dokkai 1, how is the implementation of the "writing stages" of writing skills arranged by the supporting lecturers?	(suitable/ not suitable)
6.	In the implementation of learning joukyuu dokkai 1, how is the implementation of the "post-writing stages" of writing skills compiled by the supporting lecturers?	(suitable/ not suitable)
7.	In the implementation of learning joukyuu dokkai 1, how is the application of the stages of presentation skills taught by the supervising lecturer?	(suitable/ not suitable)
8.	How is the application of the Saiwa model in learning joukyuu dokkai 1 compiled by the supporting lecturer?	(suitable/ not suitable)
9.	How is the application of the Saiwa method in learning joukyuu dokkai 1 arranged by the supporting lecturer?	(suitable/ not suitable)
10.	What learning objectives have been achieved using the Saiwa learning method?	(suitable/ not suitable)

The questionnaire that will be given to students consists of a number of theories from experts selected by the researcher. This questionnaire was compiled in the form of a statement with the aim of getting responses from students who had attended the lesson. The following is a table of questionnaire statements:

Table 3. Questionnaire Statement

No	Statement
1	Reading on joukyuu dokkai 1 improved my reading performance.
2	I feel that I have become an active reader because, for the most part or as a whole, I have been able to understand the relationships between the paragraphs I read.
3	I feel that I have become an active reader because, for the most part or as a whole, I have been able to understand the meaning of the sentence.
4	I feel I have become an active reader because, most of the time, I am able to summarize the contents of the reading.
5	I feel that my ability and insight in Japanese are increased by paraphrasing readings.
6.	I feel that my writing ability is developing because I am able to paraphrase reading content using my own language style while learning joukyuu dokkai 1.
7.	Through the presentation activities at joukyuu dokkai, I feel that my public speaking skills, especially in Japanese, have become more honed.
8.	Through the presentation activities at joukyuu dokka 1, I felt inspired and gained new knowledge from the presenters.
9.	In discussion activities together in class, I can compare my own reading comprehension and my friends' reading comprehension. This makes it easier for me to understand the text.

RESULTS AND DISCUSSION

Questionnaire Results

Following are the total results of the answers from the questionnaire filled out by Japanese Language Education students who have participated in *joukyuu dokkai 1* learning:

Table 4. Student Perceptions of the *Saiwa* Learning Method.

No	Statement	Yes	No
1.	Reading on joukyuu dokkai 1 improved my reading performance.	100%	0%
2.	I feel that I have become an active reader because, for the most part or as a whole, I have been able to understand the relationships between the paragraphs I read.	36.7%	63.3%
3.	I feel that I have become an active reader because, for the most part or as a whole, I have been able to understand the relationships between the paragraphs I read.	36.7%	63.3%
4.	I feel I have become an active reader because, most of the time, I am able to summarize the contents of the reading.	53.1%	46.9%
5.	I feel that my ability and insight in Japanese are increased by paraphrasing readings.	59.2%	40.8%
6.	I feel that my writing ability is developing because I am able to paraphrase reading content using my own language style while learning joukyuu dokkai 1.	51%	49%
7.	Through the presentation activities at joukyuu dokkai, I feel that my public speaking skills, especially in Japanese, have become more honed.	53.1%	46.9%
8.	Through the presentation activities at joukyuu dokka 1, I felt inspired and gained new knowledge from the presenters.	71.4%	28,6%
9.	In discussion activities together in class, I can compare my own reading comprehension and my friends' reading comprehension. This makes it easier for me to understand the text.	63.3%	36.7%

Based on table 1 a comparison was made between the number of "agree" and "disagree" responses from the respondents to identify the majority of the answers to each statement. The results indicated that out of a total of 9 statements submitted, there were 7 statements that received "agree" responses from respondents, while the other 2 statements received "disagree" responses from respondents. Indirect observation results refer to data obtained through observation of certain learning activities or processes but do not involve direct interaction with research subjects. This method may include gathering information from documentation, video recordings, or written notes.

In the context of this study, the results of indirect observations refer to data obtained from documentation, video presentations, or notes related to the implementation of *Joukyuu dokkai 1* learning. These data provide an overview of how the learning process is carried out, how the stages are implemented, and how students are involved in the process. With a combination of data from indirect observation and responses from questionnaires, this research can provide a more comprehensive understanding of the application of the *Saiwa* method in learning *Joukyuu dokkai 1* and its impact on students.

Indirect Observation Results

1. Implementation of Reading, Writing and Speaking Skills in *Joukyuu dokkai 1* Learning at Brawijaya University

Based on the results of observing the documentation, it can be understood that the teacher has developed a learning mechanism for *joukyuu dokkai 1* so that there is "appropriateness". The results of these observations are in the following table:

Table 5. Indirect Observation Results

Questions	Archive suitability with expert theory
In implementing joukyuu dokkai 1 learning, how is the application of the "early stages" of learning arranged by the supporting lecturers?	Suitable

In the learning mechanism that is implemented, students fulfill the first step indicator by reading the discourse or text first before learning begins. This step aims to predict the structure, content, and meaning of Mimaki Yoko's reading (Sudjianto, 2010). The teacher is able to arrange the sequence of learning activities; namely, first, students are directed to read the discourse or text, which helps them understand the reading content to be discussed. Furthermore, as part of the preparation, students must answer questions related to reading. In the next stage, showing the suitability of the core learning stages prepared by the supporting lecturers has fulfilled the question indicators on observation sheet number 2.This differs from I Wayan Swadana's research, which tends to provide bottom-up learning instruction by analyzing the smallest components of sentence construction, namely kanji characters, before progressing to the overall content. This approach is common in basic-level learning..

Table 6. Indirect Observation Results

Questions	Archive suitability with expert theory
In implementing joukyuu dokkai 1 learning, how is the implementation of the "core stages" of learning arranged by the supporting lecturers?	Suitable

In learning *joukyuu dokkai 1*, the core stages are seen in the learning mechanism points that describe the presentation of part C of the book Minna no Nihongo Chukyuu II. This presentation activity serves to measure students' ability to understand reading by

involving questions implied in Part C. Students are asked to express their opinions about reading.

This activity helps students hone their reading skills and improve their understanding of Japanese. The results of the presentation reflect students' understanding of reading. This activity aligns with Mimaki Yoko's explanation (Sudjianto, 2010) that at this stage, teachers have the authority to assess comprehension of reading content, including the results of completed assignments. In the next stage, it shows that there is no suitability for the final stages of learning arranged by the supporting lecturer, so that it cannot meet the question indicators on observation sheet number 3.

Table 7. Indirect Observation Results

Questions	Archive suitability with expert theory
In implementing joukyuu dokkai 1 learning, how is the implementation of the "final stages" of learning arranged by the supporting lecturers?	Not suitble

In learning *joukyuu dokkai 1*, there has not been any documentation of oral questions or explicit discussions that can meet the indicators on observation sheet number 3. However, in terms of examining assignment results, supporting lecturers routinely provide assessments of assignment results submitted through Google Classroom by students. In contrast, the research by Yoshiro Ogawara, Naoyuki Kitani, and Tomoko Kumagai involves observation during this session, focusing on analyzing how students process reading comprehension in pairs..

Examination of the results of the task in question involves giving verbal feedback from the teacher to students; this has not been seen in the learning documentation. Even so, it is important to understand that even though it is not exposed in the document, this activity is still carried out by the supporting lecturers in class interactions. Lecturers are responsible for creating a supportive learning environment, providing guidance and feedback, and facilitating interaction and discussion among students. In research conducted by I Wayan Swadana, Hiromi Maeda, and Yoshihiro Ogawara, the feedback provided by teachers on student activities was not explained..

In the next step, the indicator for question number 4, namely the application of the preparatory stage in writing skills, has been fulfilled properly.

Table 8. Indirect Observation Results

Questions	Archive suitability with expert theory
In the implementation of learning joukyuu dokkai 1, how is the implementation of the "preparatory stages" of writing skills arranged by the supporting lecturers?	(Suitable/ Not suitable)

In learning *Joukyuu dokkai 1*, the stages of selecting topics and writing materials are part of the learning mechanism. At this stage, each group of students presented part C of the reading, with one group (pair) presenting the topic. The next step is to consider the structure of the writing and the target audience. Instructions in the learning mechanism indicate that presentations will be made in class, so students need to design writing structures that can be understood by classmates. The lecturer helps with this process by providing a vocabulary table that contains important words in the reading. Students are asked to look for equivalent words or simpler descriptions in Japanese.

The activities of identifying relevant materials and preparing writing ideas are well regulated in the discussion in Section C of the learning book. Even though the level of difficulty in reading Japanese is quite high, the lecturer uses vocabulary tables as an auxiliary strategy for composing writing. The documentation shows that the preparation for writing in *Joukyuu dokkai 1* learning is clearly structured, and vocabulary tables help students organize writing ideas. In the Joukyuu Dokkai 1 course, a flipped classroom approach is implemented, where certain components of learning are conducted outside the traditional classroom setting. This differs from three previous studies, where all learning processes were conducted within the classroom using different procedures..

At the stage of the indicator question number 5, regarding the stages of writing, they have been fulfilled properly.

Table 9. Indirect Observation Results

Questions	Archive suitability with expert theory
In the implementation of learning joukyuu dokkai 1, how is the implementation of the "writing stages" of writing skills arranged by the supporting lecturers?	Suitable

In the *joukyuu dokkai 1* learning process, there is documentation that describes the stages of writing that were successfully implemented through the teacher's strategy. The approach used is to ask students to present the results of the discussion in a simpler

Japanese style and present them in front of the class. Apart from that, there is also a vocabulary table that contains important words in the reading and invites students to look for equivalent words or make easier descriptions in Japanese. This table serves as a tool for students to improve their mastery of the Japanese language and to re-process their reading through discussion and simplification of vocabulary, as reflected in the assignments that have been submitted. The three previous studies did not utilize simplified Japanese language in reading comprehension activities.

The indicator question number 6, which asks about the application of the final stage in writing skills, cannot be fulfilled.

Table 10. Indirect Observation Results

Questions	Archive suitability with expert theory
In the implementation of learning joukyuu dokkai 1, how is the implementation of the "post-writing stages" of writing skills compiled by the supporting lecturers?	Not suitable

In the context of learning *joukyuu dokkai 1*, there is no documentation or notes regarding the final stage of the writing process. The inclusion of information regarding this final stage will help the researcher verify that this step has been implemented in the learning process. However, considering the time constraints faced by the supervising lecturer, if there is a need to make written corrections, the inspection process is carried out during the learning hours. This also aligns with the research by Hiromi Maeda and Yoshihiro Ogawara, who did not provide detailed explanations of the process from the initial manuscript to the *Saiwa* session, as their focus was on the *Saiwa* performance.

In indicator question number 7, through documentation in the form of three student presentation videos, it is known that the indicators regarding the stages of the presentation have been fulfilled properly.

Table 11. Indirect Observation Results

Questions	Archive suitability with expert theory
In the implementation of learning joukyuu dokkai 1, how is the application of the stages of presentation skills taught by the supervising lecturer?	Suitable

The presentation stages were evaluated through an analysis of three video presentations in *joukyuu dokkai 1* learning. The videos recorded the presentations of three

groups of students with different reading themes. With an average duration of 5-8 minutes per video, all stages of the presentation seemed well implemented by each group. However, there were differences in presentation practices and written results between the groups. For example, groups of students R1 and R2 showed a structured slide show, and important information was conveyed well without the impression of reading the slides directly. Their explanation improvisation succeeded in making the presentation interesting and interactive, inviting the audience's interest, and making it easier for the audience to remember the reading. Meanwhile, groups R3 and R4 also presented slides with important points, provided explanations without the impression of reading directly, and used visuals such as pictures to clarify presentation material. This shows that students are quite capable of implementing the presentation stages well, but there are variations in the presentation and writing results between them.

This stage differs from the learning process in I Wayan Swadana's research, where students viewed *Saiwa* performances through videos. In contrast, this study involves students observing live *Saiwa* performances in front of the class.

2. Implementation of the *Saiwa* Model and Method in *Joukyuu dokkai 1* Learning at Brawijaya University

In indicator question number 8, through the learning documentation, it is known that the indicators regarding the *Saiwa* model have been fulfilled properly.

Table 12. Indirect Observation Results

Questions	Archive suitability with expert theory
How is the application of the saiwa model in learning joukyuu dokkai 1 compiled by the supporting lecturer?	Suitable

As explained in the introduction, the application of models to learning *Joukyuu dokkai 1* focuses on the 5th and 6th models. The main focus is to provide opportunities for students to develop reading, writing, and speaking skills in the learning process. The 5th model focuses on speaking skills through presentations, while the 6th model focuses on writing skills through discussion results or presentation writing. These two models help students understand the material and improve their Japanese language skills, as well as understand the contents of the reading. Although in Table 1 in the introductory section,

it is stated that the content of the reading is arranged in the form of a mind map or concept map, in practice, students are asked to make presentations. This is done because the presentation provides benefits by explaining the contents of the reading systematically and thoroughly.

Overall, the findings of this research differ from the three previous studies because its objective is to integrate the processes of reading, writing, and speaking, whereas the earlier studies focused solely on reading and speaking. In indicator question number 9, through the learning documentation, it is known that the indicators regarding the *Saiwa* method have been fulfilled properly.

Table 13. Indirect Observation Results

Questions	Archive suitability with expert theory
How is the application of the Saiwa method in learning joukyuu dokkai 1 arranged by the supporting lecturer?	Suitable

Implementation of the method begins with an individual reading assignment, followed by retelling the reading in pairs and questions and answers to ensure understanding of the content. The *Joukyuu dokkai 1* documentation confirms that individual reading activities have taken place. The written mechanism shows that groups in pairs work on all parts of the book (A, B, and C) on each reading theme.

From the documentation, it is clear that students do individual reading according to the written mechanism, in which they form pairs and complete all parts of the book (A, B, and C) on each reading theme. Retell reading activities in pairs through presentations in class. Three presentation videos and a documented PowerPoint in Google Classroom. This presentation is reinforced with visuals such as pictures and props, making it easier for students to convey the contents of the reading thoroughly and interestingly.

Through presentations, students develop reading comprehension and speaking skills. This is in accordance with the goal of the *Saiwa* method, which is to improve the ability to speak Japanese. Question and answer activities to confirm understanding of the contents have not been documented in detail. However, the results of student assignments, both written and oral, are discussed in class. This discussion provides an opportunity for students to clarify their understanding and correct mistakes. Even though questions and

answers are not clearly documented, discussing assignments with lecturers provides a forum for students to get feedback and ensure their understanding.

This research focuses on how students engage in reading, summarizing, and speaking activities without examining the *Saiwa* models used by students. Therefore, it differs from Yoshihiro Ogawara's research, which identified two types of *Saiwa*: one where one person plays a more dominant role and another where two people complement each other.

3. Application of the *Saiwa* Method in *Joukyuu dokkai 1* Learning at Brawijaya University with Learning Objectives.

In indicator question number 10, through the learning documentation, it is known that the indicators regarding the learning objectives have been fulfilled properly.

Table 14. Indirect Observation Results

Questions	Archive suitability with expert theory
What learning objectives have been achieved using the Saiwa learning method?	Suitable

The objectives of dokkai learning at the joukyuu 1 level have been stated in the Semester Learning Plan (RPS) prepared by the supporting lecturers. Some of these learning objectives are:

a) Improving students' ability to understand the contents of the reading in detail;

b) Train students to rewrite reading material using simpler Japanese.

c) Develop students' ability to retell reading material using simpler Japanese.

The results of the study based on the three learning objectives that had been prepared by the lecturers showed that the two learning objectives of *joukyuu dokkai 1* were successfully achieved, namely, the first objective, students were trained to rewrite reading material using simpler Japanese, and the second objective, students' ability to convey repeating reading material using simpler Japanese, has also developed. Thus, it can be seen that the use of the *Saiwa* learning method has a good impact on improving students' ability to understand reading content as well as their ability to speak and write in simpler Japanese. This study is structured to align with the learning objectives of the Japanese Language Education Program's course. It is unclear whether previous research was carried out based on the PS Course Learning Outcome objectives or not.

CONCLUSION

It can be concluded that the lecturer has made several adjustments in the application of the *Saiwa* method in accordance with the lecture conditions and student abilities, showing flexibility in dealing with challenges that arise during learning. However, there are weaknesses in the application of the *Saiwa* method in the *Joukyuu dokkai 1* class, namely the implementation of reading activities with partners outside of class hours. This resulted in the lecturer not being able to observe directly the extent of students' reading abilities. These limitations can affect individual evaluation and monitoring of student development in depth. For future instructional improvements, instructors might consider assigning group tasks to be completed outside the classroom. Additionally, during the *Saiwa* process, to minimize passive participation, instructors could implement guidelines ensuring equal speaking opportunities for all students.

The flipped classroom approach, where students engage in learning activities outside the classroom, presents a limitation in this study by restricting the ability to collect data on students' processes in understanding readings and practicing *Saiwa*. To address this, instructors can develop student worksheets that enable learners to document their learning activities.

Meanwhile, this study also collected students' responses to learning *joukyuu dokkai 1*, and the results showed the majority of positive responses to the application of writing skills in the form of paraphase, speaking skills through presentations, and the application of the *Saiwa* method. This research aims to contribute to foreign language learning processes, particularly at the advanced level, by transforming conventional methods and integrating the three language skills simultaneously. This approach represents a significant departure from earlier studies that focused solely on speaking skills (*Saiwa*).

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