

Japanese Writing Skill Development through Active Learning Approach via Online Classroom

Received : Nov 18, 2021

Revised : Nov 30, 2021

Accepted : Jan 17, 2022

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Abstract

This study investigates Japanese writing development's achievement and students' satisfaction toward the Japanese teaching and learning style based on the Active Learning concept via the online classroom through Google Meet and Google Classroom as the main channels in experimenting of the teaching and learning of a Japanese writing course. The target group was 30 sophomores enrolled in the "Japanese writing I" course of the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. The research tools were composed of (1) Learning Management Plan, (2) Achievement Pretest, (3) Achievement Posttest, and (4) Student's Satisfaction Evaluation Form. The data were analyzed using mean (\bar{X}), Standard Deviation (S.D.), and *t*-test. It was found that the students' posttest learning achievement mean was statistically and significantly higher than that of the pretest at the 0.01 level and the students were satisfied with the Japanese teaching and learning style based on the Active Learning concept at the high average ($\bar{X} = 3.77$).

Keywords: Japanese writing skill, Active Learning, online classroom, Japanese teaching and learning

Introduction

The development of teaching and learning, as well as that of students in a balanced and sustainable manner, has to focus on the development of people in the country amid the changing world of the twentieth-first century. This means learners need to possess skills comprising learning and innovation skills, implementation skills, media and technology access skills, and life and work skills. This means that not only do learners have to adjust, but instructors also need to do so in terms of acquiring new knowledge, developing teaching methods, organizing activities for learners to learn in an enjoyable way, and encouraging learning simultaneously. To be consistent with current learning skills, teachers need to design and facilitate learners to learn through hands-on learning until resulting in learning from within the learners themselves. Instructors play roles in guiding students to practice searching for knowledge, analyzing a variety of data, and appropriately synthesizing information, especially the use of online media as a guideline for personal life and studying at the same time.

Writing is a complex language skill, requiring proficiency and an extensive understanding of the basis of a language as well as the art of arranging utterances to be elegantly correct based on the principles of language used to convey what has been seen, heard, listened to, or one's thoughts to be understood by others. Step-by-step writing or a systematic process

of communicating will be able to make readers understand the content that needs to be easily conveyed. Therefore, learners should be trained in writing in a structured manner, step by step. Generally, technology nowadays plays an increasingly important role in teaching and learning, and teaching and learning research methods in this era are in various types, especially the Active Teaching and Learning, which encourages students to develop an analytical, synthetic, or problem-solving process and interact with the environment related to their learning, thus increasing communication channels with different learners and leading to continual learning (Changkwaneyun et al., 2021). Due to this, the researcher is interested in combining such learning concepts with the use of technology for skill learning and to develop students' essay writing abilities through searching and learning from data in a variety of formats. Rapidly providing learners with advice or feedback to learners, taking advantage of online learning opportunities, and enhancing knowledge outside the classroom continue to meet the objectives of studying based on the curriculum changing from learning in the classroom to online teaching management via Google applications, including learning management via VDO conference with Google Meet and online classroom management via Google Classroom as one tool to create and develop a model used in teaching and learning Japanese writing and study the learning achievement, students' satisfaction to develop the teaching and learning process of Japanese writing in a variety of formats suitable for the present era. Chuleetham (2020) said that Google Classroom is an innovative teaching program that Google developed to support effective classroom teaching by adhering to the principles of collaboration between teachers and students. It also functions as a platform the target students use for online teaching. The students have a sound understanding of how to use it for online learning.

Research Objectives

1. To study the achievement of the development of Japanese writing skills based on the "Active Learning" concept through online classrooms
2. To study the satisfaction toward the Japanese writing teaching method based on the "Active Learning" concept through the online classrooms

Definitions of Terms

1. Japanese writing skill refers to the ability to convey meanings by arranging words to convey one's thought, understanding, and feeling to readers in appropriately descriptive Japanese writings on one's own stories and experiences through the process-based teaching approach.
2. Active Learning means a learning model allowing students to participate in the implementation of Japanese writing learning activities to form understanding from teaching management that reduces the process of only conveying content to students and develops ideas focusing on practice and providing feedback to students through online classrooms using Google Meet and Google Classroom.
3. Learning achievement refers to the score of writing ability from the essay writing test of which the Rubric Score is used for an assessment in four areas, namely story plotting, appropriateness of grammar and language use, vocabulary, and consistency of the use of language arrangement.
4. Students' satisfaction refers to the satisfaction of studying Japanese writing using developing Japanese writing skills based on the Active Learning concept that comprises the aspects of learning activities and teaching activities.

Literature Review

Active Learning

Currently, teachers need to develop their capabilities to keep pace with the rapidly changing world which has changed to a world of information and technology, or a complex world society. The world society has become a knowledge society or a learning society. Educational personnel and organizations must adapt to become a learning organization to respond to such changes. Learning management in the 21st century is vital for both teachers and learners to simultaneously step into the learning process. Teachers need to adjust their roles to be "learners" studying together with the learners. Teaching and learning need to be adjusted to be in the form of "Teach less, learn more", learning from practice and real life. Providing learners the opportunity to express their own opinions with the promotion of lifelong learning skills as well as the use of effective teaching methods will result in learners achieving in learning. Learners must put learning theory into practice. It is important that learners have a learning process, which is the most essential point and the most complex as well (Panich, 2012). Active Learning is based on the concept that an appropriate environment helps students to learn and build on new things on their own. There are various learning activities that learners participate in. This helps learners develop knowledge and skills effectively and students have the opportunity to remember the content of the lesson more than 50% by learning through media and activities. Instructors do not need to focus on explaining the content but function as a facilitator in the activities. This can be done both in the classroom and outside the classroom and this is available to learners of all levels (McManus, 2001 as cited in Iamboonyarit et al., 2020, p. 6).

Teaching and learning of foreign languages at present, in the era of Thailand 4.0, have the goal of developing language as a tool for communicating with others in a variety of situations according to daily and professional needs as well as being an important driving tool for internationalization (Gomaratut, 2021). In the paradigm of former foreign language teaching and learning, a trial of computer-assisted instructional media, computer for language teaching, electronic lessons, and web pages for language teaching was made and found that these teaching materials were effective in enhancing learners' abilities.

The study of Toda (2019) discussed three new language learning styles: Active Learning (AL) and hands-on learning; Flipped-Learning (FL) and Reverse Learning; and Blended-Learning (BL), which is a learning model that aims to involve learners in the learning process instead of receiving knowledge from the instructor alone. The researcher stated that this new learning approach will encourage learners to think deeply and achieve high-level learning. Thus, they noted that instructors need to be flexible and open to experimenting with new approaches for the future and consider introducing three online learning resources that the researcher developed namely: Waseda Course Channel, Japanese Pronunciation Practice through Shadowing, and Japanese Pronunciation for Communication (JPC) by introducing a Japanese pronunciation course designed by Toda (2019) using the BL approach along with the use of the three online resources developed.

Fukushima (2021) studied students' satisfaction toward the implementation of active learning in advanced Japanese reading classes. Regarding the classroom activities, the students overall were most satisfied with the active learning instructional model. Especially, students thought that active learning helped them develop their thinking skills, communication skills, and collaboration skills. In addition, it was discussed that the management of Japanese

language learning in Thailand is not very active in nature. Teaching is often in a narrative format focusing on memorization and theory rather than practice. For this, Munintarawong and Methapisit (2015) suggested that teachers need to design instruction that promotes communication skills, problem-solving, use of technology skills, and teamwork consistent with Active Learning.

Regarding Japanese language learning through the online method, Phanichvibul et al.'s (2021) study titled "Analysis of problems and characteristics of teaching and learning management in normal and online formats" found that each subject had a different effective teaching style according to the four skills. Teaching grammar had a good performance on the synchronous teaching style, teaching reading is effective for flipped teaching style and conversation course requiring the practice of listening, and speaking skills are effective for mixed teaching style.

The study of teaching methods in the Active Learning model is diverse, considering the suitability of each skill including diverse environments and learners. However, there are few experiments measuring Japanese writing skills for foreigners. Also, to the best of this researcher's knowledge, there are no studies on teaching writing skills through online classrooms for Thai learners. Therefore, the researcher is interested in studying such teaching methods as a guideline for developing writing skills that are beneficial to teachers and learners.

Writing learning and teaching styles

Writing is a process involving text that appears alphabetically and vocabulary and grammar arranged correctly and corresponding with the purpose of the writer to communicate to the reader. It can be concluded that writing is the process of conveying an author's thoughts and feelings using symbols and letters, which the author arranges systematically and correctly based on the writing structure and grammar to express meanings to readers (Satyophas, 2002). Writing is important as a communication tool that plays a role in human daily life. It is a communication that can be shown as evidence of written records that preserves the story, thoughts, needs, and experiences of the writer (Sirichanda, 2011).

Raimes (1987, pp. 83-84) mentioned five writing teaching styles:

1. **Free-Writing Approach:** In terms of teaching writing, this approach has a purpose to train learners to write information or content until they become fluent rather than practicing writing to emphasize style and the correctness of language use. Therefore, writing teaching activities are in the form of writing practice. For writing in this way, the writer must write to convey the ideas as much as possible regardless of grammatical correctness. This approach focuses on developing writing confidence, writing criteria and language use.

2. **Paragraph-Pattern Approach:** This writing teaching emphasizes the correct use of language as well as compiling the text using the sample work written for learners to study at a paragraph level and have learners imitate the writing of various paragraphs as shown in the examples.

3. **Grammar Syntax Organization Approach:** For this approach, teaching begins with learners learning the essential elements of sentences, verb patterns, and writing planning focusing on the sequence of events before and after among the others.

4. **Communicative Approach:** This approach is teaching that focuses on creating content used in daily life. Therefore, it pays attention to the purpose of writing and the reader.

Hence, learning activities are in the form of roles that are written depending on purpose and who is the reader.

5. **Process Approach:** This approach entails teachers emphasizing the writing objectives and readers, how to start writing, and with what process. In writing, learners must receive feedback from peers and teachers. Teaching writing via this approach provides learners the opportunity to express their own experiences as well as to exchange experiences with each other with an instructor as a facilitator for learning. Therefore, the teacher has to change their role of giving instructions and explaining to guiding learners, facilitating and organizing learning activities for learners using activities that have a variety of forms to accompany the teaching to create fun and enthusiasm for learning.

In the field of writing skills of foreign languages, Prasansaph (2018) said about foreign language writing skills for communication that it is a skill that learners must develop to a level that can be used effectively. The teaching style that teachers use in the classroom should be a teaching style that can help develop learners' writing skills for advanced communication (p. 69). Also, Cimcoz (1999) proposed that most learners dislike writing because it is a difficult and complex skill requiring knowledge, complex understanding, and having to control what to write that may entail a number of considerations simultaneously. English teaching experts agreed that previous writing instruction has not yet promoted writing for communication and the writing ability of Thai students remains low and ineffective.

Krusen and Panjiang (2020) studied the development of writing skills of Mathayom 5 (second grade of high school) students who used basic Japanese writing exercises comparing proficiency in pre- and post-lessons with Matthayom 5 basic Japanese writing exercises and assessing the satisfaction with the basic Japanese writing exercises. The achievement of basic Japanese writing was measured by a multiple-choice test of 30 items and a satisfaction assessment form. Based on the assumption that the writing skill exercise can solve the problem of writing Japanese grammar in connection with more complex sentences, the researchers showed that writing ability was higher after studying than before using basic Japanese writing exercises. In addition, students' satisfaction with the reinforcement exercises was at a high level in terms of difficulty suitable for high school level with consistent content and content in each set that is unique.

Tanaka and Kubota (2016) said that a Japanese essay consists of paragraphs that should each have one concept and three parts of introduction, main content, and conclusion. These three parts must conform, in particularly the introduction and conclusion should be consistent. This approach has become the norm of Japanese essay writing and it is defined in the Japanese writing teaching style. Good writing involves writing that is easy to understand for the reader. However, writing should focus on the basic elements first. Creativity and interest are complementary to the final stage of writing.

Writing skill is one of the fundamental subjects in the study of Japanese as a foreign language. Shimada et al. (2019) studied and synthesized writing techniques that are important for students' learning to be applied in teaching and learning at the university level. Writing instruction will be designed to suit the perceptions of the learners and assessed by rubric criteria. They evaluated 23 essential writing techniques such as "Writing the subject and predicate to be consistent" and "Write it concisely without duplicate words or meanings". The study was conducted by collecting information via the internet and consisted of a total of 567 participants. It was found that the composition of writing techniques can be divided into three main categories: basic appearance, document design, sentence and sentence structure. These

are simple techniques that students use to write Japanese. This classification can be applied to design and assessment for lessons.

Methodology

Participants

In this study, the sample consisted of 30 sophomores of the Faculty of Humanities and Social Sciences, enrolled in a Japanese writing course, having had approximately 90 hours of basic Japanese grammar instruction. Students use different devices to aid their learning, including: mobile phone 83.3%, computer 72.2%, and tablet 50%. Students write essays for teachers using computers or tablets. For those students with no equipment, they write on paper and use take photographs with phones to submit them. The study was conducted from January until March 2021, 3 hours per week for 6 weeks, excluding pretest and posttests.

Tools

The format for organizing the Japanese writing skills activities was based on the "Active Learning" concept through online classrooms via Google Meet. The researcher based the content on the "Minna no Nihongo I Yasashii sakubun" textbook (Kadowaki & Nishimura, 2014). The content consisted of six topics conducted over six weeks, with students learning from easy to difficult, such as a description of a place, a person's description, taking an example, expressing opinions follow the steps as follows:

- Teacher used Google Meet to allow students to learn and analyze writing topics with proper grammar and media formats for images and video clips along with the recorded video which students can access and watch anytime they want to.
- Teacher checked understanding via various mean such as answering questions, playing games, and discussion.
- Students wrote essays in Japanese and submitted via Google Classroom.
- Teachers evaluated the essays and provided feedback, submitted back via Google Classroom.
- Students revised their work based on instructions and submitted back to teacher on time.

The Japanese writing pretest and posttest was scored using scoring rubric adapted from Huda and Rahadianto (2019) consisting of four criteria, namely story plotting, appropriateness of grammar, vocabulary use, and consistency in the use of arranged language used by considering the criteria for selecting the list items which have the IOC above 0.5 then submitted to three experts on Japanese curriculum and instruction for evaluation by Japanese native speakers.

Regarding the students' satisfaction toward learning activities, the questionnaire consists of two parts: satisfaction in Learning activities and Teaching activities which considered the criteria for selecting the list items which have the IOC above 0.5 which were then submitted to three experts on curriculum and instruction, on learning management development, and on evaluation.

Procedures

Relevant documents such as academic reports and reports on the operations of groups and organizations which contain content relevant or consistent with the knowledge related to the research were compiled. The findings were summarized, analyzed, and presented as an essay task in an analytical and systematic manner.

A review of the literature was conducted to survey students' learning devices, and 30 sophomores were surveyed in order to develop teaching-learning activities based on online learning resources that students are interested in and frequently use. After this, the following steps were followed:

- Applied the teaching activities to check the contents by Japanese curriculum and instruction and Japanese native speaker.
- Applied the teaching activities to test in a non-experimental sample to determine the weakness of the activity.
- Prepared the complete teaching activities.
- Pretest by writing an essay on the topic. "My future" on December 11, 2020, and posttest on the same topic on January 29, 2021.
- Conducted the comparative analysis of the average Japanese writing ability by analyzing basic statistical values, mean, and standard deviation and the *t*-test method.
- Analyzed the level of satisfaction of the students of the experimental group toward the learning activities by analyzing the mean and standard deviation of the score obtained from the survey responses.

Findings

The findings from this study were divided into two parts: a measure of learning achievement in Japanese writing and a measure of students' satisfaction toward the development of Japanese writing skills based on the Active Learning concept through online classrooms as follows:

Measurement of learning achievement in Japanese writing

In measuring Japanese language learning achievement, the researcher presented the findings of the data analysis comparing the average scores before and after class and presented the average percentage and standard deviation of the achievement score which consists of (1) the findings of the analysis of averages score before and after classes and (2) the comparative analysis of the average scores before and after classes, respectively.

Table 1: Results of the analysis of average scores before and after studying Japanese writing

| Components of Japanese writing skill | Full Score | Pretest | | Posttest | |
|--|------------|-----------|-------|-----------|-------|
| | | \bar{X} | S.D. | \bar{X} | S.D. |
| Plotting | 4 | 2.33 | .884 | 3.40 | .563 |
| Appropriateness of grammar and language use | 4 | 2.00 | 1.050 | 2.70 | .837 |
| Vocabulary | 4 | 2.10 | 1.062 | 2.77 | .626 |
| Consistency of the use of language arrangement | 4 | 2.87 | .937 | 3.33 | .758 |
| Average Score | 16 | 9.30 | 3.313 | 12.20 | 2.041 |

Table 1 shows the average scores from the Japanese language learning achievement pretest of the experimental group using the development of Japanese writing skills based on the "Active Learning" concept through an online classroom. It was found that the students had an average score of 9.30 out of 16. The students had the most average score on consistency of the use of language arrangement with an average of 2.87; followed by the plotting with an average of 2.33; vocabulary with an average of 2.10; and the appropriateness of grammar and language usage, with the average of 2.00, respectively.

Regarding learning activities that encourage students to writing about their daily experiences, the story was plotted by the pupils based on their personal experiences before writing in Japanese. They are compiled the story in their native language or a second language (English). This could explain why the consistency of the use of language arrangement component scores are higher than other categories of scores. The mean scores after studying in the experimental group using the development of Japanese writing skills based on the concept of "Active Learning" through online classrooms with a total average of 12.20 out of a total score of 16 points. In each aspect, the ordering characteristics was more or less different from the pre-study tests in terms of plotting and consistency in the use of language. Nevertheless, the average scores were improved in all aspects, that is, story layout with an average of 3.40; consistency in the use of compiled language with an average of 3.33; vocabulary with an average of 2.77, and grammatical appropriateness and language use with an average of 2.70, respectively.

The researcher used the scores derived from an achievement test in learning Japanese writing, before and after studying, in the analysis of mean and standard deviation and analyzed by comparing the averages before and after studying of the experimental group using a paired sample *t*-test.

Table 2: Results of pretest and posttest comparison from the experimental group

| Test | N | \bar{X} | S.D | T | df | P |
|----------|----|-----------|-------|-------|----|----------|
| Pretest | 30 | 9.30 | 3.313 | 7.015 | 29 | 0.000*** |
| Posttest | 30 | 12.20 | 2.041 | | | |

*** for .01 level of significance

Table 2 shows that the average score of the pretest was \bar{X} =9.30 (SD=3.313), the mean score for the posttest was 12.20 (SD=2.041), the *t*-value was 7.015, and the significance was 0.000, meaning that the average achievement score of the Japanese writing before and after studying of the experimental group for Japanese writing skills development based on the Active Learning concept through an online classroom was statistically significant at the 0.01 level, indicating that the aforementioned teaching and learning approach resulted in improvements in learning achievement.

2. Measurement of students ' satisfaction toward Japanese writing skills development based on the "Active Learning" concept through online classrooms

The researcher measured the students' satisfaction toward the development of Japanese writing skills based on the "Active Learning" concept through an online classroom that were classified into two aspects: learning activities and teaching activities. It was found that students who learned from Japanese writing skills development based on the Active Learning concept through online classrooms were satisfied overall at a high level (\bar{X} = 3.77), with each aspect having a high level of satisfaction. In teaching activities, students were most satisfied at the

highest average ($\bar{X} = 4.02$). Students were satisfied with learning activities at a high level ($\bar{X} = 3.52$), with each aspect classified by item as shown in Table 3.

Table 3: Students' satisfaction with learning activities in an online classroom

| Student Satisfaction with Learning Activities | \bar{X} | S.D | Interpretation |
|--|-----------|-------|----------------|
| Have more interaction with teachers | 3.80 | 1.064 | High |
| Have more interaction with peers | 3.23 | 1.406 | Average |
| Have more courage in expressing opinions during studying | 3.67 | 0.922 | High |
| Better learn more content | 3.73 | 1.230 | High |
| Being bored with online learning | 3.27 | 1.437 | Average |
| Being enthusiastic in learning | 3.10 | 1.185 | Average |
| Have more concentration and focus on learning from online learning | 3.03 | 1.299 | Average |
| Appropriate media and applications used in learning | 4.03 | 0.765 | High |
| Being convenient and relaxing in learning | 3.80 | 1.270 | High |
| Total | 3.52 | 1.185 | High |

*4.51-5 = excellent, 3.51-4.5 = high, 2.51-3.5 = average, 1.51-2.5 = poor, 1.00-1.50 = very poor

The researcher analyzed mean, standard deviation, and the satisfaction of students toward the development of Japanese writing skills based on the concept of Active Learning through online classrooms in terms of learning activities by asking for satisfaction on the behavior and opinions of students toward the learning management experiment and found that the overall average was at a high level ($\bar{X} = 3.52$). The top three were appropriate learning media and applications ($\bar{X} = 4.03$), followed by more interaction with teachers ($\bar{X} = 3.80$), and students are more comfortable and relaxed in learning ($\bar{X} = 3.80$). Third, they learned the content better ($\bar{X} = 3.73$) and the least selected topic was greater concentration and attention to study from online learning ($\bar{X} = 3.03$).

Table 4: Students' satisfaction with teaching activities in an online classroom

| Student Satisfaction with Teaching Activities | \bar{X} | S.D | Interpretation |
|---|-----------|-------|----------------|
| Appropriate transfer of knowledge of teachers | 4.50 | 0.630 | High |
| Students know the learning objectives of each lesson | 4.23 | 0.728 | High |
| Be informed of information and recommended with additional online learning sources | 4.17 | 0.834 | High |
| Be appropriately assessed | 4.30 | 0.794 | High |
| Be supported to express opinions both during study and outside classes | 3.97 | 0.765 | High |
| Students be able to be rapidly informed with study results and supported for self-development | 4.30 | 0.837 | High |
| Be promoted to have team-work skill | 3.37 | 1.217 | Average |
| Be promoted to have Information Technology skill | 3.50 | 1.592 | High |
| Be promoted to have responsibility and discipline | 3.83 | 1.085 | High |
| Total | 4.02 | 1.036 | High |

*4.51-5 = excellent, 3.51-4.5 = high, 2.51-3.5 = average, 1.51-2.5 = poor, 1.00-1.50 = very poor

For teaching activities, the overall mean was at a high level ($\bar{X} = 4.02$). When asking about the satisfaction of students in learning from support and teaching activities, it was found that the overall satisfaction was at a high level. The top three most satisfied sub-topics were: the appropriate knowledge transferring method of the teachers ($\bar{X} = 4.50$), followed by the appropriate evaluation, and students could quickly acknowledge the results of their studies and supported their own development. The mean values were the same ($\bar{X} = 4.30$) and the students

knew the learning objectives in each lesson ($\bar{X} = 4.23$), and the least chosen topic encouraged students to have teamwork skills ($\bar{X} = 3.37$) with a moderate level of satisfaction.

Discussion

Achievements in the development of Japanese writing skills before and after studying

From the analysis of the results of the pre-learning achievement test in Japanese writing of the students in the experimental group using the development of Japanese writing skills based on the "Active Learning" concept through an online classroom of 30 students, the target audience completed two semesters of Japanese grammar lessons (approximately 90 hours). It was found that the students had an average achievement score of 9.30 out of 16, with a score of consistency in the use of the arranged language and the plotting of an essay that stands out in the appropriate grammar and use of language and vocabulary, that is, can well understand and determine the format of the essay with the components such as the introductory part, the body, and the conclusion of the story.

From the basic observations in the class, the students understood and learned the writing style of essays in Thai and English before they might use the skills that have been studied to be applied in the Japanese essay writing section on grammar and vocabulary. Students employed a method to search for words from a dictionary or applications to write in their essays in which some words might not have correct meanings for the contexts of the sentence and the content they wanted to convey if they choose to use it through searching and copying it immediately. In the case of words that they have not encountered before, they might distort the intended meaning. The students in the experimental group had a moderate level of understanding of Japanese grammar used in storytelling. By having studied basic Japanese grammar in the first semester, students could use the grammar they have learned at an elementary level to write a description of simple sentences at the introductory level appropriately. However, at the point of having to explain complex sentences, there was also confusion in grammatical arrangements to be correct based on the Japanese language grammar used to describe more difficult sentences. It is the point where students have to ask their teachers through teaching management immediately and exchange ideas through organizing the activities to generate new ideas that they can apply in their own writing.

When studying the achievement with a posttest, it was found that the scores were different from the pretest in all aspects, such as being able to describe stories that occur in daily life from their own experience and express their opinions in correct Japanese language. Students improved their Japanese writing skills with the online classroom through various media to present and give feedback on the results directly to each student at the right time. It was found that the student's ability in consistency with the use of arranged language, and plotting has evolved and better conformed to the criteria of structured content in Japanese essay writing. For the grammatical appropriateness and the use of language and vocabulary aspects, it showed that the students understand how to use words appropriate for the context. They could employ a variety of grammar appropriate for the style of the essay and the situation with an average score of 12.20 out of a total 16 points. From the statistical value, it was found that the average achievement score of Japanese writing course before and after learning of the experimental group was different from the statistically significant level at 0.01, indicating that the teaching and learning approaches resulted in improvements in learning achievement. It is interesting to note that, in the pretest, consistency in the use of arranged language has the higher

average score for plotting but after learning to develop writing skills, students learned how to write a narrative in the form of plotting a story that is similar in each section including observing together with learning as well as providing feedback to students, thus resulting in the higher achievement of the posttest. Students had developed a clearer plot with higher average scores than language consistency.

The development of the writing skills of the sample group was through a learning-from-example process, principles, and methods of writing in which students acquire the ability to communicate correctly in writing according to the rules and students have the correct language expressions consistent with the meaning of writing. Instructors have used teaching methods through online media, both in the form of sub-writing that emphasizes the correctness of language use in learning essays from writing the samples together with the teaching style of writing with the emphasis on grammatical arrangements and relationships where students will learn the essential elements of sentences, forms, verbs, and writing planning with emphasis on chronological order from observing students in the early stages of learning writing skills. There were some students who disliked writing because they lacked a systematic approach to arranging what they want to communicate. Also, in the case of a foreign language (Japanese), it was found that most English writing students disliked writing because it is a difficult skill and requires knowledge, complex understanding, and they have to control what to write taking a number of considerations into account simultaneously which, in practice, when students have to tell a story according to a given topic systematically, students must take into account the style of language, grammar, and Japanese vocabulary that must be used for writing too, which is consistent with the study of Prasansaph (2018).

If the teacher uses the method of teaching and learning in the style of Active Learning approach that allows students to see examples, exchange discussions in the online classroom with friends and teachers and practice it themselves, there is a system of thinking that is consistent with learning along with the feedback from instructor in reinforcement. This provides students strong motivation to improve their writing skills both in terms of development and improvement. From the method of Active Learning through online classrooms, including Google Meet, together with the information, this has been recorded in the Google classroom which makes it more convenient to check information and the work in each set allows students to assess the development of skills on their own.

The study of Tantayanusorn (2011) mentioned a process-based teaching style for learners to express themselves and write an essay based on their own interests through the searching process, arranging ideas that could be obtained through group discussion with instructor feedback. This can generate higher achievement. Therefore, if the instructor can fulfill such online activities while not teaching in the classroom, they can encourage learners to have a more positive learning process. Nonetheless, care and monitoring of students' learning is also an important process for learning management to the develop students. This corresponds with Toda (2019) who found that the use of ICTs is one way to solve traditional face-to-face teaching problems of both learners who do not have the opportunity to practice and teachers who do not have time to teach in class. However, the myth that technology cannot completely replace teachers persists.

Students' satisfaction toward the development of Japanese writing skills based on the "Active Learning" concept through the online classroom

The researcher measured the students' satisfaction toward the development of Japanese writing skills based on the "Active Learning" concept through an online classroom by presenting the results of the analysis of satisfaction levels in the form of 5 levels. It was found that the students had a high level of overall satisfaction and were satisfied with the teaching activities more than the learning activities. During this trial, the university conducted the teaching of each course online due to the pandemic (Covid-19), and this influenced the teaching style of the teacher in each course. Additionally, there were impacts on students who needed to adjust their methods and learning styles in a new way. From the results of the study, the students were less satisfied with their learning activities, and this may be due to the unequal ease of learning, for example, study environment, location, school supplies, and so forth. According to survey data, there were a wide range of obstacles in this respect, which could explain why the satisfaction level differed from the teaching activities.

For the students' satisfaction in the learning activities, it was found that the students were satisfied in the first place with the appropriateness of media and applications used in learning, more interaction with teachers, comfort and relax to study, and learn the content of the study better demonstrate the development of students' skills with Active Learning teaching through various online channels.

There is a wide variety of applications that are convenient and tools that students use in their daily life, especially the mobile phone. Applications that researchers choose to use in teaching have used platforms, mainly Google, because students can easily access and use it. It is the right choice and has few barriers to use because there are widely supported devices and there is no application purchase costs. In the learning activities, some students turn on the camera to communicate facial expressions. This allows teachers to observe the understanding and reaction of students to the teaching; however, some students with limited equipment may not be able to turn on the camera or are otherwise restricted in terms of convenience of place and environment.

The researcher noticed that the students had the courage to ask questions and communicate with teachers during the online course periodically. The application is used to facilitate students to ask questions. Comments can be expressed through voice, facial expressions, or typing during a class at the convenience of students immediately, which differs from classroom teaching. Students might try to find a time to ask questions when the teacher provides them the opportunity to ask questions or might be concerned that it will disturb other students in case of raising their hands to ask questions. Hence, the concerns of the students were reduced and they were comfortable in terms of posture during the study. There is more freedom than sitting in the classroom and worrying about the attention of the teacher at certain times while studying including the learning atmosphere where students choose to do the online learning activities that will create concentration and learning that is suitable for each student.

However, the teacher should observe the learning behavior, conversation, and communication of students with teachers during teaching activities in a number of ways, such as through text messages and student screen observation among the others to provide care for students as thoroughly and smoothly as possible given the limitations of online teaching through electronic devices that are different from directly observing the behavior of students in the classroom. This corresponds with the study of Rumpantetch (2021) in that the learners

have a positive attitude about using online lessons through the Moodle program and the achievement of English idioms was developed in a good direction (p. 13).

Conversely, in the learning activities in which the students were least satisfied in the last three positions were: students interact more with their peers. This results in greater enthusiasm for learning and concentration. There was a greater interest in learning from online learning. There were differences in the different learning environments, including learning in this way, through Google Meet, and most students were unable to communicate with each other during the teaching activities. When the teacher divided the activities or focused on small groups, students were more likely to use the chat method and converse via video conferencing. Beneficially, this online learning generated communication. There were significantly fewer group process interactions than in classroom learning due to the fact that students were in different locations. There might also be factors resulting in higher concentration in studying such as not seeing the reactions of other students and not being in a physical classroom where distractions can more easily occur. At some points in the study, there were distractions or there was no continuity in learning. Sathirathai (2019) explained that an online society might not completely replace the creation of a learning society in the offline world because people often learn from each other unconsciously when they meet face to face. Learning from each other is a social process in which there are tutors, mentors, and peers resulting in more learning than online learning. Future trends in education through technology and innovations have developed a variety of studies to support and solve the problems for the learning of current students that have changed from one-way learning. This creates skills that arise from practice, analysis, and learning at the same time. In the future, such technology might be able to meet the needs of the student's learning in another dimension.

For the satisfaction with teaching activities, students were satisfied with the topics, how to pass on the knowledge of teachers, and the appropriateness of the evaluation, students could be informed of their grades quickly and supported their own development, and students knew the purpose of learning in each lesson consistent with the learning management plan in the study that the teacher chose a method that the students can learn appropriately, with assessment and clearly stated purpose of each topic and received results quickly from providing feedback by online channel, instructors could use equipment such as mobile phone or tablet and conversations, and provide feedback to students faster than using paper. This is consistent with the work of Taweesri and Autthawuttikul (2015) which suggested that teaching using teaching methods combined with the use of innovative media can create effective learning for learners. It is one way to encourage learners to learn in accordance with the current conditions through online media that is close to the learners in daily life (p. 2036).

On the other hand, the sub-topics that the students were least satisfied with were encouraging responsibility helps to promote information technology skills, and helps students to develop skills to work together as a team. Likewise, the study by Phunpon (2021) on learners' opinions concerning online learning noted that they feel comfortable and relaxed, but disagreed that online learning increases their interaction with their peers, thus the researcher explored the problems arising from the development of writing skills, communication through students' writings and teacher presentation using a variety of learning materials. It was an option for students to study from the resources offered by the teacher. Therefore, the likelihood of students using other ICTs in their studies was less and corresponds to their satisfaction in improving the aforementioned learning skills in relation to the interaction with peers. Hence, the students' satisfaction in working together as a team was at a moderate level only.

In addition to the nature of writing that emphasizes that students communicate stories that are relevant to the context of each individual and provide individual feedback, there is a lower level of collaborative skill than learning in other skills. The study of Chuachai (2018) commented on the transition from classroom learning to learning through the entire network, which might still be ineffective (p. 220). Meanwhile, Toda (2019) also commented that there was not one blended learning model that is “the most appropriate instructor strategy.” Generally, teachers need to plan and take action and carefully blend learning with consideration whether that is appropriate for learners in their care from the teaching environment. In today's teaching, teachers might employ teaching methods in the form of a combination of techniques to prepare and allow students to adapt to the changing learning style in the future.

Recommendations

From the development of the Japanese writing skills based on the "Active Learning" concept through online classrooms, the recommendations for teaching and learning management are offered to those who have tried to apply instructional management based on the “Active Learning,” concept combined with teaching through online classrooms which has a different format from studying and doing activities in the classroom. The media and equipment that students use in learning are different including the difference in the learning environment of students variable in the study of skill development. This causes students to waste time in reviewing the content again. Recommendations for further studies might include samples with similar learning conditions, such as equipment, location, and environment, and further studies for the development of writing skills in other dimensions.

For teaching at the present time, there is a rapid change in communication technology and the transfer of knowledge in various sciences is necessary for teachers to apply and develop teaching methods to be consistent with such changes. There is an active learning model for learning in the classroom to develop students' learning achievements that can be applied in online learning in a variety of topics in addition to the study of writing development. Hence, further studies might try to determine the development of other skills such as reading, listening, and speaking through online forms to derive a guideline for teaching management, planning, and benefits for teachers to smoothly manage their learning in accordance with the changes in the current world.

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