Students' Perception of Learning Vashmid Model of Japanese Pronunciation Through Online Mode

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Abstract

Language acquisition is intricately connected to mastering pronunciation. Japanese pronunciation acquisition is mostly implemented through drill techniques and repetition activities. Drill approach is seen suitable for enhancing pronunciation skills due to its emphasis on language skills. Learning using drill techniques has traditionally been conducted in face-to-face or offline settings. Technological progress and the pandemic have led to an increase in online learning. Researchers aim to study Japanese pronunciation acquisition through online methods that had previously been conducted in person. This study aims to identify the students' perceptions and challenges encountered when learning pronunciation using online methods. The research employed a descriptive qualitative method by administering questionnaires to 15 students from the Japanese Language Education Study Program at Universitas Muhammadiyah Yogyakarta. These students had undergone pronunciation instruction utilizing the VASHMID paradigm in an online setting. Most students in the study believe that learning pronunciation effectively is achievable through online methods. The pupils have successfully predicted and prepared for any challenges that may arise during online learning.

Keywords: Japanese pronunciation; online mode; student's perception; vashmid model

INTRODUCTION

Mastery of the pronunciation of a language can affect good communication. Someone with good pronunciation tends to get a positive response from the other person. This case impacts the speaker's self-

Wahyuni, Y. (2024). Learning vashmid model

confidence and the relationship between the speaker and the interlocutor (Pariadi et al., 2019). Therefore, the importance of mastering pronunciation for language learners.

In this research, pronunciation learning was carried out using the Vashmid model. The Vashmid model is a Japanese pronunciation learning model with five drill techniques: Verbo Tonal, Audio Lingual, Shadowing, Minimal Pair, and Dictation. The scope of learning material for the Vashmid pronunciation model includes seven categories that are considered problematic by Japanese learners, namely long vowel sounds, double consonant sounds, semi-vowel sounds, TSU consonant sounds, nasal sounds, differences in line sounds SA and SHA, and differences in line sounds. JA and ZA (Wahyuni, 2010).

So far, Japanese pronunciation learning has been carried out using the drill method or face-to-face repetition exercises between teachers and students. However, since the COVID-19 pandemic hit, the learning situation, which was previously carried out face-to-face or offline, has become distance learning or online, forcing teachers to adapt to class methods and conditions to run as before. Hoi (2020) argues that modern science and technology's impact is unavoidable in online learning.

In recent years, distance learning through online mode has been widely held to overcome conditions that make it impossible to carry out face-to-face learning. However, along the way, several obstacles occurred when learning was carried out through online mode. Mulyawan (2020) mentions that there are three problematic factors in online learning, including 1) there is a delay from subjects participating in online classes, 2) there is a tendency not to take learning activities seriously due to other activities such as playing games, watching TV, and other activities, 3) Lack of time and ability of companions during the teaching and learning process because they do not have sufficient material knowledge, as well as other activities or work to be done. Okada (2021), in his questionnaire, also explained the differences in conditions

between online classes and face-to-face classes, including 1) in online classes, students have freedom in terms of time and place. Therefore, the student attendance rate is higher than in face-to-face classes. However, this factor also needs improvement; students are easily distracted, lose motivation, and are lazy. 2) In online classes, students find it challenging to carry out discussion activities. This phenomenon is because students find it difficult to interpret the facial expressions of the interlocutor. In the end, online classes are inactive, 3. Students think face-to-face classes make it easier to carry out discussion activities. They can communicate with each other through their five senses, so it is easy to concentrate. The discussion atmosphere in face-to-face classes tends to be active; 4) Students hope for increased interactivity in online classes.

Therefore, there have been various studies regarding language learning through online modes, which are expected to solve problems that occur in the classroom, like the research conducted by Klimova (2021) regarding student perceptions of attitudes toward learning foreign languages during the COVID-19 pandemic at the Faculty of Informatics and Management, University of Hradec Kralove, Czech Republic. The results of this study show that students still want teaching materials in the form of printed materials to make it easier to take notes and learn words and phrases. In addition, both students and teachers feel ready to face online learning conditions. Even though students feel motivated to learn online and consider online language classes to be implemented effectively, face-to-face classes still cannot be replaced.

Khusniyah and Hakim (2019) researched the effectiveness of online-based learning on students' understanding of English texts. Online learning in this study uses a web blog. The results of this study show that there are significant differences in ability between the pretest and posttest. In other words, using weblogs has a positive effect on increasing students' ability to understand English texts.

Wahyuni, Y. (2024). Learning vashmid model

Yulianto and Nugraheni (2021) researched to determine the effectiveness of learning Indonesian through online mode. This study used a qualitative descriptive research method for 29 students of class VI B SD Sendangsari, Pajangan, Bantul. This study found that 26 students agreed with online learning, and the rest did not agree because family conditions did not allow them to support online learning. Other results show that learning Indonesian through online mode is effective.

In line with previous research, Lidong (2020) stated that students in online classes have a passive mentality. It takes more effort from teachers, such as guiding and correcting on time, encouraging students to practice more, and increasing interest in learning; students must actively cooperate with teachers and improve their attitudes and learning methods.

Likewise, Tagami (2020) and Cheung (2021) mention that synchronous online learning can show extraordinary interaction, especially during small group session activities. Therefore, synchronous online lectures are highly recommended.

From these studies, it can be concluded that learning through online mode cannot be replaced with offline learning but can be adjusted and adapted to various notes, including the need for good cooperation between teachers and students, the teacher's efforts to motivate and encourage students to be more active in One of the class activities is by organizing synchronous online learning. It is not impossible if pronunciation learning can be done online. Vazquez (2021) in his research stated that online pronunciation learning can be done using methods and media adapted to the teaching context. Most students are satisfied with adapting activities from face-to-face lectures to online lectures.

In addition, various studies have appeared on learning pronunciation using media and online pronunciation assessment, which, in this case, strongly supports learning situations that occur online, such as Spring and Tabuchi (2021), who tested the Automatic Speech Recognition (ASR) tool in evaluating

pronunciation. Responses from students revealed that the ASR tool can help train consonants and vowels. Peterson (2021), in his research, tested Pitch Accent Learning and Practice (PALP). The results of this study show that students who practice with PALP have proven to excel in pronouncing accents correctly compared to students in the control class with traditional methods. In this research, the researchers are trying to organize pronunciation learning to be carried out without any obstacles, even though it is done online.

Therefore, this study also seeks to find student responses, including obstacles to holding Japanese pronunciation classes online, to create an ideal and unhindered learning atmosphere of Japanese pronunciation.

METHOD

This study uses a qualitative descriptive research method. In qualitative descriptive research, researchers attempt to describe phenomena happening at this time through scientific procedures to answer actual research problems (Sutedi, 2009). The research instrument used was a questionnaire with open and closed questionnaire types. The questionnaire was distributed to 15 respondents. The respondents in this study were second semester students at the Japanese Language Education Study Program at Muhammadiyah University of Yogyakarta who had taken part in Japanese pronunciation learning using the VASHMID model. Japanese pronunciation teaching with the Vashmid model is given to students who still need to get N5 Japanese language skills. The reason for giving learning to early-level students is that the earlier the learner, the easier it will be to improve pronunciation at the next level.

RESULTS AND DISCUSSIONS

In this section, we will explain the results of distributing questionnaires to students of the Japanese Language Education Study Program,

Wahyuni, Y. (2024). Learning vashmid model

Muhammadiyah University of Yogyakarta, who have participated in learning Japanese pronunciation using the Vashmid model via online mode.
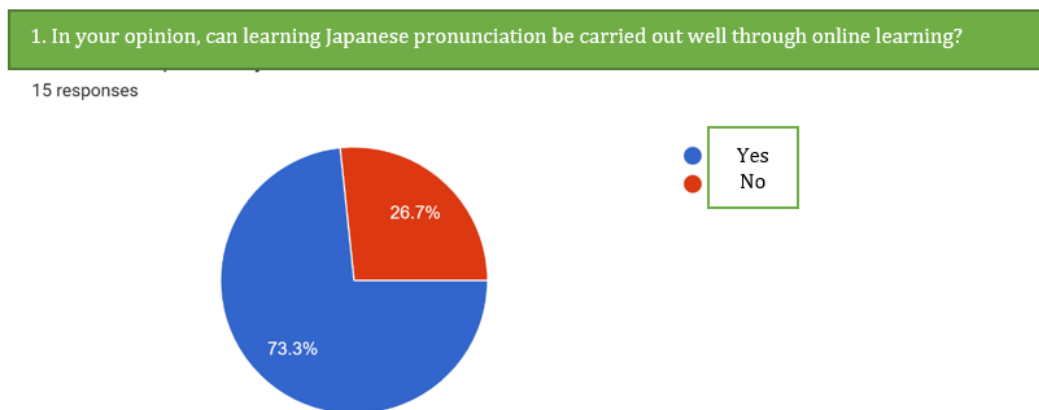

Figure 1. Possibility of Pronunciation Learning to be Well Organized Online

From the questionnaire in question 1, most students feel that learning Japanese pronunciation can be done well online. This result also proves that language learning is very possible when it is held online.
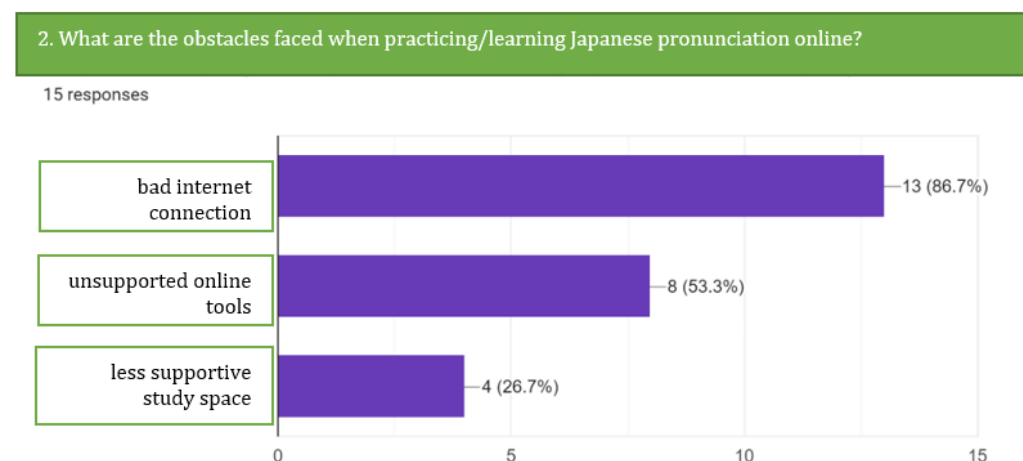

Figure 2. Obstacles When Learning Pronunciation Online

The questionnaire results on question number 2 show that most students feel constrained in terms of bad internet connection. Meanwhile, half of the respondents needed equipment supporting online learning.

Furthermore, at least the respondents felt that the study room was less supportive.

Table 1. Efforts to overcome learning obstacles through online mode

Question	Answer	Number of responders
Efforts to overcome learning obstacles through online mode Question: If there are problems when learning pronunciation online, what can you do to overcome them?	If looking for a solution to a problem, such as if there is a bad connection, then the way to solve it is by moving, using another network, moving devices.	5
	Ask parents for an internet connection.	1
	If there are connection problems, wait a while.	2
	Ask friends.	1
	Find a quiet place.	1
	With videos on YouTube.	1
	Material that is being accessed offline/has been downloaded to minimize problems.	1
	Rejoin.	3
Total		15

The third question is an open questionnaire regarding the efforts made by students in overcoming obstacles when learning pronunciation through online mode. From the results of the answers to these questions, it is known that most students try to move places, use other networks, or change other

Wahyuni, Y. (2024). Learning vashmid model

devices to overcome connection problems. The rest of the students try to solve problems that are adapted to the constraints faced by each. This case indicates that students are used to learning through online mode, so they know how to learn that is adapted to existing conditions to take part in learning Japanese pronunciation online.
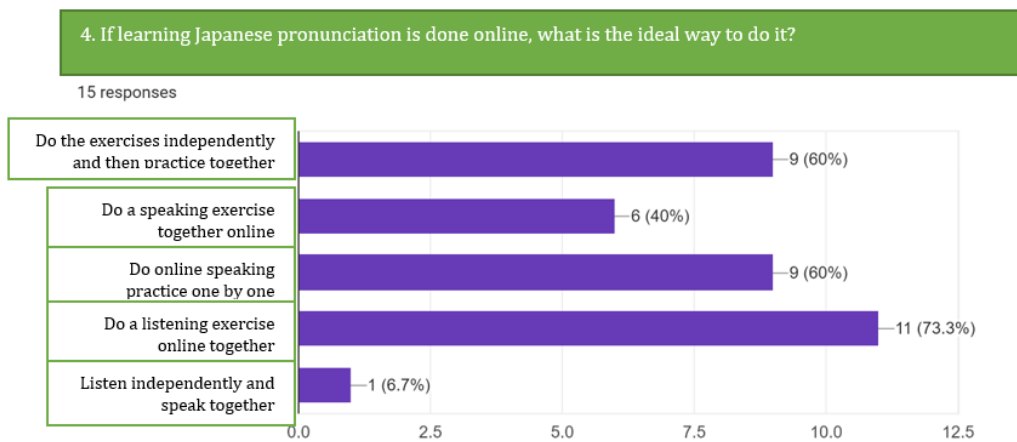

Figure 3. Student Opinions about the Ideal Pronunciation Learning Online

The results of question 4 show that when learning pronunciation online, most students want to practice listening together. More than half of the respondents wanted to practice speaking first independently and then practice together online. Some respondents wanted to practice speaking together online. This result proves that the implementation of learning that occurs synchronously is very liked by students so that the class atmosphere becomes active and students feel motivated.
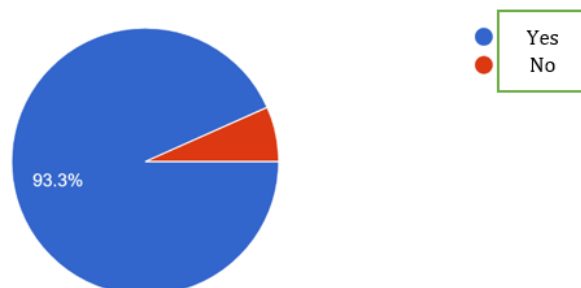
Figure 4. The Need for Textbooks when Learning Pronunciation Online

From the results of the questionnaire on the fifth question, it is known that almost all students need teaching materials in the form of handbooks when practicing pronunciation online. This result aligns with research conducted by Vazquez (2021), in which handbooks are needed for smooth learning and to make it easier for students to participate.
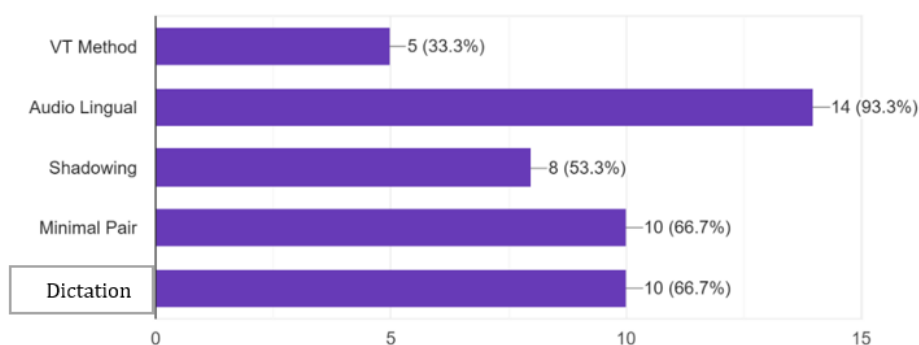

Figure 5. The proper method for learning pronunciation online

From the results of the questionnaire question 6, it can be seen that from the application of the Vashmid model, namely verbo tonal, audio-lingual, shadowing, minimally paid, and dictation, students prefer audio lingual as an appropriate method of learning pronunciation when it is held online. This case

Wahyuni, Y. (2024). Learning vashmid model

is because the audio-lingual method focuses on rehearsing. Namely, students listen to the audio and then repeat the word that is heard again. Meanwhile, the verbo tonal method is less desirable because it focuses more on movement activities by pronunciation. Students feel less active when practicing this method during online learning. In addition, the audio-lingual method is a teaching method with higher mentoring activities than other pronunciation methods.

CONCLUSION

The perception of pronunciation learning using the online Vashmid model can be done well. This perception is proven by the results of this research, namely that students' perceptions after learning Japanese pronunciation using the Vashmid model online are classified as positive. However, several things must be considered so that learning can be carried out better. These include ensuring the internet network is in good condition and the importance of having a handbook. Methods with a high level of guidance are highly recommended in organizing pronunciation learning via online mode.

Of the five pronunciation training techniques in the Vashmid model, students think that Audio Lingual is more suitable when practicing pronunciation via online mode. Meanwhile, Verbo Tonal is a training method considered less suitable when applied online.

Students have adapted to distance learning conditions via online mode, so they know the efforts that can be made to overcome obstacles during learning. However, there is cooperation between students and teachers in optimizing the learning atmosphere, supported by media and methods that

focus on good guidance so that student motivation can continue to be maintained.

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