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## ONLINE LEARNING: ENHANCING COMMUNICATIVE-BASED JAPANESE COMPETENCE THROUGH ZOOM AND AIZUCHI SKILL-BASED MULTIMEDIA

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**Abstract:** Communicative-based Japanese Learning has been applied since the outbreak of the COVID-19 pandemic through Zoom and Aizuchi skill-based multimedia. This study aims to investigate the learners' initial attitude of learning communicative-based Japanese using Zoom and multimedia-based methods, the impact of online learning using Zoom and multimedia to learn Japanese, the participants' attitude towards multimedia that has characteristics, autonomous material, and media effectiveness, as well as the advantages and disadvantages of learning communicative-based Japanese using Zoom and Aizuchi skill-based multimedia. The descriptive analysis is used as the method in this study. The data collected were processed using the scale of Likert and Guttman. This research was conducted for six months in the Japanese Literature Study Program of the University of Hasanuddin Makassar. The research subjects were 30 middle students who have been learning Japanese for more than two years. The results of the study proved that communicative-based Japanese learning using Zoom and Multimedia for students is very positive ever since it began. The use of Zoom and Multimedia provides motivation, comforts, and learners' creativity, interaction with lecturers and colleagues, and good access to learning despite the COVID-19 pandemic. Nonetheless, the amount of cost required concerning the large internet quota needed, particularly during bad weather, is considered the biggest obstacle for learners.

**Keywords:** COVID-19, Multimedia, Zoom, communicative, Japanese

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### Introduction

New challenges in learning foreign languages emerged in March 2020, along with the outbreak of the COVID-19 pandemic in Indonesia that ceased campus and school activities [1]. Face-to-face learning activities turned into a frightening activity for academia due to the high death impact of those exposed to the COVID-19. Multimedia tools have started to be used in online learning [2]. This forces academia to rapidly respond to the situation to assure that the teaching-learning process is well conducted by synergizing with online learning media [3]. The virtual tutorial Zoom is considered to be able to increase students' satisfaction and reduce the work of the instructor as much as 25% [4] even though participation in using Zoom is low in the study of Blended Synchronous Learning Environment as most of the participants turned off the camera feature [5]. Using Zoom to facilitate learning does not always satisfy learners. Some factors such as the readiness of instructors who cannot adapt to the learning conditions in the pandemic period and the need for alternatives in learning activities and good preparation methods, are some of them [6]. However, multimedia gives an alternative that can be used for learning with varied learning styles. Although caution is still needed, instructors could possibly not be cooperative in multimedia-based learning [7]. Multimedia also provides various learning strategies [8] and can improve communicative competencies in foreign language learners [9] besides increasing learning motivation [10].

In language learning, learners should be able to implement more communicative and natural speaking skills and show social interaction and meaningful context value and learning that further incorporates cooperative values [9]. But the lack of opportunity to meet and communicate with native speakers also raises a lack of interaction of Japanese students with Japanese people. In speaking class, learners interact with one teaching material and a monotonous grammatical approach. In contrast, outside the class, learner interaction is built through films, DVDs, Japanese anime, which are ample and available in cyberspace. The existence of non-up-date teaching materials, boring and unsatisfactory learners can lead them to through films or anime [11]. The number of Japanese dramas, Japanese animated movies available on the internet can be used as learning materials to learn Japanese by learners. But it needs to be balanced with the filter on the suitable teaching materials [12]. The use of adjusted-multimedia teaching materials that have been adapted to the needs of instructors and learners is considered able to display Japanese people's language activities naturally, communicatively, authentic and attractive because

Multimedia uses a role that can be applied in the curriculum, has the potential to facilitate language learners effectively, and motivates learning [13] as it can lead to learners' courage to work in groups, express their various knowledge, and to be problem solvers [14]. Multimedia is the most effective one in combining content and audiovisual format and can provide high motivation to learners.

The communicative approach in speaking skills requires skills to respond or *Aizuchi* because the uniqueness of Japanese speaking activities needs to be studied properly and correctly in the second language learning [15]. Kubota explains in detail the difference between *Aizuchi*'s and backchannel response terminology. According to Kubota the difference was due to the differences in culture and language between Japanese and Western nations [16]. In line with Kubota, Heinz argues that all languages own the response in the world, but the differences in the characteristics of language and culture in every country make it different among countries in the world, especially at the frequency of use, type, the function of *Aizuchi* [17], [18]. In terms of culture, *Aizuchi* in Japanese speaking activities has a deep philosophy that conveys their feelings and opinions and the ability to interact as an active listener to smoothen communication to keep it run smoothly [15]. In some English-language activities, the use of responses tends to be considered a signal of listeners' impatience, a signal from the listeners to the speakers so that the speakers immediately resolved their words. To Japanese people, the response is a signal of support or empathy from listeners to speakers in their language culture [19]. Mowlei also said that the use and knowledge of a minimal response might bring up a misunderstanding between speakers and listeners. The classification of responses can be included in learning to speak to students in Persia [18]. Other support also said that the response cannot be distributed in a culture that contributes negatively to cross-cultural understanding. Because of the response used by listeners, Japanese people have guaranteed more attention to the English class in Japan and causing comfort for English speakers [19]. The use of *Aizuchi* is expected to be able to provide a harmony of '和' to the speaker and does not ruin the atmosphere of the conversation because the other person does not respond or *Aizuchi* to the speaker. Listeners will use various expressions while considering the speaker's feeling, so that the speaker avoids uncomfortable feelings in speaking. In the expression of this consideration various ways are carried out such as infiltration, *Aizuchi*, not certainty, etc. [20]. Furthermore, *Aizuchi*, as a social-cultural source of Japanese interaction, is not only to support, agree, encourage but also to build competitive discourse, disagreement, and agreement [20], [21]. Thus, the function of *Aizuchi* is not only linguistically interpreted but can be interpreted with other functions such as affective functions that apply in the interactive activities of Japanese people. In terms of language, Maynard said *Aizuchi* could be used by verbal and nonverbal listeners [22]. Miyata and Nisisawa provided an understanding of *Aizuchi* as a listener activity that does not change the turn when the speaker is talking; it supports the flow of speaker talks instead [23].

Based on the review above, an investigation is carried out on the initial attitude of learners in speaking communicative -based Japanese using Zoom and *Aizuchi*-based multimedia, the impact of online learning using Zoom and multimedia in Japanese Learning, participants' attitudes to characterized Multimedia, autonomous material and effectiveness of media, as well as the strengths and weaknesses of communicative-based Japanese Learning using Zoom and Multimedia as research objectives.

## Method

### 1. Research Design

This study adopted a qualitative descriptive method used by Brett [13], that is to describe the research question, then describe the *Aizuchi* skill-based multimedia before describing the outline of the obtained data procedures. The questions used in the questionnaires were adopted from SerarDerhan's research [6]. Nevertheless, this research is distinctive as it discusses online learning using Zoom and *Aizuchi* skill-based multimedia in communicative-based Japanese Learning. Meanwhile, Brett only investigated the attitude of students using multimedia in the language curriculum [13].

### 2. Research sample and population

This research was conducted for 6 months in the Japanese Literature Study Program of Hasanuddin University Makassar. The subjects of this study were 30 middle-level Japanese students who have been learning more than 2 years at the University consisting of 20 female students and 10 male students aged 21-23 years. They did not have experience in using multimedia in language learning.

### 3. Research Instruments

Thirty questionnaires were distributed to 30 middle-level Japanese students having studied for about 2 years. Each questionnaire consisted of 5 questions concerning the research questions above.

#### Research Procedures

##### a. Films/videos category

The research procedures were started by making multimedia flash based on the analysis of needs and characteristics of middle-level Japanese language students. Prior to that step collecting, editing, and transcribing conversations in the film were conducted then followed by analyzing conversations based on the use, type, and function of *Aizuchi* required by students, namely the types of refusing, agreeing, short sounding, praising, and talk supporting. There are several factors used as guidelines in collecting and analyzing films and videos, namely the *Aizuchi* classification used in the film from easy to difficult level (Kubota, 1995; Takayoshi, 2007), learning styles, the ability to use multimedia and the internet in the characteristic questionnaire and the needs of students (Imelda; Rahmat, 2021), dressing cultural factors and contents of talks that are in accordance with the values of Indonesia's character and timings used on 1-3 minutes of video pieces. The collected videos were then transcribed and were included in the empty gaps of the speaking problem. The Multimedia used were adopted learning videos from Minna no Nihongo I (Network, 2018), (Keita Motohashi, 2014), YouTube videos from Akira (Ikegami, 2012), *Aizuchi* videos from the Tokyo Technology of Foreign Studies (Tokyo University of Foreign Studies, 2004).

##### b. Multimedia flash type

Multimedia made is the *Aizuchi* skill-based multimedia that can be accessed online using Android via mobile phone and computer or notebook sent by lectures prior to online lectures. Multimedia Flash uses Adobe Flash Player 17.0r0 application type; file version 17.0.0.134; product name Shock Wave Flash; product version 17.0.0.134; size 16.8 MB; original filename SAflash player.exe.

### 4. Data analysis techniques

Data analysis techniques were conducted by analyzing the results of data from 4 research questions in the questionnaire processed using Likert type with 5 points developed through the Literature Review of *Aizuchi* skills [15], [24] and also adopted from questions from SerarDerhan's research [6]. Even so, this research is distinctive because Serar only examined the perceptions and attitudes of students who used Zoom only. Meanwhile, this study combined the two media, namely Zoom and multimedia, when learning Japanese. The results of the questionnaire were collected then 5 the response scale were analyzed starting from 1) strongly disagrees 2) disagree, 3) not certain, 4) agree and 5) strongly agree. Then 2 open-ended questions about the advantages and disadvantages of using Zoom and multimedia were added.

## Results and Discussion

Before starting online learning, instructors distributed *Aizuchi* skill-based multimedia links to 30 students, and they then downloaded using a computer or notebook. Even so, there are 3 students who did not have any laptops and only used cellphones. The instructor then provided a multimedia version that can be operated using cell phones. Students accessed the learning materials through computer or notebook, or cellphone they owned. Intermediate Japanese learning was conducted after ensuring all students have downloaded the multimedia file. Learning took place for 2 hours using *Aizuchi* skill-based multimedia and Zoom.

### 1. The initial attitude of learners in communicative-based Japanese using media Zoom and *Aizuchi* skill-based multimedia.

The author collected 30 questionnaires from students. Questions were divided into 3 groups based on the initial use of learning to speak Japanese online using Zoom and Multimedia. Group 1 consisted of 5 questions about the attitude of respondents because in some research, participant's attitudes were considered negative when using video conferencing [25]. On the other hand, a positive attitude was

shown by participants in the research using Zoom [5].

Table 1 shows question 1) the highest positive assessment associated with the convenience of accessing online learning using Zoom and Multimedia. Variations of answers are not much different: strongly agree (66.6%), agree (30%), and not certain (3.33%). Question 2) Respondents showed a positive assessment related to the joy of using Zoom and multimedia learning with variations of answers not much varied: strongly agree (60%), agree (36.67%), and not certain (3.33%). Question 3) showed positive assessments: agree (53.33%), strongly agree (16.67%), and not certain (30.00%). Question 4) respondents also provided positive assessments but tend to be not certain regarding pleasure that arises in online learning using Zoom and Multimedia. Those who answered agree (more than 70%), not certain (23.33%), and strongly agree (6.67%). For question 5 respondents showed positive assessments concerning self-confidence feeling with the variations of answers that were not too far away; agree (50.00%), strongly disagree (46.67%) and not certain (3.33%). In average, the initial attitude of the use of Zoom and Multimedia is very good, the respondents are very confident in online learning and it seems that they are used to using internet devices in learning, even though they have little doubt to learn to talk online because it was the first time they fully accessed not face-to-face online speaking learning, as shown by Table 1.

Table 1. The initial attitude of use on learning Japanese speaks online using Zoom and iMultimedia

| No | Item   | Mean | SD   |
|----|--|------|------|
| 1. | I am comfortable in accessing Online learning using Zoom and Multimedia. | 4.63 | 0.56 |
| 2. | I enjoy online learning using Zoom and Multimedia.                       | 4.57 | 0.57 |
| 3. | I can streamline time in online learning using Zoom and Multimedia.      | 3.87 | 0.68 |
| 4. | I like learning Japanese online learning using Zoom and Multimedia.      | 3.83 | 0.53 |
| 5  | So far, I am confident using Zoom and Multimedia.                        | 4.43 | 0.57 |

The results of analysis of questionnaires from 30 students in Table 1 revealed that the initial attitude of students was very positive regarding the use of *Aizuchi* skill-based multimedia as in Wang's research [5]. Most students can use multimedia and Zoom confidently and joyfully; they also enjoy distance learning. This positive feeling provides good motivation for students during the COVID-19 pandemic. Concerns about the transition from offline to online learning indeed gave a little doubt to students in accessing distance learning, although in the end they were familiar to learning technology with self-confidence.

## 2. Impact of online Learning using Zoom and *Aizuchi* skill-based multimedia on communicative-based Japanese Learning.

Question 1) on Table 2 shows respondents' positive assessments and they were not too varied: not certain (36.67%. Question 2): strongly agree (33.33%) and agree (30.00%). Question 2) shows the highest positive assessment regarding the role of online learning to learn Japanese; strongly agree (43.33%), agree (30.00%) not certain only 26.67%. Questions to 3) also showed positive assessments of increased creativity but tended to not certain regarding the improvement of Japanese Learning through online learning with 50.00% agreed, 26.67% strongly agree, and 23.33% not certain. In question 4) respondents again showed positive assessments regarding the increase in interactivity through online Japanese learning with 53.33% agree, 30.00% strongly agree, and 16.67% not certain. For question 5) respondents also showed positive assessments regarding increasing interactivity using online learning but tended to not certain; 43.33% agree, 30.00% not certain and 23.33% strongly agree. In answering question 5) respondents also showed positive assessments but tend to not certain regarding the increased use of type and *Aizuchi* function in online Japanese learning; 50% not certain, 26.67% agree and 23.33% disagree.

Table 2. Perception of Participants regarding Impact of Zoom and Multimedia Use in Japanese online learning

| No. | Item | Mean | SD |
|-----|------|------|----|
|-----|------|------|----|

|    |  |      |        |
|----|--|------|--------|
| 1. | The use of Zoom and Multimedia increase apanese Learning communicatively.                        | 3.97 | 0.85   |
| 2. | The use of Zoom and multimedia helps me learn communicative Japanese learning materials.         | 4.17 | 0.83   |
| 3. | The use of Zoom and Multimedia increases the creativity of learning communicative Japanese.      | 4.03 | 0.72   |
| 4. | The use of Zoom and Multimedia is effective in Japanese Learning in pairs.                       | 4.13 | 0.68   |
| 5. | The use of Zoom and Multimedia increases interaction in learning Japanese.                       | 3.97 | 0.76   |
| 6. | The use of Zoom and Multimedia increases type, function and use of Aizuchi in learning Japanese. | 3.73 | 0.5 83 |

The more dominant grammatical approach was conducted in Intermediate Japanese Learning in the previous offline class. In this online class the grammatical approach no longer dominated but it was combined with a communicative approach to implementing naturally and communicative speaking through the skills to respond to using *Aizuchi* properly and correctly. The lack of opportunity to meet and communicate with native speakers also raises a lack of Japanese student interactions with Japanese native speakers. It was worsened with learning speaking in more offline classes mostly with paired activities in front of the class, and by memorizing the conversation scripts provided by the instructor. In speaking class, learners interacted with one teaching material and a monotonous grammatical approach. However, outside the class learners watched films, DVDs, Japanese anime which were ample and available in cyberspace. The existence of non-up-date teaching materials, boring and unsatisfactory learners lead to their learning through film or anime preference [11]. The number of Japanese dramas, Japanese animated films available on the internet can be used as Japanese learning materials. But it needs to be balanced with the filter on the right teaching materials [12]. Therefore, the need for more systematically composed and scientific and meet the needs of students and instructors teaching materials are necessary. The use of teaching materials using multimedia that has been adapted to the needs of teachers and learners which is able to display Japanese-language activities in which Japanese speaking activities are natural, communicative, authentic and attractive [26]. In addition, Multimedia is chosen because it can increase learning courage to work in groups, express students' various knowledge, build students to be problem solvers[14]. It can be concluded from the results of the collected questionnaire that the lack of learning media used at the time of offline classes and monotonous activities which is talking in front of the class while memorizing the script has been renewed. Learning Japanese by accommodating *Aizuchi* skill-based multimedia and using Zoom is able to streamline online learning because it has been designed according to learning flow and is equipped with visual audio activities such as roll playing, shadowing and in-pair speaking tasks. The instructor just needed to point the cursor and click the button while explaining a little explanation of each activity in each chapter. According to participants, the existence of multimedia made online classes be more interactive which was proven by their length of talking from 1 minute to 4 minutes with the theme given in the form of roll play. Through the use of *Aizuchi* skill-based multimedia, students could bring up creativity and courage [14], especially in using typed Japanese, functions and the use of *Aizuchi* is better and appropriate. Students also revealed that they were greatly helped on the smooth learning of talking because there were examples that could be seen and heard directly as if the native speakers spoke directly through audiovisuals. Their creativity actually gave rise to the courage in speaking [14].

3. Attitudes of participants on *Aizuchi* skill-based multimedia that have characteristics, autonomous material and media effectiveness.

Table 3 has 7 questions. Question 1) described respondents showing positive assessments related to the role of online learning using Zoom and multimedia in self-learning. 40% agree, 36.67% strongly agree and 23.33% not certain. Question 2) described respondents' positive assessments related to

multimedia relevance and learning needs of Japanese Learning. 50% agree, 30.00% strongly agree, and only 20.00% not certain. Question 3) shows respondents positive assessments but tend to not certain regarding the flexibility of collaboration using Zoom and Multimedia. 40% not certain, 33.33% agree, and 26.67% strongly disagree. Question 4) described respondents' positive assessments related to the urge to study in pairs and independently through Zoom and Multimedia. 43.33% agree, 36.67% not certain and 20.00% strongly agree. Question 5) described respondents' statements. 43.33% not certain, 33.33% agree, and 23.33% strongly agree to the ability to control Japanese learning using Zoom and Multimedia. Question 6) described respondents positive assessments related to access to the availability of video of Japanese Learning using multimedia with 50.00% strongly agree, 30.00% not certain and 20.00% agree. The 7th question) showed positive assessments to the multimedia role in learning Japanese using Zoom and Multimedia. 50.00% strongly agree, 30.00% not certain and 20.00% agree as shown in Table 3.

Table 3. Attitudes of students against multimedia who have characteristics, autonomous, and effective material

| No. | Item  | Mean | SD   |
|-----|---|------|------|
| 1.  | Able to compensate for my speed in independent learning.                  | 4.13 | 0.78 |
| 2.  | Relevant to my needs in learning communicative-based Japanese.            | 4.10 | 0.71 |
| 3.  | Give me flexibility to collaborate with friends.                          | 3.87 | 0.82 |
| 4.  | Encourage me to learn to talk in pairs as well as to learn independently. | 3.83 | 0.75 |
| 5   | Give me full control in learning communicative-based Japanese.            | 3.80 | 0.81 |
| 6   | Give interesting video access and are not monotonous.                     | 4.20 | 0.89 |
| 7.  | This Multimedia helps learning communicative-based Japanese.              | 4.23 | 0.68 |

Multimedia installed on a laptop/computer or cellphone can be accessed easily so that students who had no chance to hear the conversation in the video screened by the instructor, could played back by themselves without asking the instructor to play back the video. This convenience is considered very appropriate to learn Japanese independently online at home or in class. Furthermore, the film or video displayed are native speakers and background places in Japan so that students can emulate the intonation, type, function and use of *Aizuchi* directly to the native speaker and feel the atmosphere of a more authentic Japanese set. The relevance of the film/video in the multimedia with the needs of students also helps motivate students to learn to speak Japanese in fun ways. Online learning in class using Zoom encourages them to speak in pairs even though students seem to feel comfortable if they talk to the desired friend. This activity reduces the load of the instructor to determine the speech pair. To avoid boredom, occasionally the instructor asks them to change partner or to choose their desired speaking partner.

4. Advantages and weaknesses of communicative-based Japanese learning using Zoom and Multimedia.

On Table 4 there are 8 questions. Question 1 showed respondents' positive assessments regarding the role of multimedia in independent learning with answers that were not too varied; 40.00% agree, 36.67% strongly agree, and 23.33% not certain. Question 2 showed respondents' positive assessments related to the relevance of multimedia and the learning needs of speaking Japanese with 50.00% agree, 30.00% strongly agree, and 20.00% not certain. The 3rd question showed respondents' positive assessments but tended to hesitate regarding the flexibility of collaboration using multimedia; 40.00% answered not certain, 33.33% agree, and 26.67% strongly agree. Questions to 4 showed respondents' positive assessments but tended to hesitate regarding the urge to study in pairs and independently through multimedia with 43.33% agree, 36.67% not certain, and 20.00% strongly agree. The 5th question showed respondents' positive assessments but tended to hesitate regarding the ability to

control Japanese learning using multimedia with 43.33% not certain, 33.33% agree, and 23.33 % strongly agree. The 6th question showed respondents' positive assessments related to the availability of video access in learning to speak Japanese using Zoom and Multimedia; 50.00%, strongly agree, 30.00% not certain, and 20.00% agree. Questions to 7 showed respondents' positive assessments related to the role of multimedia in learning in speaking Japanese online with 13.33% not certain, 50.00% agree, and 36.67% strongly agree as shown in Table 4.

Table 4. Students' perceptions of the advantage of using Zoom and multimedia in learning to speak communicative-based Japanese

| No.                  | Item  | Mean | SD   |
|----------------------|---|------|------|
| <b>A. Advantages</b> |   |      |      |
| 1                    | Can still access learning even despite the COVID-19 pandemic.   | 4.53 | 0.51 |
| 2                    | Comfortable to study at home.   | 4.63 | 0.49 |
| 3                    | Attend a virtual class without having to go to campus.  | 4.40 | 0.50 |
| 4                    | Flexible Japanese learning by accessing Zoom and Multimedia.  | 1.97 | 0.67 |
| 5                    | Can speak Japanese using various media such as WA and video editing.                                  | 2.93 | 0.78 |
| 6                    | Multimedia is designed effectively following the meaning flow.  | 4.33 | 0.48 |
| 7                    | Can interact and ask without having to speak because of the use of response/emoticon feature of Zoom. | 4.47 | 0.51 |

Every learning material has been recorded by the instructor and was saved in Google drives that can be accessed by students whenever needed. This is very different from the application in the offline class. In addition, although in the midst of Covid-19 pandemics where students and instructors are overwhelmed with anxiety and concern how they reach long distance learning [3], these doubts did not last long because students were very comfortable learning at home as they still could access speaking learning. They did not need to attend classes on campus [6], and communicative-based Japanese Learning could run well even though it was done remotely using *Aizuchi* skill-based multimedia served using Zoom.

Furthermore, the results of the questionnaire table 5 below consist of 8 questions described as follows: in question 1, the respondents strongly agree related to the needs of supporting devices of learning Japanese needs considerable specifications and capacity. 53.33% strongly agree and 46.67% agree. Question 2 showed respondents' strong agreements regarding the high quota requirements during online learning with 63.33% strongly agree and 36.67% agree. The 3rd question showed respondents' positive considerations related to the prudency because the interaction of lecturers and students is distance-less in online learning. 60.00% agree and 40.00% strongly agree. The 4th question showed an assessment of disagreeing regarding the ability of respondents to understand how to use Multimedia. 56.67% strongly agree, 23.33% strongly disagree and 20.00% not certain. The 5th question showed respondents' assessment regarding the smooth access of network access during the rainy/cloudy season. 50.00% not certain, 30.00% disagree, 16.67% agree and 3.33% strongly disagree. The 6th question described respondents' assessment related to the ease of network access in sunny weather. 66.67% strongly agree, and 33.33% agree. The 7th question showed respondents' assessments related to the convenience of online learning in the city with 53.33% agree and 46.67% strongly agree. Question 8 showed respondents' assessment but tend to hesitate regarding the implementation of online learning in the village. 36.67% not certain, 46.67% agree and 16.67% strongly agree as shown in Table 5.

Table 5. Students' perception of the weakness of the use of Zoom and multimedia in learning to speak communicative-based Japanese

| No.                     | Item  | Mean | SD   |
|-------------------------|---|------|------|
| <b>A. Disadvantages</b> |   |      |      |
| 1.                      | Requires an Android cellphone with quite large memory and RAM sizes.                                  | 4.53 | 0.51 |
| 2.                      | Requires a lot of quota to access Zoom and multimedia learning because of the 2-hour duration         | 4.63 | 0.49 |
| 3.                      | I feel embarrassed because of the distance between the lecturer and students seem feeling very close. | 4.40 | 0.50 |
| 4.                      | Not knowing how to use Multimedia to speak.   | 1.97 | 0.67 |
| 5.                      | Learning through Zoom and multimedia can be accessed easily in the rainy or cloudy season.            | 2.93 | 0.78 |
| 6.                      | Learning through Zoom and multimedia can be accessed easily in sunny weather.                         | 4.33 | 0.48 |
| 7.                      | Learning through Zoom and Multimedia is more comfortable to use in the city.                          | 4.47 | 0.51 |
| 8.                      | Learning through Zoom and Multimedia is more comfortable to use in the hometown.                      | 3.80 | 0.71 |

### Conclusion

Learning communicative-based Japanese during the COVID-19 pandemic can be conducted traditionally, face-to-face Learning, as well as by online learning. Learning Japanese online using Zoom and Multimedia is worth very positive since the initial attitude of students using online learning methods. Online learning can be accepted by students with a sense of comfort accessing Zoom and *Aizuchi* skill-based multimedia, give confidence to students in accessing *Aizuchi* skill-based multimedia especially on video, increase the creativity shown by respondents at the time of learning activities in virtual classes and roll play tasks that have never existed in learning Japanese through face-to-face learning. They can use various media such as the edited results of the video roll play assignment using editing media to give the impression of the speaker gallery view in the short conversation; respondents included music playing activities when performing roll play with their friends. Roll Play is conducted confidently. They demonstrated very relaxing and creative role play until the talk lasts up to more than 3 minutes and use many filler response types as well as *BoutouAizuchi*. Although they preferred to turn off the camera and the speaker because of their embarrassment when the instructor gave lectures online, during open-ended question sessions, the purpose of turning off the camera by several participants is to save quota. Weather problems and quota purchases are big obstacles in this online learning. The recommendation of this study is the use of Zoom and multimedia in Japanese grammar as this study did not accommodate the Learning of Japanese grammar. Hopefully, this research can increase variations and learning strategies in Japanese Learning in the midst of the COVID-19 pandemic.

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