

Students' Perspective of Acceptable Online Learning Platforms for Japanese Language Skills Courses

Aji Setyanto¹, Efrizal Efrizal², Yohanes Padmo Adi Nugroho³

¹ Universitas Brawijaya, Malang, Indonesia; adjie_s@ub.ac.id

² Universitas Brawijaya, Malang, Indonesia; efrizal@ub.ac.id

³ Universitas Brawijaya, Malang, Indonesia; padmoadi@ub.ac.id

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ABSTRACT

This study aimed to determine which online learning platforms are suitable for Japanese language skills courses. By finding out the platforms, we were able to know which platforms were acceptable and unacceptable, as well as the primary factors and reasons behind them. Qualitative research was conducted to perform the study using open-ended questions and in-depth interviews. Interviews were conducted with first and second-year 132 Japanese language learners at one of the State University in Malang, Indonesia. Qualitative Data Analysis (QDA) software was used for data analysis to discuss, conclude and present in a structured manner. The results showed that the platforms used were acceptable because they were effective and efficient, easy to use, easy to understand the material, and in accordance with the learning character. Meanwhile, some platforms were declared unacceptable because trouble often occurred, less able to accept the material, difficult to interact with, challenging to use, and so on. The online platforms declared acceptable for Japanese language skills courses were Google Classroom, Google Form, Google Meet, Zoom Cloud Meeting, and WhatsApp Group (WAG). Especially for the *Kaiwa* and *Choukai* courses, apart from the platforms, Discord was also used. This study can be a reference for Japanese Language Instructure to choose the ideal platform to teach Japanese Language Skills in Online Classes.

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Corresponding Author:

Aji Setyanto

Universitas Brawijaya, Malang, Indonesia; adjie_s@ub.ac.id

1. INTRODUCTION

The learning process in the education sectors in the world was changed. (Onyema et al., 2020; Pertiwi & Utama, 2020). The learning process, which was initially carried out in a face-to-face system, is carried out using various online-based media (Sergeev et al., 2021; Suadi, 2021; Syauqi et al., 2020). The studies

on online learning have been carried out from various perspectives, fields of knowledge and expertise, and different goals (Park & Shea, 2020). The results of previous research showed that almost all aspects of the online learning process have problems. These problems occurred to lecturers, students, facilities, location, network sides, material delivery success, assessment methods, forms of student participation, and many others (Ariani & Tawali, 2021; Efriana, 2021; Maqbulin, 2021). Specifically, studies on Japanese language learning using online platforms in Indonesia are required from all aspects. The study was conducted to uncover facts, problems, as well as expectations. These studies certainly aimed to improve or maximize the success of the teaching and learning process (Oncu & Cakir, 2011).

Foreign language learning is in contrast to non-language learning. Japanese language skills include grammar, vocabulary, Kanji, and the four main skills of writing, reading, speaking, and listening (FIB-UB, 2020), which have their specificity in the learning process regarding material and delivery techniques. For example, conversation or *Kaiwa* course requires continuous student participation and activeness. Students are asked to always be productive in making examples of sentences or conversations and directly practicing them. Meanwhile, for reading or *Dokkai* courses, students are required to be able to master a reading text independently. With these various characteristics, the online learning system is a challenge because this is something new from the lecturers' and students' perspectives. Lecturers try to design the lectures in the hope the material delivery can be received or mastered by students to the fullest. In fact, this success cannot be precisely measured because everything is still in the process of change and adaptation in selecting and using the assessment system.

The online learning systems used all web-based and internet-based communication media platforms or smartphone applications which well-known both locally and globally. Existing platforms that are known by most of the academician in Indonesian universities are facilities from Google (Google Suite for Education, Google Classroom, Google Form, Google Meet, Google Hangouts), Zoom Cloud Meeting, WhatsApp Group (WAG), Edmodo, and Microsoft Office 365 for Education. Apart from the platforms mentioned, there are many other platforms such as Discord, Skype, Blackboard, Easyclass, Stanford Online, Lessonpaths, Schoology, Classdojo (Onyema et al., 2020) and others, including those developed by educational institutions such as VLM at Universitas Brawijaya (Febliza & Okatariyani, 2020; Rahmatika et al., 2021; Ramadhan & Albaekani, 2021).

Many studies have been conducted related to the processes that occurred, such as Ariani & Tawali (2021) study "Problems of Online Learning during Covid-19 Pandemic in Speaking For Professional Context Class"; Baranova et al. (2021) research about "Students' perspective on remote online teaching and learning"; Febliza & Okatariyani (2020) with "The Development of Online Learning Media by Using Moodle for General Chemistry Subject"; De Lima et al. (2020) focus on "On a Leasing Variant of the Online Connected Facility Location Problem"; and Efriana (2021) studied about "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution." However, every educational institution needs to conduct research on their respective institutions. The research results and recommendations from existing studies can be used as a reference but are not necessarily appropriate and in accordance with the characteristics of particular education, including in the Japanese language skills learning process.

Many aspects can be the focus of research on online learning in Japanese language learning. One is from the student side and the platform used in skill courses with different characteristics. This study investigated what platforms were used in the learning process that was carried out, whether the platforms were acceptable or not, and with the factors that are the main reasons for the assessment process. What is meant by acceptable is easy to use, in accordance with the characteristics of the course, and whether the material can be received, absorbed, and well mastered. This study also investigated what kind of platform was acceptable and unacceptable according to students in each course along with the reasons.

2. METHODS

A qualitative approach with data collection techniques through open-ended questions and in-depth interviews was used for conducting this study. These techniques can help the researcher obtain in-depth and comprehensive information about respondents' perspectives. To get comprehensive data from all

Japanese learning students from elementary to intermediate levels, the researchers distributed questionnaires via Google form to 71 students in their first year and 61 students of the second year from Japanese Literature Department and Japanese Language Teaching in one of the state universities in Malang. Google Form was utilized to facilitate the open-ended questions in order to get data rapidly and maximally. In-depth interviews were conducted to confirm the questionnaire results and obtain more detailed data to complete the missing data. Hence the data became comprehensive and valid. Students who will be interviewed will be selectively selected to represent all of the level classes, namely students who are critical and considered able to express opinions well so that they can complement or add more detailed or clearer data. The interview process was carried out online via various media/platforms that made it possible for interviewees (Zoom Meet, Google Meet, discord, WhatsApp, etc.).

The results of questionnaires and in-depth interview results coded through Qualitative Data Analysis QDA software were combined. This analysis process is focused on determining the main themes of all respondents' answers. First, all interview transcripts are grouped by the main theme. Second, the results of the answers that have been grouped are then read many times to determine the code based on a predetermined theme (each respondent may give one response, more than one response, or no response at all). All of the results examined and analysed the relationship and the links between them, which resulted in conclusions on each theme according to the research problems.

3. FINDINGS AND DISCUSSION

The following is the obtained data of the platform used in online learning for the Japanese language teaching and learning process: acceptable and unacceptable platforms.

Table 1. The platforms used in the Japanese skills courses

<i>Platform</i>	<i>Moji Goi</i>	<i>Bunpou</i>	<i>Kaiwa</i>	<i>Chokai</i>	<i>Dokkai</i>	<i>Sakubun</i>
Google Classroom	130 (98,5%)	129 (97,7%)	1 (0,8%)	111 (84,1%)	113 (85,6%)	119 (90,2%)
Google Form	118 (89,4%)	122 (92,4%)	123 (93,2%)	53 (40,2%)	94 (71,2%)	83 (62,9%)
Google meet	103 (78%)	99 (75%)	123 (93,2%)	77 (58,3%)	80 (60,6%)	69 (52,3%)
Zoom Cloud Meeting	65 (49,2%)	87 (65,9%)	85 (64,4%)	113 (85,6%)	91 (68,9%)	77 (58,3%)
Whatsapp Group (WAG)	58 (43,9%)	79 (59,8%)	122 (92,4%)	11 (8,3%)	69 (52,3%)	59 (44,7%)
Discord	11 (8,3%)	1 (0,8%)	70 (53%)	118 (89,4%)	3 (2,3%)	1 (0,8%)
Telegram Group	2 (1,5%)	4 (3%)	122 (92,4%)	2 (1,5%)	1 (0,8%)	2 (1,5%)
Google Suite for Education	2 (1,5%)	1 (0,8%)	1 (0,8%)	1 (0,8%)	2 (1,5%)	3 (2,3%)
Microsoft Office 365 for Education	1 (0,8%)	2	3 (2,3%)	1 (0,8%)	4 (3%)	9 (6,8%)
Google hangouts	0,00%	2 (1,5%)	85 (64,4%)	1 (0,8%)	0,00%	1 (0,8%)
Skype	0,00%	1 (0,8%)	70 (53%)	1 (0,8%)	1 (0,8%)	0,00%
Zoom	0,00%	1 (0,8%)	0,00%	0,00%	1 (0,8%)	1 (0,8%)
Google drive	0,00%	0,00%	0,00%	0,00%	1 (0,8%)	3 (2,3%)
Blackboard	0,00%	0,00%	29 (22%)	0,00%	0,00%	1 (0,8%)
Jisho.org	2 (1,5%)	0,00%		0,00%	0,00%	0,00%
Quizizz,						
Microsoft Office	1 (0,8%)	0,00%		0,00%	0,00%	0,00%
DINGO	1 (0,8%)	0,00%		0,00%	0,00%	0,00%
Platform ebook pdf reader	1 (0,8%)	0,00%		0,00%	0,00%	0,00%

quiziz	1 (0,8%)	0,00%		0,00%	0,00%	0,00%
VLM	0,00%	1 (0,8%)		0,00%	0,00%	0,00%
Microsoft Office						
Power Point	0,00%	1 (0,8%)		0,00%	0,00%	0,00%
Youtube	0,00%	1 (0,8%)		0,00%	0,00%	0,00%
Easyclass	0,00%	0,00%	29 (22%)	0,00%	0,00%	0,00%
Edmodo	0,00%	0,00%	3 (2,3%)	0,00%	0,00%	0,00%
Stanford Online	0,00%	0,00%	1 (0,8%)	0,00%	0,00%	0,00%
Lessonpaths	0,00%	0,00%	1 (0,8%)	0,00%	0,00%	0,00%

It can be seen in Table 1 that in *Moji Goi/Kanji*, *Bunpou*, *Choukai*, *Kaiwa*, and *Sakubun* courses using the same platforms, namely Google Classroom, Google Form, Google Meet, Zoom Cloud Meeting, and WhatsApp Group (WAG). However, some platforms are not used in all courses, namely Discord, Telegram Group, Google Suite for Education, Microsoft Office 365 for Education, Google Hangouts, Skype, Zoom, Google Drive, Blackboard, Jisho.org, Quizizz, Microsoft Office Powerpoint, DINGO, ebook platform, pdf reader, Quiziz, VLM, Youtube, Easyclass, Edmodo, Stanford Online, and Lessonpaths.

The obtained data of acceptable platforms from the platforms list is as follows.

Table 2. The acceptable platforms for Japanese skills courses

Platform	Moji Goi	Bunpou	Kaiwa	Chokai	Dokkai	Sakubun
Discord	5 (3,8%) 112	4 (3%) 115	29 (22%)	93 (70,5%)	6 (4,5%)	4 (3%)
Google Classroom	(84,8%) 102	(87,1%) 110	105 (79,5%)	92 (69,7%)	104 (78,8%)	112 (84,8%)
Google Form	(77,3%)	(83,3%) 92	70 (53%)	44 (33,3%)	83 (62,9%)	77 (58,3%)
Google meet	95 (72%)	(69,7%)	113 (85,6%)	68 (51,5%)	74 (56,1%)	64 (48,5%)
Telegram Group	4 (3%)	4 (3%)	3 (2,3%)	3 (2,3%)	0 (0%)	0 (0%)
Whatsapp Group (WAG)	40 (30,3%)	69 (52,3%)	21 (15,9%)	8 (6,1%)	50 (37,9%)	42 (31,8%)
Zoom Cloud Meeting	61 (46,2%)	84 (63,6%)	68 (51,5%)	100 (75,8%)	87 (65,9%)	72 (54,5%)
Google Suite for Education	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (2,3%)	3 (2,3%)
Microsoft Office 365 for Education	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (2,3%)	7 (5,3%)
Telegram Group	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (3,8%)	2 (3,8%)

Table 2 shows the acceptable platforms in each course. Of all existing platforms, based on respondents' answers, it was found that there were four acceptable platforms with all Japanese skills courses, namely Google Classroom, Google Form, Zoom Cloud Meeting, and Google Meet. On the other hand, although WhatsApp Group (WAG) was used in all courses, in the *Choukai* course, only 6% stated that the platform was acceptable, as well as Discord was acceptable with *Kaiwa* and *Choukai* courses.

The following data is the percentage of unacceptable platforms according to students.

Table 3. Unacceptable platforms in Japanese skills courses

<i>Platform</i>	<i>Moji Goi</i>	<i>Bunpou</i>	<i>Kaiwa</i>	<i>Chokai</i>	<i>Dokkai</i>	<i>Sakubun</i>
Google Suite for Education	4 (3%)	2 (1,5%)	2 (1,5%)	2 (1,5%)	1 (0,8%)	1 (0,8%)
Google Classroom	9 (6,8%)	8 (6,1%)	7 (5,3%)	8 (6,1%)	3 (2,3%)	3 (2,3%)
Google Form	9 (6,8%)	6 (4,5%)	13 (9,8%)	9 (6,8%)	7 (5,3%)	8 (6,1%)
Google meet	13 (9,8%)	9 (6,8%)	7 (5,3%)	15 (11,4%)	9 (6,8%)	9 (6,8%)
Google hangouts	9 (6,8%)	6 (4,5%)	7 (5,3%)	3 (2,3%)	3 (2,3%)	5 (3,8%)
Zoom Cloud Meeting	6 (4,5%)	5 (3,8%)	6 (4,5%)	7 (5,3%)	7 (5,3%)	12 (9,1%)
Whatsapp Group (WAG)	18 (13,6%)	17 (12,9%)	13 (9,8%)	10 (7,6%)	14 (10,6%)	13 (9,8%)
Telegram Group	10 (7,6%)	8 (6,1%)	9 (6,8%)	8 (6,1%)	8 (6,1%)	7 (5,3%)
Edmodo	10 (7,6%)	8 (6,1%)	9 (6,8%)	7 (5,3%)	7 (5,3%)	5 (3,8%)
Microsoft Office 365 for Education	10 (7,6%)	9 (6,8%)	10 (7,6%)	9 (6,8%)	7 (5,3%)	6 (4,5%)
Discord	11 (8,3%)	9 (6,8%)	14 (10,6%)	29 (22%)	8 (6,1%)	9 (6,8%)
Skype	12 (9,1%)	14 (10,6%)	7 (5,3%)	10 (7,6%)	10 (7,6%)	11 (8,3%)
Blackboard	8 (6,1%)	7 (5,3%)	9 (6,8%)	10 (7,6%)	7 (5,3%)	6 (4,5%)
Easy class	9 (6,8%)	8 (6,1%)	9 (6,8%)	9 (6,8%)	7 (5,3%)	6 (4,5%)
Stanford Online	9 (6,8%)	5 (3,8%)	9 (6,8%)	8 (6,1%)	7 (5,3%)	5 (3,8%)
Lessonpaths	8 (6,1%)	5 (3,8%)	9 (6,8%)	8 (6,1%)	7 (5,3%)	5 (3,8%)
Schoology	8 (6,1%)	5 (3,8%)	9 (6,8%)	7 (5,3%)	7 (5,3%)	6 (4,5%)
Classdojo (Oenyama)	9 (6,8%)	7 (5,3%)	10 (7,6%)	8 (6,1%)	6 (4,5%)	5 (3,8%)
VLM	11 (8,3%)	8 (6,1%)	9 (6,8%)	10 (7,6%)	8 (6,1%)	9 (6,8%)

Table 3 shows unacceptable platforms in every course. 10% of respondents said there are unacceptable platforms for all courses: WhatsApp Group on *Moji Goi*, *Bunpou*, and *Choukai* courses, and Google Meet for the *Choukai* course. Moreover, the table also shows that all the platforms are unacceptable in almost all courses.

3.1 Online Learning Platform for Japanese Language Skills Courses

Courses in learning Japanese language skills are integrated courses, including *Goi/Vocabulary*, *Kanji*, *Grammar*, *Conversation*, *Listening*, *Reading*, and *Writing* which have their own specialities and different strategies, techniques, and models in the learning process (FCS-UB, 2020; Nurhayati, 2020). This is the main subject for introducing letters and vocabulary, especially for novice learners who need knowledge of how to form letters and the basic rules of writing. This course is in line with the *Moji Goi* course. In this process, students need to be taught to recognize various kinds of kanji learning strategies, and in the end, students can decide which kanji learning strategy is right for them (FIB-UB, 2020; Lensun & Pandi, 2019; Soelistyowati, 2019).

There are two divisions in vocabulary learning, namely receptive and productive learning (Meara, 1994). Important steps in the vocabulary learning process (Irons, 1987; Meara, 1994) are: having a source to get new words, getting a definite and clear picture of the vocabulary from hearing or sight, learning from the language side about the meaning and significance of the vocabulary, and being able to construct the words that have been obtained.

Grammar is the basic course that starts all mastery of language skills. Strategies that can be used are the Direct method, Communicate Language Teaching, Bilingual Method, and other strategies. This course also requires students' creativity to produce sentences or conversations using various ways, such as games, making conversations, making their own questions and answers, as well as other

strategies that are integrated with other subjects, including using lots of electronic media or computer applications and media (FIB-UB, 2020; Kayan & Aydın, 2020; Nurhayati, 2020).

Beginning with providing vocabulary and its meaning to emphasize the rules of grammar further to be used to read written texts. Before practicing in the form of reading or writing, the grammar rules are explained first. The next stage is translating discourses from the target language to the first language and vice versa (Brown, 2007).

The characteristics of this learning method, as conveyed by Brown (2007) and Irons (1987) are as follows: learning uses the first language or mother tongue, provision of vocabulary in the form of separate vocabulary lists, a detailed explanation of the grammar being studied, the exercise begins with reading texts with a measured level of difficulty, grammatical analysis was also carried out on the texts studied, and continuous translation exercises are carried out from the first/mother language to the second language.

3.2 Speaking Course/Kaiwa

This course aims to improve the ability to speak with students and provide many opportunities to practice speaking with friends while making students actively involved in the learning process. Because of this, the contextual approach is the method that is still dominantly used. Students are asked to be productive in practicing the vocabulary and grammar they have mastered with role plays, question and answer sessions, debates, speeches, and other strategies (Amiryousefi, 2019; Miller-Lewis et al., 2020).

This strategy is divided into memory, cognition, and compensation strategies (Rohayati, 2018; Toliwongi, 2021). Firstly, memory strategy is a strategy for learning a second language, including learning vocabulary through remembering pictures, sounds, and movements. Secondly, cognitive strategy is a strategy that varies from continuous repetition, practicing speaking and writing practice to summarizing certain material. Lastly, compensation strategy is a strategy for learners with minimal mastery of the second language.

In Kaiwa learning, there is not only the direct strategy, but also the indirect strategy. This strategy has a role in regulating learning activities in our brains. This strategy consists of metacognitive, affective, and social strategies (Rohayati, 2018). First, metacognitive strategy is a strategy to coordinate the learning process. Second, affective strategy is a strategy to regulate attitudes, motivations, and emotions. Third, social strategy is a strategy with the aim of students getting continuous opportunities to communicate and cooperate with other learners.

3.3 Listening Course/Choukai

The objective of this course is to improve Japanese language skills in listening, practicing listening and conversational comprehension. The material used is very diverse according to students' ability level, including audio from textbooks, TV news, YouTube, and others. The media used also varies from the simplest, using a tape/CD player, computer or other Audio/Video Player (Amiryousefi, 2019; Thi & Nhat, 2021). Strategies in listening use bottom-up strategy (listening to details) and top-down strategy (listening to general understanding), as well as interactive strategy. (Gilakjani & Ahmadi, 2011)

The bottom-up strategy requires the learner to concentrate on words, phrases, and grammar which are then produced into a statement. Next, the top-down strategy requires the learner to concentrate on the general meaning of a phrase or sentence. Then, the interactive strategy combines both bottom-up and top-down strategies.

3.4 Reading Course/Dokkai

This course aims to sharpen and improve Japanese language skills in understanding reading texts, for example, scrutinizing the reading material from textbooks, newspapers, magazines, TV news texts and others. This course does not require communication either between friends or with lecturers. The lecture activities focus more on the material selection and discussion of the questions to sharpen the comprehension of the discourse (Sadallah et al., 2020; Shi, 2016; Yapp et al., 2021). Wijayadi et al. (2019) define Dokkai or reading comprehension in Japanese as obtaining information, content, and meaning

in discourse. As in teaching listening skills, this reading course or Dokkai, also uses Bottom-Up Strategies, Top-Down Strategies, and Interactive Strategies (Combined) Johnson (2017).

3.5 Writing Course/Sakubun

This course aims to improve students' Japanese language writing skills by producing simple sentences, conversational dialogues, correspondence, fiction essays, scientific essays, and so on. This course needs considerable effort from the lecturers to provide corrections and feedback on students' writing. Each platform lecturers used in Japanese language learning has different features and also has distinct characteristics of each course. In the Japanese language skills courses, the students' perceptions of whether it is acceptable or unacceptable and the reasons are explained in this discussion.

3.6 The platform for vocabulary course/Moji Goi/Kanji

From the platform used in the learning process, the results showed that the acceptable platforms were Google Classroom 112 (84,8%), Google Form 102 (77,3%), Google Meet 95 (72%), Zoom Cloud Meeting 61 (46,2%), and WhatsApp Group (WAG) 40 (30,3%). Likewise, data from Forum Group Discussion (FGD) also gave the same answers: WhatsApp Group (WAG), Google Meet, Google Classroom, Zoom Cloud Meeting, and Google Form.

All of these platforms were declared acceptable by respondents with the following reasons: effective and efficient 101 (76.5%), easy to use 120 (90.9%), made easy to understand the material 75 (56.8%), in accordance with the learning character 52 (39.4%). The investigation results also stated that the platform was acceptable for various reasons, such as because it was convenient to learn Japanese online, already accustomed, easy to access, made learning more straightforward, and became more focused.

The Important step in the process of learning vocabulary is having sources to get new words. (Irons, 1987; Meara, 1994). Student acceptance is the related platform that can fulfil all learning needs. Vocabulary course or *Moji Goi* or *Kanji* requires a medium to introduce letters starting from the shape, the number of writing strokes, meaning and significance, training process, practice, quizzes, and exams. The letter recognition process begins with shape, the number of writing strokes, meaning and significance, which the WhatsApp platform can fulfil with its share feature, which can share learning material files in the form of word files, PDFs, photos, and videos. With its share screen feature, Google Meet and Zoom Cloud Meeting can present all processes and almost replace face-to-face offline systems. Google Classroom and Google Form were able to meet the needs as the medium of carrying out training/practice, quizzes, and exams.

3.7 The platform for grammar course/Bunpou

The most acceptable platform was Google Classroom, followed by Google Form and Google Meet. These three Google features occupied the top position. Zoom Cloud Meeting and WhatsApp Group were pretty acceptable. Google Classroom was declared acceptable by 115 students (87.1%), while Google Form was voted by 110 students (83.3%), and Google Meet was chosen by 92 students (69.7%).

Several students revealed their reasons for accepting these platforms. For example, one of the responden stated that "It is effective and efficient, convenient, facilitate in understanding the material, and in accordance with the learning character (basic language skills courses; using the direct method, communicate language teaching, bilingual method, and demanding student's creativity to produce sentences)." It matches with Kayan & Aydın (2020) and Nurhayati (2020) that the courses also require students' creativity to produce sentences or conversations.

3.8 The platform for conversation course/Kaiwa

From the obtained data, the acceptable platform used in the conversation/*Kaiwa* course was Google Meet, stated by 85.6% of respondents as the best, followed by Google Classroom voted by 79.5% of students, Google Form 53%, Zoom Cloud Meeting 51.5%, Discord 22%, and WhatsApp Group (WAG) 15.9%.

In *Kaiwa* learning, there is not only the direct strategy, but also the indirect strategy. This strategy has a role in regulating learning activities in our brains. This strategy consists of metacognitive, affective, and social strategies (Rohayati, 2018). The acceptability reasons for the platforms used were not only easy to use, but it is also stated to be effective and efficient. At the same time, students stated that they could accept the material and master what was being taught. The following learning methods and strategies explain the acceptance and reasons.

Google Meet, Zoom Cloud Meeting, and Discord platforms have real-time audio and video communication features with different participants. Hence, using these features could facilitate direct memory strategies by remembering vocabulary, grammar, showing pictures, playing sounds, and movements (not optimal due to limited view), cognitive strategies, and compensating with repetition for mastery of the material taught.

3.9 The platform for the listening course/Choukai

One hundred students (75.8%) chose the Zoom Cloud Meeting Platform as an acceptable platform for *Choukai* course. This number made Zoom the most acceptable platform among other platforms. Then, there was Discord, which ranks second, chosen by 93 students (70.5%). Followed by Google-based platforms, Google Classroom (92 students, 69.7%), Google Meet (68 students, 51.5%), and Google Form (44 students, 33.3%). The reasons for the acceptance were that Zoom, Discord, and Google-based platforms (Google Classroom, Google Meet, and Google Form) made students feel those were effective and efficient.

Strategies in listening use bottom-up strategy (listening to details) and top-down strategy (listening to general understanding), as well as interactive strategy. (Gilakjani & Ahmadi, 2011) can be done on these platforms. Zoom Cloud Meeting and Google Meet both have a real-time communication feature, as media of playing media (audio/video player) from the lecturer's computer to all students in their respective places, and as tools for communicating the learning process. In comparison, Discord has more comprehensive features. It has not only real-time audio or video communication, but also provides a text channel that can function as a communication tool (chat). In addition, it can upload all written and audio/video material that can be played or listened to independently by the student. Next, Google Classroom and WhatsApp Group are the media for distributing material, communicating, instructing, and collecting assignments and exams. Lastly, Google Form as a media test, whether a quiz or other exams.

3.10 The platform for reading course/Dokkai

The platforms used in the reading course or *Dokkai* were Google Suite for Education, Google Classroom, Google Form, Google Meet, Google Hangouts, Zoom Cloud Meeting, WhatsApp Group (WAG), Telegram Group, Microsoft Office 365 for Education, Discord, and Skype. The platforms mentioned declared as acceptable are (sorted by the number of votes) Google Classroom 104 (78.8%), Zoom Cloud Meeting 87 (65.9%), Google Form 83 (62.9%), Google Meet 74 (56.1%), and lastly WhatsApp Group (WAG) 50 (37.9%). The reasons for the acceptability of the platforms were convenient, effective and efficient, made easy to understand the material, and followed the course character. The lecture activities for this reading course focus more on the material selection and discussion of the questions to sharpen the comprehension of the discourse (Sadallah et al., 2020; Yapp et al., 2021)

3.11 The platform for writing course/Sakubun

From the data, 119 students (90.2%) used Google Classroom for the *Sakubun* course. This platform was also defined as the most acceptable platform, chosen by 112 students (84.8%). Meanwhile, Google Form took second place, with 77 students (58.3%) choosing it as an acceptable platform. Then, followed by Google Meet 64 (48.5%), Zoom Cloud Meeting 72 (54.5%), and WhatsApp Group (WAG) 42 (31.8%). These platforms were declared acceptable because they were easy to use, stated by 116 students (87.9%); effective and efficient, expressed by 99 students (75%); and stated as making it easy to understand the

material by 89 students (67.4%); and in accordance with the learning characteristics of the *Sakubun* course by 83 students (62.9%).

The initial stage in *Sakubun* is to explain to the students about themes, grammar, expressions and other things that will be used. Specific platforms which have features to support this purpose are used. At the explanation stage, the material can be uploaded via Google Classroom, as well as WhatsApp, so that the material can be viewed repeatedly and downloadable. Examination of student work is carried out entirely by the lecturer with predetermined criteria. This lecturer's activity is classified as independent, so the process can be carried out at any time. What needs to be followed up after the correction activities is necessary to return student work through the Google Classroom platform.

Regarding unacceptable platforms, it included platforms that were declared acceptable by most students, namely Google Form 8 (6.1%), Google Meet 9 (6.8%), Zoom Cloud Meeting 12 (9.1%), WhatsApp Group (WAG) 13 (9.8%), Google Hangouts 5 (3.8%), Telegram Group 7 (5.3%), Microsoft 6 (4.5%), and Office 365 for Education 9 (6.8%). The reasons given were because it was ineffective and inefficient 29 (22%), difficult to use 18 (13.6%), trouble often occurred 17 (12.9%), and did not match each character 19 (14.4%). Since the total percentage did not exceed 15%, it is understandable and natural that features or student gadget specifications did not meet their standards. Likewise, the abilities of all students were not the same, so several students stated that it was unacceptable.

4. CONCLUSION

The conclusions of the carried-out results analysis were that the acceptable platforms used in Japanese skills courses were Google Classroom, Google Form, Zoom Cloud Meeting, and Google Meet. Meanwhile, WhatsApp Group (WAG) was also used in all courses, but only acceptable in *Choukai* course. Similarly, Discord was acceptable for *Kaiwa* and *Choukai* courses. Because they were effective and efficient, easy to use, made easy to understand the material, according to the learning character, and became more focused; thus, all of these platforms were declared acceptable. The unacceptable platforms were actually also the acceptable ones, yet for some students, those were not acceptable to be used in some courses. The platforms were WhatsApp Group in *Moji Goi*, *Bunpou*, and *Choukai* courses and Google Meet in *Choukai* courses. The unacceptableness was due to personal reasons such as trouble often occurring, hard to understand, interact directly, and use, and many others. The acceptable platforms for all Japanese skills courses were Google Classroom, Google Form, Google Meet, Zoom Cloud Meeting, and WhatsApp Group (WAG). Specifically, for the *Kaiwa* and *Choukai* courses, it also used Discord for the mentioned ones.

The current learning system is implemented using a hybrid or mixed system between offline and online. This study can be a reference for Japanese language teachers who will conduct online classes, to choose the platform according to the character of the course and also accepted to the students. The conclusions showed that one of course, uses more than one platform, and further research is needed on the learning process of a particular course. What features are matched so it can meet the needs of lecturers, both online lectures, and offline lectures

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