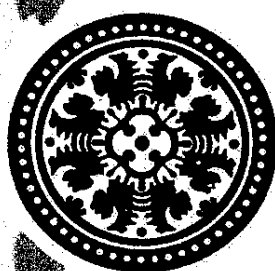


INTERNATIONAL SEMINAR
ON
EVALUATION AND ASSESMENT
IN JAPANESE LANGUAGE EDUCATION

日本語教育における評価

予稿集
PROCEEDING



AUGUST 21-22, 2015

UDAYANA UNIVERSITY PRESS

ISBN 978-602-294-067-8

DAFTAR ISI

Kata Sambutan Ketua ASPBJI	i
Kata Sambutan Direktur JF Jakarta	iv
Daftar Isi	ix

PEMAKALAH UTAMA

日本語教育における評価	1
Ito Sukero	

PEMAKALAH UNDANGAN DAN PEMAKALAH PENDAMPING

EFEKTIVITAS METODE <i>ROLE PLAY</i> DENGAN SISTEM PENILAIAN <i>PEER-ASSESSMENT</i> DALAM MENINGKATKAN KEMAMPUAN BERBICARA PEMBELAJAR SEMESTER DUA PROGRAM STUDI SASTRA JEPANG STIBA SARASWATI DENPASAR.....	9
A.A.Ayu Dian Andriyani, Komang Dian Puspita Candra, Ni Wayan Meidar'ani, dan Sahidin	
KEGIATAN MENULIS BLOG BAHASA JEPANG (PENERAPAN EVALUASI DIRI PEMBELAJAR DENGAN MENGGUNAKAN PORTFOLIO)	27
Arianty Visiaty	
TAHAP AWAL IDENTIFIKASI KESULITAN MENYIMAK BAHASA JEPANG DENGAN PENYUSUNAN TES DIAGNOSTIK	41
Desak Made Sri Mardani	
MODEL PENILAIAN OTENTIK DALAM PEMBELAJARAN <i>SAKUBUN</i> DAN <i>DOKKAI</i> DI UNIVERSITAS BUNG HATTA	58
Dewi Kania Izmayanti dan Irma	
母語と目標言語の同異点に基づいた使役文の指導提案	75
Diess Alwi Tutiarta	

ANALISA VALIDITAS TAMPANG DAN VALIDITAS ISI TES MENYIMAK BUKU ATAN GURU - STUDI KASUS UTS <i>CHOUKAI</i> 4 DI UNIVERSITAS NEGERI JAKARTA –	87
Dwi Astuti Retno Lestari	
EVALUASI DAN ASSESMENT DALAM MATA KULIAH <i>GAKUSHUU HYOUKA</i>	103
Dyah Prasetiani	
<i>GRAMMAR COMPREHENSION-BASED COMMUNICATION PRACTICE THROUGH SOCIOLINGUISTIC APPROACH</i>	117
Ely Triasih Rahayu	
PENILAIAN HASIL BELAJAR DALAM PENDIDIKAN BAHASA JEPANG DI SMA SESUAI KURIKULUM 2013	127
Evi Lusiana dan Hatta Naomi	
METODE PENGUKURAN PERSEPSI BUNYI BAHASA JEPANG OLEH PEMBELAJAR INDONESIA	143
Franky R. Najoran dan Yasuhiko Sukegawa	
PENGARUH PENILAIAN AUTENTIK TERHADAP HASIL BELAJAR MEMBACA DAN MENULIS BAHASA JEPANG MAHASISWA SEMESTER 1 TAHUN AKADEMIK 2014/2015 JURUSAN BAHASA JEPANG UNJ	156
Frida Philiyanti	
<i>PROBLEM IDENTIFICATION IN CHOUKAI/LISTENING</i>	170
Hartati	
<i>THE CORRELATION BETWEEN LEVEL OF VOCABULARY MASTERY AND STUDENTS' JAPANESE READING SKILLS IN HYOUKI AND DOKKAI SUBJECT</i>	179
Haryono	
日本語能力試験と J F 日本語教育スタンダード	195
Hatta Naomi	

PERINGKAT KESALAHAN PADA NASKAH PIDATO MAHASISWA SEMESTER VI PROGRAM STUDI SASTRA JEPANG UNIVERSITAS UDAYANA TAHUN AJARAN 2014/2015	204
I Gede Ocinada	
PENELITIAN TINDAKAN KELAS MODEL <i>KEMMIS</i> DAN <i>MCTAGGART</i> PADA MATA KULIAH <i>NIHON BUNGA KU NYUUMON</i>.....	218
Ida Ayu Laksmi Sari dan Ni Luh Putu Ari Sulatri	
EVALUASI PEMBELAJARAN <i>DOKKAI 2</i>: STUDI KASUS PADA PROGRAM STUDI S1 SASTRA JEPANG UNSOED	232
Idah Hamidah	
PENILAIAN HASIL PEMBELAJARAN MODEL PEMBELAJARAN <i>ROLE PLAYING</i> PADA MATA KULIAH <i>KAIWA I</i>	242
Imelda Indah Lestari dan Rina Yuniastuti	
ANALISIS PENGGUNAAN HURUF <i>KANA</i> OLEH MAHASISWA BAHASA JEPANG PROGRAM STUDI SASTRA JEPANG UNIVERSITAS HASANUDDIN	253
Imelda	
RESPON PUJIAN OLEH PEMBELAJAR BAHASA JEPANG	266
Ismatul Khasanah dan Adityo Bagus Prabowo	
EKSPERIMEN EVALUASI DALAM MATA KULIAH <i>NIHONGO KYOGUKAIHATSU</i> –MERUJUK PADA MODEL BELAJAR DAN EVALUASI BERDASARKAN KECAKAPAN ABAD 21-	279
Joko Prasetyo dan Michiyo Takasaki	
STRATEGI PENILAIAN DALAM PEMBELAJARAN MATA KULIAH SINTAKSIS DI JURUSAN SASTRA JEPANG DI UNIVERSITAS ANDALAS	294
Lady Diana Yusri dan Dini Maulia	
<i>PERFORMANCE ASSESSMENT IN INTERMEDIATE JAPANESE READING</i>	305
Lea Santiar	

日本語学習における話す能力の評価方法	322
Lispridona Diner	
KEMAMPUAN MENULIS MAHASISWA DEPARTEMEN SASTRA JEPANG SEMESTER II MELALUI MODEL PEMBELAJARAN PICTURE AND PICTURE	335
Mhd. Pujiono	
ANALISIS ALIR NADA DAN POLA AKSEN PEMBELAJAR BAHASA JEPANG DI KOTA MEDAN	347
Mintarsih	
EVALUASI DAN ASESMEN DALAM UJIAN TENGAH SEMESTER TATA BAHASA IV TAHUN AKADEMIK 2014-2015 PADA MAHASISWA SEMESTER IV ANGKATAN 2013 PROGRAM STUDI SASTRA JEPANG UNIVERSITAS BRAWIJAYA	366
Nadya Inda Syartanti	
APLIKASI DAN EVALUASI POLA KALIMAT BAHASA JEPANG PADA MATA KULIAH <i>JOUKYUU DOKKAI</i> MELALUI POLA BULAN SABIT	382
Ngurah Indra Pradhana	
<i>PEER CORRECTION</i> SEBAGAI <i>FEEDBACK</i> DALAM ASESMEN PEMBELAJARAN <i>SAKUBUN</i>	394
Ni Made Wiriani dan Ni Luh Kade Yuliani Giri	
EVALUASI PENGUASAAN KOSAKATA MAHASISWA DENGAN TEKNIK <i>DOUBLE EVALUATION</i>	402
Ni Putu Luhur Wedayanti dan Silvia Damayanti	
日本語学習者の動機付け研究 ーインドネシア人とアメリカ人の日本語学習者を対象としてー	414
Ni Wayan Prilyasinta dan Sakamoto Tadashi	
日本語とインドネシア語のあいづちの使用に関する対照研究 ー形式と機能をめぐってー	429
Okie Dita Apriyanto	

日本語とインドネシア語における「引用」 —友人同士の会話を事例とした対照研究の試み—	444
Pika Yestia Ginanjar	
<i>EVALUATING AND ASSESSMENT BASE ON SOFTSKILLS IN TSUYAKU COURSE</i>	459
(TIDAK DIPRESENTASIKAN)	
Rahtu Nila Sepni	
BENTUK DAN TES KEMAMPUAN MEMBACA DALAM BAHASA JEPANG	474
Renny Anggraeny	
PELAFALAN BUNYI PANJANG BAHASA JEPANG PADA MAHASISWA, PENGAJAR DAN PENUTUR ASLI BAHASA JEPANG PROGRAM STUDI PENDIDIKAN BAHASA JEPANG UNIVERSITAS BRAWIJAYA	488
Rike Febriyanti dan Sri Aju Indrowaty	
<i>INTERPRETING FOR TOURISM AS A WAY TO IMPROVE JAPANESE SPEAKING EVALUATION AND ASSESSMENT STUDY</i>	503
Rita Susanti	
HUBUNGAN KONSTITUEN PENGISI SUBJEK, OBJEK, KETERANGAN, MODIFIER, DAN QUALIFIER: SEBUAH KAJIAN TEORITIS TERHADAP POLA SISTEM KALIMAT BAHASA JEPANG	517
Roni	
新しい日本語会話能力テストの研究と開発	531
Sakamoto Tadashi dan Ito Sukero	
PENINGKATAN PENGUASAAN KANJI DENGAN <i>CHOKUSETSU SUTORATEJI</i>	543
Sherly Ferro Lensun	
PENILAIAN PEMBELAJARAN <i>CHOKAI</i> PADA MATA KULIAH <i>CHODOKKAI</i>	560
Silvia Nurhayati	

KORELASI KEMAMPUAN MAHASISWA TINGKAT II MENJAWAB SOAL ESAI BERBASIS PENILAIAN BERPIKIR ANALITIS KREATIF DENGAN KEMAMPUAN MENYUSUN RPP BAHASA JEPANG BER-PENDEKATAN SAINTIFIK PADA MATA KULIAH <i>NIHONGO JUGYO KEIKAKU</i> SEMESTER GENAP TAHUN AKADEMIK 2014/2015 DI PRODI PENDIDIKAN BAHASA JEPANG FSB UNESA	573
(TIDAK DIPRESENTASIKAN)	
Siti Muharami Malayu dan Yuddi Adrian Muliadi	
 学習者自己評価による日本語の書く能力	 590
Susi Widiyanti	
 非母語話者教師のための Can-do ベースの e ラーニング日本語コースの 貢献と展望—その形成的評価、コース評価の分析から—	 600
Takasaki Michiyo	
 PRAKTIK PENILAIAN PARTISIPASIF PEMELAJAR UNTUK MEMAJUKAN PEMBELAJARAN MANDIRI - STUDI KASUS YANG DILIHAT PADA KURSUS YANG DISELENGGARAKAN THE JAPAN FOUNDATION JAKARTA -	 614
Tetrianasawitri dan Tomoko Nihei	
 TELAAH BUTIR SOAL KANJI CUP 2015 LEVEL DASAR DI SURABAYA	 632
Urip Zaenal Fanani	
 RUBRIK UNTUK PENILAIAN KEMAMPUAN BERBICARA BAHASA JEPANG PADA PROSES PEMBELAJARAN KOLABORATIF —PENILAIAN INDIVIDU DAN PENILAIAN KOLEKTIF—	 645
Vera Yulianti	
 「Town Innovation Project」という課題解決型学習での 21 世紀型 スキル評価の適用	 657
Yuni Susanto	
 PENERAPAN <i>PEER EVALUATION</i> PADA MATA KULIAH MENULIS BAHASA JEPANG	 672
Yuniarsih dan Nur Saadah Fitri Asih	

Pengenalan <i>YOUYAKU</i> Untuk Mengukur Kemampuan Mahasiswa dalam Membaca Tingkat Menengah (Kasusu di UNNES).....	686
Yuyun Rosliyah	

GRAMMAR COMPREHENSION-BASED COMMUNICATION PRACTICE THROUGH SOCIOLINGUISTIC APPROACH

Dr. Ely Triasih Rahayu, S.S., M.Hum¹
Universitas Jenderal Soedirman
hikarinihongo@gmail.com

Abstract

This research starts from the standpoint that the purpose of language teaching is to enable students to speak and perform transactional communication. In transactional communication, speakers understand their position during communication process. Grammar comprehension is then needed by language learners when they start practicing communication. As language teaching develops, stages on communication practice should be in line with the real condition so that students produce an sich/actual utterances. Regarding to this, it is necessary to conduct a research on grammar comprehension by applying sociolinguistic approach. It expectedly enables students to apply grammar in transactional communication. This descriptive research tried to analyze how students applied the grammar taught during their transactional communication. The grammar comprehension in this research was conducted by applying sociolinguistic approach considering social factor. The research instruments are tests as the parameter given to the students to obtain answers as well as to gather the relevant data. The sample of the research involved the 6th semester students of Japanese Study Program of Jenderal Soedirman University. The results show that sociolinguistics approach is beneficial for students to comprehend grammar which results in their competence to perform transactional communication practice.

Key words: *Communication practice, Grammar, Sociolinguistics*

INTRODUCTION

Second language acquisition is taught in various methods of learning involving teachers and learners to interact in learning processes. The approach to second language learning is conducted in many ways, such as with communication-based approach, language skills, and interaction. This approach is conducted by organizing syllabus, teacher's roles upon learners, language teaching techniques, the use of materials and various learning media.

The purpose of second language learning leads to the communicative competence. Having various teaching techniques, Lecturer conducts

¹Dr. Ely Triasih Rahayu, S.S., M.Hum, a lecturer of Japanese Literature Study Program of Jenderal Soedirman University.

communication practice as the implementation of grammar understanding they have learned before. The following is an example of Japanese language teaching through communication practice based on grammar understanding.

1) 先生 : これは何ですか。(先生は本を学生に見せてあげます。)

学生 : それは本です。

Communication practice on above verbal interaction is an example of *artisial* dialogue. *Artisial* dialogue is a dialogue created from the teacher's questions in obtaining answers from the students. The communication practice with this *artisial* dialogue patterns teaches students to answer lecturer's questions through grammar understanding (above example is word pattern understanding of demonstrative pronoun and noun).

In many situations of communication practice, the lecturer should enable the students to improve their speaking competence based on the grammar that has been learned before. In this study, the researcher would like to analyze students' communicative competence of Japanese Literature Study Program of Jenderal Soedirman University in verbal interaction or communication practice between lecturer and students as well as between students and the other students. Communication practice may be conducted through sociolinguistic approach. Sociolinguistic approach is conducted in order that the use of grammar in communication practice is in accordance with the social background of the speech actors. Students are situated in corresponding position to the expressed language. When language is expressed in accordance with the social factors, it may help students in applying the grammar. The data that will be analyzed is the *keigo* teaching. The reason why the topic is *keigo* is that *keigo* structure understanding can not be separated from the speakers' social factors. The teaching of *keigo* patterns may not be conducted by introducing the patterns only, such as the patterns of お+Verb 連用形+なります, but in contrast, *when*, *where*, *who* may greatly determine the choice of *keigo* patterns.

MATERIALS AND METHODS

The data of this research were in the forms of interactive verbal dialogues in the communication practice. To distinguish the background of social factors, the dialogues are not only conducted between students and the other students but also between students and lecturer. The understanding upon the use of *keigo* expressions was also conducted by distinguishing those who became the topic of conversation. This is a descriptive qualitative research since the results of this study are in the forms of narrative description. The data were obtained from the classroom learning setting through a method of listening while speaking. The researcher listened to the dialogues between students and the other students but in certain situations the researcher also involved in the conversation. The data were recorded and at the same time were also analyzed. Evaluation was undertaken by giving written questions including the communicators' social factors.

BUNPOU

Bunpou (grammar) is a basic course, meaning that students should understand the grammar before composing words to make sentences. When written in *kanji*, *Bunpou* consists of *kanji* 文 'sentence' (*bun*) and *kanji* 法 (*poo*) 'a way' may be defined into *bun o tsukuru houhou* or how to make sentences (Machida, 2002). According to Kodama and Kida, *Bunpou to wa arugengo ni oite, tadashii bun o tsukuru sai ni kyoyuu sarete iru ruuru desu* (2014:3), '*Bunpou* is the rules in making correct sentences in a language'. In the followings, sentence may be distinguished whether it is correct or not based on its grammar.

- 1) このかばんは先生のです。
- 2) このはかばんの先生です。

Two examples of above sentences show the use of demonstrative pronoun of "*kono*". The use of this demonstrative pronoun may not stand alone, but it must be followed by a noun. In sentence number 1), the demonstrative pronoun of *kono* is followed by the word *kaban* 'bag'. In the sentence of *Kono kaban* 'this bag', it serves as a subject. While in sentence number 2) the word *kono* is immediately followed by the subject marker of *wa* that the pattern is obviously incorrect since *kono* stands alone without being followed by a noun. Besides, the order of the

word *kaban* and *sensei* linked by a possessive marker of *no*, is also inappropriate since in Japanese the valid order is MD (Explaining-Explained). The correct order is *sensei no kaban*.

The use of incorrect *bunpou* can make the contents of the sentence not well understood, such as the sentence number 2) above. The message to deliver from a sentence with inappropriate grammar is not well accepted. There are three essential elements to produce a sentence with the appropriate grammar. Those three elements can be seen in the following chart:

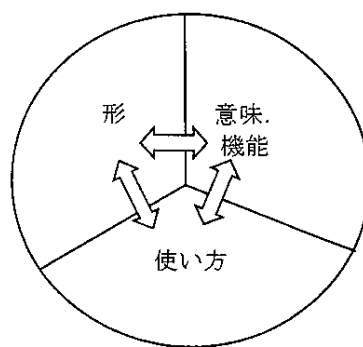


Chart I: Three Elements of *Bunpou* (Kodama and Kida, 2014: 24)

- ✓ According to Kodama and Kida (2014: 24), there are three important elements in the formation of correct *bunpou* 'grammar', that is, 形 *katachi* 'form', 意味・機能 *imi・kinou* 'meaning/function', 使い方 *tsukaikata* 'how to use'. Those three elements are interrelated to form sentences with the appropriate grammar.

Sociolinguistics

- ✓ Language is a means of verbal interaction. In sociolinguistics, the use of language may not be separated from its native speaker community (speech community). To speak or communicate using language is the verbal interaction events involving multiple elements, including speaker, speaking partner (*hearer/receiver*), speaking object (*topic*), a location where the speech takes place (*setting*), a place where the speech was made (*situational scene*), and so on. In this case Kabaya (2009: 77) states, *Komunikeeshon o suru toki ni, komunikeeshon shutai (hanashite, kakite, kikite, yomite) ga (bamen (ningenkankei, ba)) no koto o kangaeru*. 'When communicating, communicators (speakers, writers, listeners, readers) should pay

attention to the background (the relationship between communicators and location where communication takes place)'. The following conversation conducted in a restaurant is one example of expressions which noticed the speakers' and the partners' social factors;

(レストラン街で)

3) 妻：何食べたい？

夫：うーん、昼たくさん食べたから今まだいっぱいだ。

ハンバーにしようか。

4) 部下：部長は何がお好きですか。

部長：うーん、昼たくさん食べたから今まだいっぱいだ。

ハンバーはどうだい。

In conversation number 3), the wife asked the husband on what he wanted to eat. The use of sentence forms or patterns ～たい (～*tai*) which function to express what he wanted was correct. ～たい might be expressed by the wife to the husband. This pattern is not appropriately used by the subordinate to the superior. In conversation number 4), a subordinate used the expression of 何がお好きですか (*nani ga osuki desuka* 'what do you like?') to ask what he wanted to eat to the superior. The sentence pattern of ～たい (～*tai*) is not appropriate when expressed by the subordinate to the superior when asking about what he wanted to eat.

Results and Discussion

It has been revealed above that basically foreign language learning leads to communicative competence. To enable students to communicate well, it must be started with the understanding of *bunpou*. In understanding *bunpou*, some elements should be considered including when the speech is made, where the speech is expressed, who expresses the speech, to whom the speech is expressed, about what, and how (*itsu, doko, darega, dareni, nani tsuite, donoyouni*). This research combines those three important elements in *bunpou* teaching; they are (形 *katachi* 'form', 意味・機能 *imi.kinou* 'meaning/function', and 使い方 *tsukaikata* 'how to use') by considering the communicators' social factors at the final stage of *bunpou* teaching, that is, communication practice.

The following are the examples of communication practice in the forms of written communication based on *bunpou* understanding with sociolinguistic approach.

- a. 尊敬語の作り方 (the explanation about the rules of changing the verb forms of ~ *masu* into verb forms of *sonkeigo* 'respectful language').

- お+～になります

読みます→お読みになります

買います→お買いになります

- ～られます

1 グループ	書きます→書かれます 読みます→読まれます
2 グループ	出ます→出られます
3 グループ	します→されます 来ます→来られます

- 特別な形

食べます→召し上がります

します → なさいます

見ます → ご覧になります

Under the rules of changing the verb forms of ~ *masu* into the verb forms of *sonkeigo* 'respectful language', some examples of written test form are provided as follows:

- b. 尊敬語の表現を使って言ってみましょう。

例：新聞を読みます →新聞をお読みになります

コーヒーを飲みます →

新幹線の時間を調べます→

例：使います→使われます

買います→

来ます →

The example of test above is an example of *bunpou* test which evaluates the students' ability to change the verb forms of *-masu* to the verb forms of *sonkeigo*. The above evaluation may only examine the changes in terms of patterns/forms of (形 *katachi*). If the students answered the test above correctly, they were considered to have understood upon the rules of changing the forms/patterns of *sonkeigo* limited only to the understanding of rules of pattern forms. If the students' achievement upon understanding *bunpou* only comes to this extent, the ultimate goal of *bunpou* teaching, which is the ability to communicate, the target is not completely reached. The researcher called *bunpou* teaching at this stage was at the stage of exercise (練習 *renshuu*), had not reached the stage of communication practice. To show the results of this study, the researcher examined *bunpou* teaching stages as follows

c. 文法、語彙の提示 (the stage of introduction of grammar and vocabulary)

At this stage, the rules of grammar and vocabulary are introduced to the students. The followings are the examples of *sonkeigo* verb introduction with the pattern of 「お + V  になります」. The lecturer may show pictorial cards introducing the pattern of 「お + V  になります」 to the students.

- 5) Lecturer: 読みます → お読みになります
書きます → お書きになります

d. インプット、理解の練習 (the stage of input and understanding)

Lecturer show the same pictorial cards to provide understanding upon the pattern use of 「お + V  になります」

- 6) Lecturer: イダー先生はお読みになります。イダー先生は新聞をお読みになります。
ウィウィットさんは読みます。ウィウィットさんは新聞を読みます。

e. ドリル練習 (the stage of drilling or exercise)

At this stage the lecturer shows another pictorial card and the students mention the verb shown by the card with the pattern of 「お + V  になります」.

- f. コミュニケーションための練習. タスク練習 (the stage of communication or communication practice)

The final stage of teaching *bunpou* is the stage of communication practice. At this stage, the researcher uses sociolinguistic approach, meaning that the sentence is expressed based on social factors. For example, students are located in certain positions that they have to communicate with the listening partner whose position is higher. To initiate this, communication can be conducted between lecturer and students.

- 7) 先生 : イコーさん、タティ先生はどこですか。

(While showing the pictorial card of "office room")

イコー : 事務所です。

先生 : タティ先生は事務所で何をしますか。

(While showing a picture of "reading")

イコー : タティ先生はお読みにになります。

If the sentence is required to be completed with a noun, the lecturer may help the students by showing the object, for example "book".

Ikoh : タティ先生は本をお読みにになります。

The communication practice with a sociolinguistic approach can be conducted with a role play. In this case, the lecturer has prepared pieces of paper with name of occupation written on each, for example, 秘書 *hisho* 'secretary' and 社長 *buchoo* 'leader'. Point one student to act as 秘書 and another student as 社長. The lecturer provides explanations about the communication background.

秘書はチケットを要約します。社長に「どこへ行きますか」と聞いてください。

- 8) 秘書 : 社長、どこへいらっしゃいますか。

社長 : ジャカルタへ行きます。

- g. Evaluation

Evaluation on *bunpou* teaching with the topic of *keigo* is conducted by administering a written test. A written test is administered by giving some questions showing the communication settings. The students should change

the expressions in the form of *sonkeigo* 'respectful language' or *kenjoogo* 'humble language'. The examples of test administered with its answers will be discussed as follows:

9)

エガさんが働いている会社で、再来週の日曜日に送別会をすることになりました。エガさんは部長を誘います。
エガさん：部長、ちょっと。
部長：何？
エガさん：来週の日曜日は暇ですか。
部長：日曜日... どうして？
エガさん：もうすぐ、帰国なので、送別会をしようと思っているんです。
部長：え...
エガさん：忙しいですか。
部長：いや... 来週の日曜日ですね。
はい、行けます。
エガさん：ありがとうございます。待っています。楽しみにしています。

From the example of questions above, there are various correct expressions from the students.

Table 1. Students' Expressions

	Correct Expression
ちょっと	- よろしいですか - よろしいでしょうか - お時間がありますか - お時間がおありですか
暇ですか	- お暇ですか - お暇でしょうか
忙しいですか	- 忙しいですか - お忙しいでしょうか
まっています	- まっております

Conclusions

Japanese language teaching has a targeted achievement on communicative competence. To enable students to communicate well, Japanese language teaching begins with the introduction of *bunpou* and vocabularies (文法. 語彙の提示). The next stage is the input stage and *bunpou* understanding (インプット. 理解

の練習). The lecturer gives input of words which are changed in that grammar. This stage has the purpose to provide understanding of sentence patterns taught before. The next is the stage of exercise (ドリル練習). Lecturer provides words that should be changed by the students. This can be done by asking students to answer questions one by one or all together. In the stage of communication (コミュニケーションのための練習. タスク練習), the students practice grammar in sentence expressions to communicate. At this stage, sociolinguistic approach is very helpful for students in the communication practice. The students are able to speak based on when the speech is made, where the speech is expressed, who expresses the speech, to whom the speech is expressed, about what, and how (*itsu, doko, darega, daren, nani tsuite, donoyouni*). Sociolinguistic approach is proven very helpful in understanding *bunpou* that eventually students are able to correctly practice the communication.

References

- Kabaya, Hiroshi. et al. 2009. *Keigo Hyougen*. Tokyo: Taishukan.
- Kodama, Yasue and Kida, Mori. 2014. *Bunpou o Oshieru*. Tokyo: Hituzi
- Machida, Ken. 2002. *Machigai darake no Nihongo*. Tokyo: Kodansha
- Rahayu, Ely Triasih. 2013. *Sistem dan Bentuk Tingkat Tutur Bahasa Jepang dalam Domain Perkantoran*. Disertation. Surakarta: UNS



参加証明書

Certificate

国際セミナー

日本語教育における評価

INTERNATIONAL SEMINAR

on

EVALUATION AND ASSESSMENT

IN JAPANESE LANGUAGE EDUCATION

Ely Triasih Rahayu

PRESENTER

「上記の者は、国際交流基金、ウダヤナ大学の

日本語学科共催の国際セミナーに参加したことを証明します」

This is to certify that the person named above has participate in International Seminar on
EVALUATION AND ASSESSMENT IN JAPANESE LANGUAGE EDUCATION

held at Udayana University, Denpasar, Bali, Indonesia on August 21st - 22nd 2015

by Japan Foundation in cooperation with Japanese Department of Udayana University and

The Association of Indonesian Japanese Language Education Studies (ASPBJI)

Denpasar, August 22nd 2015

ASPBJI
Head,

Agus Suherman

Dr. Agus Suherman Suryadimulya, M.A

The Japan Foundation, Jakarta
Director-General,

Tadashi Ogawa

Ogawa Tadashi

Organizing Committee

Chairman,

Ida Ayu Laksmi Sari

Ida Ayu Laksmi Sari, S.Hum., M.Hum.



INTERNATIONAL SEMINAR
ON JAPANESE LANGUAGE EDUCATION 2015
EVALUATION AND ASSESSMENT
IN JAPANESE LANGUAGE EDUCATION

Sekretariat : Program Studi Sastra Jepang, Jalan Pulau Nias 13 Sanglah, Denpasar 80114 Bali-Indonesia

Denpasar, 14 Agustus 2015

Nomor : 41/panpel-08/aspbj2015
Lampiran : -
Perihal : **Undangan sebagai Pemakalah**

Kepada Yth. Dr. Ely Triasih Rahayu, S.S., M.Hum.
di tempat

Dengan Hormat,

Program Studi Sastra Jepang Fakultas Sastra dan Budaya Universitas Udayana, bekerja sama dengan Asosiasi Studi Pendidikan Bahasa Jepang Indonesia (ASPBJI) dan The Japan Foundation akan menyelenggarakan Seminar Internasional Bahasa Jepang, pada:

Hari/Tanggal : Jumat dan Sabtu, 21-22 Agustus 2015
Tema : Evaluasi dan Assessment Pendidikan Bahasa Jepang (*Evaluation and Assessment in Japanese Language Education*) 「日本語教育の評価」
Tempat : Aula Pasca Sarjana Universitas Udayana
Jalan P.B. Soedirman, Denpasar

Berkenaan dengan seminar tersebut kami mengundang Bapak/Ibu untuk berpartisipasi sebagai **PEMAKALAH** dalam seminar tersebut. Demikian permohonan kami. Atas kesediaan Bapak/ Ibu , diucapkan terimakasih.

Ketua Panitia,

SEMINAR INTERNASIONAL
2015

UNUD-ASPBJI-JP

Ida Ayu Laksmi Sari, S.Hum., M.Hum.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JENDERAL SOEDIRMAN
FAKULTAS ILMU BUDAYA

Jl. Dr. Soparno Karang Wangkal Telp/Facs 0281-628518, Purwokerto 53123
Website : www.fib.unsoed.ac.id

SURAT - TUGAS

Nomor : 1391/UN23.10/KP/2015

Berdasarkan Surat dari Ketua Panitia Seminar Internasional Universitas Udayana Denpasar tentang Undangan Sebagai Pemakalah Seminar Internasional Universitas Udayana bekerja sama dengan Asosiasi Studi Pendidikan Bahasa Jepang Indonesia (ASPBJI) dan The Japan Foundation.

Dekan Fakultas Ilmu Budaya Universitas Jenderal Soedirman menugaskan kepada :

Nama : Dr. Ely Triasih Rahayu, S.S., M.Hum
NIP. : 19710807 200501 2 003
Pangkat/Gol/Jabatan : Penata Muda Tingkat I (IIIb) / Lektor
Unit Kerja : Fakultas Ilmu Budaya UNSOED Purwokerto.

Untuk : Menjadi Pemakalah pada Seminar Internasional Bahasa Jepang Universitas Udayana bekerja sama dengan Asosiasi Studi Pendidikan Bahasa Jepang (ASPBJI) dan The Japan Foundation.

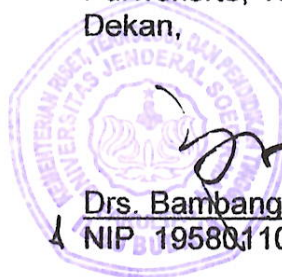
Tempat : Aula Pasca Sarjana Universitas Udayana
Jl. P.B. Soedirman, Denpasar

Tanggal : 20 - 22 Agustus 2015

Segala biaya yang timbul akibat dari dikeluarkannya surat tugas ini dibebankan kepada DIPA Fakultas Ilmu Budaya Unsoed Tahun 2015

Demikian surat tugas ini dibuat, untuk dilaksanakan sebaik-baiknya dengan penuh tanggung jawab.

Purwokerto, 18 Agustus 2015
Dekan,



Drs. Bambang Lelono, M.Hum
NIP. 195801101985111001



JAPAN FOUNDATION

INTERNATIONAL SEMINAR
ON JAPANESE LANGUAGE EDUCATION 2015
EVALUATION AND ASSESSMENT
IN JAPANESE LANGUAGE EDUCATION

Sekretariat : Program Studi Sastra Jepang, Jalan Pulau Nias 13 Sanglah, Denpasar 80114 Bali-Indonesia

Denpasar, 25 Juni 2015

Nomor : 33/panpel-06/aspbji2015
Lampiran : 2 lembar
Perihal : **PENGUMUMAN HASIL SELEKSI ABSTRAK**
(Kategori Pemakalah Undangan)

Kepada Yth.
Ely Triasih Rahayu dan Hartati
Pengirim Abstrak Seminar ASPBJI 2015
di tempat

Salam ASPBJI,

Berdasarkan keputusan panitia tim seleksi abstrak, kami dengan senang hati menyampaikan pengumuman abstrak yang lolos seleksi untuk disajikan dalam Seminar Internasional bertajuk **Evaluasi dan Assessment Pendidikan Bahasa Jepang (Evaluation and Assessment in Japanese Language Education)** 「日本語教育の評価」. Kami mengucapkan selamat kepada Bapak/Ibu yang abstraknya dinyatakan lolos dalam kategori pemakalah undangan. Berikut adalah ketentuan kategori pemakalah undangan :

1. Makalah lengkap (*full paper*) dikirimkan melalui email (aspbji.bali2015@gmail.com) selambat-lambatnya tanggal **24 Juli 2015**.
2. **Ketentuan format makalah:** judul, identitas (nama dan asal instansi), abstrak, pendahuluan (latar belakang, rumusan masalah, kajian pustaka), metode penelitian, pembahasan, kesimpulan, dan daftar pustaka.
3. **Ketentuan format penulisan :** A4, 12 – 15 halaman, margin kiri 4 cm, margin atas, kanan, dan bawah 3 cm, spasi 1.5, fonts 12 Times New Roman (untuk huruf latin) MS P 明朝 (untuk huruf Jepang), format MS-Word 97-2003 (**bukan PDF**).
4. Makalah dapat ditulis dalam **bahasa Indonesia, bahasa Jepang, atau bahasa Inggris** sedangkan abstrak harus ditulis dalam **bahasa Jepang atau bahasa Inggris (maksimal 400 kata)**.

5. Pemakalah kategori undangan akan diberikan waktu presentasi 15 menit. Slide presentasi harus ditulis dalam **bahasa Jepang** sedangkan presentasi dapat dilakukan dalam **bahasa Indonesia, bahasa Jepang, atau bahasa Inggris**.
6. Slide presentasi dikirimkan melalui email (aspbji.bali2015@gmail.com) selambat-lambatnya tanggal **4 Agustus 2015**.
7. Mengirimkan surat pernyataan bebas plagiat (**format terlampir**) yang menyatakan bahwa makalah yang dikirimkan belum pernah dimuat/dipublikasikan dalam media cetak/jurnal, atau media lainnya, serta belum pernah dipresentasikan pada kegiatan ilmiah bertaraf nasional maupun internasional. Surat pernyataan bebas plagiat yang telah ditanda tangani dan *discan* dengan format PDF dikirimkan ke alamat email (aspbji.bali2015@gmail.com) selambat-lambatnya tanggal **24 Juli 2015**.
8. Bagi pemakalah undangan, panitia menyediakan akomodasi mulai tanggal 20 – 23 Agustus 2015 selama 3 (tiga malam) dan tiket pergi pulang (daerah asal-Denpasar-daerah asal). Panitia hanya menyediakan **tiket domestik**. Para calon pemakalah yang kini sedang berdomisili di luar Indonesia, panitia hanya menyediakan tiket domestik dari daerah asal/tempat bekerja pemakalah undangan di Indonesia. Untuk pengaturan tiket, kami mohon Bapak/Ibu mengirimkan surat kesediaan menjadi pemakalah (**format terlampir**) yang telah ditanda tangani dan *discan* dengan format PDF dikirimkan ke alamat email (aspbji.bali2015@gmail.com) selambat-lambatnya tanggal **29 Juni 2015**.
9. Apabila pemakalah kategori undangan merupakan tim/kelompok maka panitia hanya akan menanggung akomodasi dan transportasi untuk 1(satu) orang saja. Mohon mengirimkan identitas pemakalah yang ditunjuk untuk mendapatkan tanggungan akomodasi dan transportasi melalui email (aspbji.bali2015@gmail.com) selambat-lambatnya tanggal **29 Juni 2015**.
10. Apabila calon pemakalah undangan tidak mengirimkan surat kesediaan, makalah lengkap (*full paper*), surat pernyataan bebas plagiat, dan slide presentasi, pada waktu yang telah ditentukan panitia maka pemakalah undangan tersebut dianggap **mengundurkan diri**.

Demikian pemberitahuan ini kami sampaikan, semoga Bapak/Ibu dapat memakluminya.

Ketua Panitia,

Ida Ayu Laksmi Sari, S.Hum., M.Hum.