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Using Mobile Phone Aizuchi Basic-Skill Teaching

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1. Introduction (10 Pt)

This research is considered new since using a mobile phone in *aizuchi*-skill learning for students in semester 2 to speak the Japanese language. Technology has an important role to the humans' life almost in all aspects [1]. During the period of this Covid-19 pandemic, conventional learning cannot be well implemented without technology, such as multimedia, youtube, and etc. [2]. Technology, such as mobile phone, has recently become more sophisticated and provided many functions. Mobile phone is not only used for communication, shopping, socializing, and businesses [3]. However, the role of mobile phone has also been developed in foreign language educational fields, such as English [4]. The research on English language learning using mobile phone has no longer been unfamiliar, just like English. The research conducted by Azad on mobile phone had positive impacts and greatly effective for English learning at Sulaiman university in Iran[5]. The utilization of mobile phone for learning experienced by the students in Malaysia has, in fact, rapidly developed in 2013, although in 2008, not many students used mobile phone for learning [6]. The research conducted by Murugan *et al.* on the readiness of lecturers and students to use mobile phone for learning in Malaysia. They explained that there are 3 elements required to change and develop habits using the mobile phone technology, namely context, control, and communication [7]. Furthermore, a research conducted in Malaysia on teaching and learning English language using mobile phone has concluded that using mobile phone for learning English is greatly attractive and well facilitate both lecturers and students [8]. What about the foreign language learning, such as Japanese language? The basic Japanese language speaking learning mostly used more time to review the sentence patterns learned in the teaching's introductory-phase [9]. Furthermore, in class activities, the lecturers generally require the students to memorize conversations and practice the conversations in front of the class with their pairs. The assignments were made in the form of students' in-pair conversations in the form of videos sent through e-mail to the related lecturers since it is impossible for each student to practice their conversations in one meeting session. Teaching speaking using this method seems to be not teaching good communication strategies since greatly depending on memorization and sentence patterns. Besides, the students who frequently memorize the scripts or reading the full-text slides, are unable to improve their speaking skills in front of public and make their learning

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experiences become boring [10]. Speaking ability requires some strategies, such as *aizuchi*. Many studies have been conducted related to *aizuchi* or backchanneling *aizuchise* throughout the world because *aizuchi* has an important role for communication. Heinz argued that *aizuchi* belongs to all languages in the world, yet different in each language due to the characteristics of language and culture existing in each country. Heinz further explained that *aizuchi* is different in each language mostly caused by the utilization frequencies, types, and functions of *aizuchi* [11,12]. *Aizuchi* which has appeared in all languages, frequencies, types, and contexts of its different utilizations greatly depends on the language and culture. Thus, to communicate effectively, knowledge on *aizuchi* is greatly required since the inability to utilize *aizuchi* can result in miscommunication between speaker and hearer [13].

Research on *aizuchi* is not something new. Since years ago, studies related to terms or names and perspectives in understanding *aizuchi* have been conducted from different research fields to complete each other. Yungve devined *aizuchi* as feedback or signal from hearer [14], [15]. Furthermore, Schegloff used the word “continuer” with the function that the hearer lets the speaker speak [16]. In Japanese language, backchannel respons is also called *aizuchi*. Maynard saw the function of *aizuchi* from the discourse analysis, in which the conversations can be recorded or videotaped and then described [17]. Meanwhile, Sugito saw *aizuchi* with the function as interaction of hearer trying to adjust the conversations with the speaker [18]. Kubota in more details also divided the verbal types of *aizuchi* in the form of *iikae* or paraphrase, *kurikaeshi* or repetition, *kikikaeshi* or reconfirming and *bun no kankatsu* or conversation closing [19]. The types of *aizuchi* can also be seen from the verbal and non-verbal forms [20]. Miyazaki has included *aizuchi* as a short voice just like *sou*, *un*, *uun*, *ee*, *hai*, *bontou?*, *bee*, *narubodo*[21]. That research referred more on the functions and types of *aizuchi* seen from the speaking activities, interactions, and discourse analysis. The recent research trend on *aizuchi* has been extensive and covered more scientific fields, such as investing the *aizuchi* short voices from the pragmatic perspective just like Tanaka when reviewing *aizuchi* „he” to investigate the potential token \sim “he” (the same term with *aizuchi* or backchannel) significant to depict the existance of information relation heard with that obtained by the hearer from the other sources [22]. Endo in ve s t i g a t e d t h e J a p a n e s e l a n g u a g e p a r t i c l e s / a / a n d / a a / i n *aizuchisive* turn taking or turn to utilize *aizuchi* consisting of both tokens (the other term of backchannel) depicting the speaker’s cognitive position changes [23]. Ono and Suzuki have conducted a research on token reactive to some verbs, such as *wakaru*, *aru*, *iru* by seeing the prosody, structure, and semantic of those verbs [24]. Furthermore, the researchers from outside of Japan, such as those from Indonesia more frequently discussed contrastive studies. The studies compared the utilization of *aizuchi* by 15 pairs of students in the third semesters with 3 pairs of Japanese people. The results showed that 3 pairs of Japanese people used more filler -response *aizuchi* type or *touchuu aizuchi* with continuer function, while the third-semester students used more *bontou aizuchi* type or *aizuchi* appearing at the end of sentence with the function inappropriate with the *aizuchi* type [24].

The utilization of different functions made by the students after *hyouka aizuchi* or the evaluating function in *aizuchi* in activities explained in Japanese language were also found by Okie [25]. According ot Richard, to make the learners communicatively successful in their speaking skills, the educators and textbooks conducted the speaking learning through various approaches starting from direct approaches” focusing on the oral interaction forms, such as turn taking, back-channeling, question strategies, and topic management up to indirect approaches [26]. Meanwhile, Takayoshi stated that *aizuchi* can be gradually taught starting from the easiest to the most difficult levels [20]. This inspires the implementation of *aizuchi*

skills in speaking since early. However, there is no *aizuchi*-skill teaching integrated with textbook or learning media and thus inspires to create the learning materials in the form of mobile phone. However, the learning syllabus and plans are necessary to adjust with the KKNI-based learning syllabus and plans [27]. The initial creation of these learning materials was in the form of multimedia flash. Furthermore, those learning materials were then first included in the form of flash multimedia to the mobile phone format compatible to the android-based mobile phone. Burston showed that smartphone is a device possessing the "functionality" power of computer and audio visual recorder [28]. Next, the *aizuchi* teaching design was examined by trying the learning materials for the students from Japanese Literature Study Program of Universitas Hasanuddin within a period of 1 semester. Since the *aizuchi*-skill teaching is still very rare and it is considered as one important strategy for having a good communication with the Japanese people, some research questions were formulated as follows: 1) how were the action research stages utilizing the responding-skill learning materials using mobile phone, 2) students' perceptions on these learning materials.

2. Research Method

This research was conducted at Japanese Literature Study Program of Universitas Hasanuddin Makassar for 1 year from September 2018 to December 2019. This research continued the previous research related to needs analysis of two lecturers and students at semester 2 joining the Japanese language speaking class and analysis of students 'characteristics using the development model of Kemp learning materials [29].

2.1 Sample

Previously, pre-research conducted by distributing questionnaires to 30 students joining the Japanese language speaking class. However, only 24 students returned the questionnaires consisting of 10 female students and 14 male students from semester 2. 24 students were willing to continue the speaking-skill learning. The teaching was first conducted by dividing the students in small and big groups.

2.2 Instruments

This research used three instruments: 1) sheet of on-going-teaching observation guideline comprising 3 big matters, namely student-centered learning, teacher-centered learning, and student ability. 2) sheet of students' perceptions on the responding-skill learning materials consisting of 6 dimensions, namely Development Principles of responding-skill learning materials for speaking the basic integrated Japanese language, Objective and Approach, learning material design and organization, responding-skill contents for speaking the Basic Japanese Language, Theme atau Topic and methodology then described in details within 33 questions which should be selected by the students with the scale of 1-5. Score 1=highly disagree, Score 2=disagree Score 3=neutral, Score 4=agree, Score 5=highly agree. 3) Sheet of scoring obtained from the students' role-play videos in 12 conversation pairs. The scoring consists of expressions, interactions, and responding skills. The scoring was adopted from the book written by Marugoto [30]. Furthermore, before the learning materials set into the mobile phone, the professional flash multimedia 2015 was created using the operational system specification for android 5 or android 7 with 2 Gb or 3 Gb ram, 1 GB Storage Space, qualcomm processor (snapdragon 600 series) or mediatech (mediatech helio series), qualcomm processor (snapdragon 420) or mediatech (mediatech A7), storage 800 Mb, browser (chrome/opera/firefox), and internet connection.

2.3 Procedures

This research was conducted by making a small group consisting of 6 students: 3 male students and 3 female students. The students were selected based on their willingness to join the small group for six meetings with each meeting duration of 90 minutes. In the small group, the Japanese language speaking class was similarly conducted as the common class dominated with grammatical reviews and script-memorizing activities on exercise part C and *kaima* or conversation. In the pre-test class, the teacher did not discuss *aizuchi* at all. Meanwhile, the big class consisted of 24 students: 10 female students and 14 male students. The meetings were 6 times with each meeting duration of 90 minutes. Based on the needs analysis and characteristics analysis [29], the responding-skill learning materials and syllabus were formulated based on *KKNI* [31] then followed with the action research stages. Burns believed that the nature of cycle from the action research processes was one factor improving the research findings [32]. Those action research cycle stages used were as follows: (1) Planning – identifying the problems found in *Minna no Nihongo I* learning materials and the recently used speaking syllabus, then making the responding-skill learning materials for speaking the basic Japanese in semester 2 in the form of flash multimedia, then set them into mobile phone by using the android-based handphone, (2) Action - intervention in the teaching context for certain period of time [32]. Intervention was performed in the big class or experimental class, and focused on the speaking learning based on textbook made using mobile phone. However, the accessible mobile phone-based learning material files were first distributed to the students joining the big class, (3) Observation – data collection phase, the data collection was made after the affectivity test in both small and big classes using t-test. (4) Reflection - reflecting and evaluating the effects of action. The form of reflection was making these learning materials lighter and immediately accessed. The cyclic forms of action research above can be depicted in four activities as seen in the following Figure 1 [32].

This research used learning media in the form of mobile phone. Meanwhile, specifications were required to run the android-based mobile learning application. Through these specifications, the flash multimedia was previously created into the android-based mobile learning.

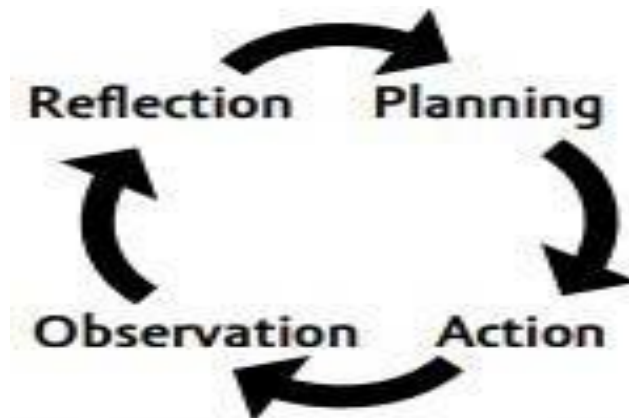


Figure 1. Action Research (Adapted From Burn, 2010) [32].

2.3 Data Analysis

In both small and big classes, teaching in the post-test class was conducted based on observations that the educators can focus more on the students' activities and abilities, yet not

completely eliminating the role of lecturers. The data available on the perception sheets were analyzed by accumulating all scores to obtain the mean score. The scoring data were obtained from the role-plays recorded in both small and big classes with the duration of minimally 1-3 minutes. The scoring was taken from 3 factors consisting of expressions (35%), interactions (35%), and responding skills (30%). The interaction and expression interactions were adopted from the scoring available in the book written by Marugoto [30]. After obtaining the pre-test scores (small group) and post-test scores (big group), the data were then analyzed using t-test. The statistical hypothesis used was $H^0 = \mu A \leq \mu B$ and $H_1 = \mu A < \mu B$. to see the effectivity of responding-skill learning materials through mobile phone [33].

3. Results and Discussions

This chapter discusses the first question of learning in the online class using mobile phone. To answer this question, the four stages in action research from Burns were used [32].

a. Action Research Stages of Responding-Skill Teaching Using Mobile Phone

First stage is planning. Planning covers 1) making syllabus and 2) responding-skill learning materials in the form of mobile phone. There were some identified problems. **First problem** was no syllabus of speaking the Japanese language 2 in Japanese literature study program using the KKNI- based syllabus [27]. The syllabus included the responding skills. Based on the basic responding-skill syllabus, there were some components in accordance with the KKNI syllabus namely 1) learning achievement for 1 semester intended to make the students are able to speak communicatively and naturally in both grammatical and communicative manners, 2) learning plan for 14 meetings, 3) the final learning achievement is mastering the communicative strategic competences, 4) Study Materials/learning themes and video themes. Selecting videos with the background of Japanese country with various situations at campus, daily life and offices, in which the contents of all video themes were in accordance with the needs of students and lecturers [29,34], 5) communicative learning method which did not only focuses on the grammatical matters but also the use of *aizuchi* types, functions, and utilizations as well as learning media in accordance with the use of mobile phone containing the basic *aizuchi*-skill learning materials [20]. 6) learning experience, that is, the students' learning experience in the previously-designed activity forms providing consciousness to the existence of *aizuchi*, acknowledging, peer-listening, shadowing, peer speaking and role-play using the *aizuchi* types, functions, utilizations in various speaking themes in communicative, attractive, and natural ways [36].

7) For evaluation indicators and scoring forms in the Semester lecturing plan (known as *RPS/Rencana Perkuliahan Semester*) starting from self-evaluation contained in each chapter, peer speaking in each chapter, and role-play in each five chapters. The indicators evaluated in speaking included interactions and expressions [37], yet added with the responding-skill points in evaluating the speaking basic Japanese language. The students' speaking activities which are then collected in the form of portfolios contained self-evaluation in each chapter, speaking activities in the form of created videos, and the given assignments. 8) Time and weight of time available in the semester lecturing plan was 120 minutes used for meetings in the classrooms. The weight of evaluation related to the achievement gained per meeting (once a week) by 40%, semester mid test by 25%, semester final test by 25%, attendance and portfolios by 10%. The second problem was making the learning materials. Making the learning materials has passed the students' characteristics analysis as well as the students' and

lecturers' needs analysis [38]. This was important since the created learning materials were greatly required by the students and lecturers who will use those learning materials. Besides, the responding-skill learning materials which were created focusing on the *aizuchi* types, functions and utilizations [11,38] were gradually taught from the easiest to the hardest level [20]. Meanwhile, the previous studies discussed more on errors in using *aizuchi* made by the students. However, the *aizuchi* theories related to its definitions, types, and utilizations were still included [19,20] with the details of *aizuchi* definitions, types, functions and utilizations contained in chapter 1 and chapter 2, the *aizuchi* which was in the form of short voices or vocals, such as *hai/ee* were also presented in chapter 3 and chapter 4, then *aizuchi* to confirm was in chapter 5, *aizuchi* to agree the conversation was in chapter 6, *aizuchi* to provide encouragement was in chapter 7, and *aizuchi* to close the conversation was in chapter 9, as presented in the following Figure 2.

RESPONDING-SKILL LEARNING MATERIALS FOR THE COMMUNICATIVE-BASED SPEAKING THE BASIC JAPANESE LANGUAGE USING MULTIMEDIA	
Learning Themes	
1 What is meant by	6. Agreeing Responses
· <i>aizuchi</i> ? <i>Aizuchi</i> Types	7. Complimenting Responses
· and functions <i>ya</i> and	8. Encouraging Responses
· <i>ya</i> responses	9. Closing Responses
· Short Responses	
4 Confirming/reviewing	
· Responses	
·	
Learning Videos	
1 Lecturing Activities	4. Japanese People's Daily Life
· Japanese people's working activities Vacation	5. Food
2	
·	
3	
·	
Each Learning's Structures	
1. Learning objectives, indicators, and motivations	
2. Presenting the responding-skill materials from the easiest to the hardest level	
3. Activities providing awareness to the existence of <i>aizuchi</i>	
4. Presenting the <i>aizuchi</i> -skill materials	
5. Exercise Activity 1, 2, and 3 consisting of peer listening, shadowing, peer-speaking (demonstration)	
6. Role play	
7. Self-Evaluation	

Figure 2. Responding-Skill Learning Materials for Speaking.

Second Problem was selecting the learning materials which can be used in mobile phone due to the inexistence of online responding-skill learning materials which can be used as an

alternative instead of the flash multimedia available in laptop. In online classes, the teaching still used four stages, by first preparing 9 learning materials which can be used in online classes. The utilization of mobile phone can be used as one alternative instead of laptop to provide a choice for students who still do not have a laptop. The responding-skill learning materials in speaking the basic Japanese language 2 contained in mobile phone consisted of 4 big components, namely 1) instructions to use the learning materials 2) list of content, 3) e-module in the form of e-book, 4) assignments consisting of individual, in-pair, and in- group assignments. However, those were dominated by the in-pair assignments. The front cover of *aizuchi*-skill learning materials in speaking the Japanese language is as follows.

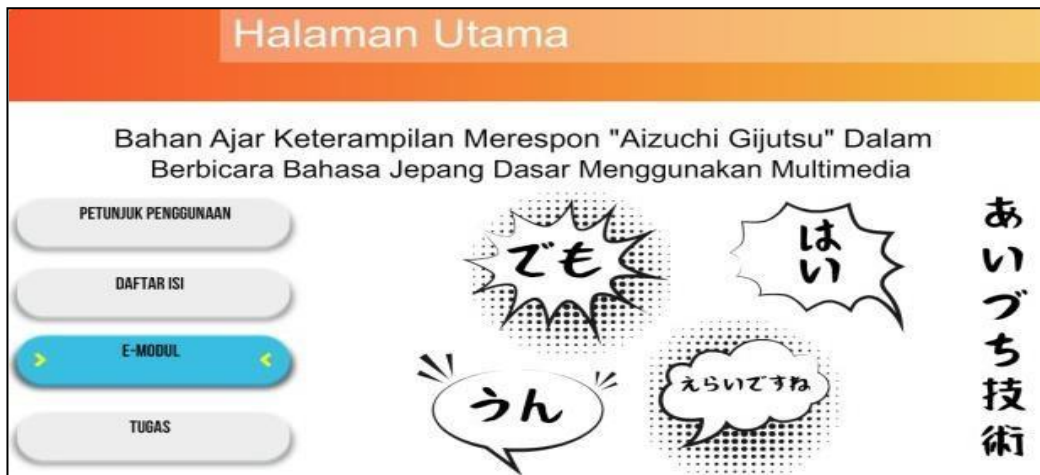


Figure 3. Front Cover of *Aizuchi*-Skill Learning Materials.

Second Stage is Zoom online learning class by using the responding-skill learning materials in mobile phone. This online class was divided into pre-test class and post-test class. The pre-test learning was followed by 6 students from a total of 24 students. The authors taught the Basic Japanese Language 2 course starting from chapter 13 to 18 of *Minna no Nihongo I* [41]. The authors followed the learning commonly implemented by the lecturers previously teaching speaking Japanese Language. In the class, the speaking Japanese language course usually starts by reviewing the use of sentence patterns approximately 30-45 minutes. Furthermore, exercise C and conversation or known as *kaimva* was performed by the students in pairs to the end of the learning time. In assignments, the students were asked to make videos with the topic of food dan duration of 1-3 minutes and send their videos through e-mail to the related lecturers. The illustration of pre-test learning flows is in the following Figure 4.

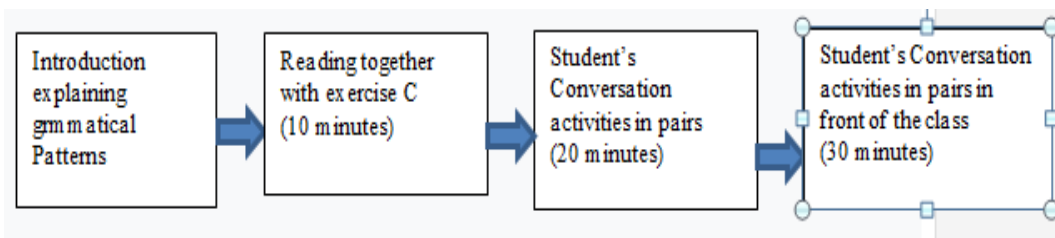


Figure 4. Learning Flows of Speaking Japanese Language Pre-Test Class (online).

Meanwhile, the post-test class, the authors offered the program to 24 students and those all 24 students were willing to join the class. The post-test class was also conducted in 6 meetings

with the duration of 90 minutes each. This learning used Zoom media since conducted online. The videos were taken from the drama entitled “Case Worker’s Diary” [42], Japanese language web, and Japanese language wide show [43], [44]. The selected films should utilize *aizuchi* more, without containing critics that the film can be used as learning media in accordance with the students’ needs who wanted to watch the videos and talked about the working life in Japan. The conversation duration in the videos has been edited by only 1-2 minutes. The film was cut into videos containing 9 types, functions, and utilization of *aizuchi* greatly required by the students. To note that these learning materials were not using the personally made videos, but directly taken from the original videos, films, wide shows. Thus, the authors decided to start the *aizuchi* learning after the students have mastered the common sentence forms or known as *futsuukei* contained in the *Minna no Nihongo* Book after chapter 20 of *Minna no Nihongo* 1.

In mobile learning media, the authors have completed the learning purposes in each chapter to provide the students awareness on *aizuchi* skill learning. Furthermore, knowledge on *aizuchi* and exercises related to the definition, types, functions, and utilization located in chapter 1 and 2. Theory is an introduction to the students and lecturers to understand types, functions, and utilization of *aizuchi* in this learning media. The skill learning started in chapter 3 to chapter 9. In this learning, each chapter was completed with assignments that the students can send them through online. Mobile learning was also completed with the upload practice feature sent to the related lecturers’ email address. Meanwhile, the assignment related to the role play video making in the duration of 1-3 minutes and the same topic with the pre-test. The flows of responding skill learning of speaking basic Japanese Language 2 for the students were presented in the following Figure 5.

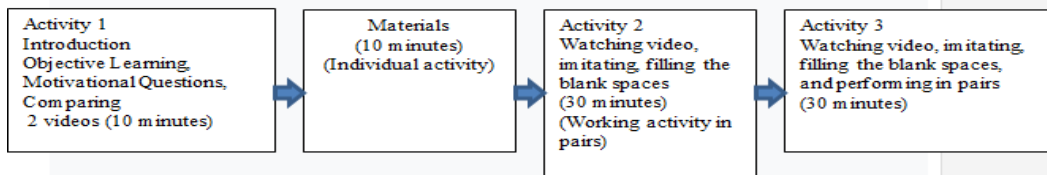


Figure 5. Flows of Responding-Skill Learning in the Post-Test Class.

In 90 minutes learning, there were 1-2 students had problems with the internet connection when using their mobile phone to access the zoom meeting classes shared by the related lecturers.. However, the students always tried to rejoin the online classes to keep up with the materials given. The lecturers had no problems with the responding learning activities using mobile phone since the utilization can be combined in zoom meeting classes. The observation results showed that during the online learning, the students can independently repeat watching and listening to the videos as needed. **Third stage** is making clear observation guidelines to make the authors concern more on 3 important things: lecturers’ and students’ learning activities as well as the students’ owned competences. The guidelines were implemented in both small and big classes due to the recorded zoom classes. The responding skills through mobile phone have been completed with clear instructions and explanations to avoid confusions. They could shadow the *aizuchi* activities, complete the blank spaces, and speak in pairs after independently listening to the videos and also presenting various conversations containing the *aizuchi* variations in pairs.

Fourth stage is before doing reflection. Some writing errors were found in the responding-skill learning materials. The role-play videos made by the students should be created with clear and loud voices.

3.2. The Students’ Effectivity to the Responding-Skill Learning Materials Using Mobile

Phone

The effectivity test was conducted on the role-play videos with the duration of 3 minutes and those videos were then transcribed. Effectivity test was conducted in both small and big class with the same topic, namely Japanese food. In the small class, the students were not given awareness related to the importance of *aizuchi* when doing the role play. The learning was similarly conducted with the previously-made learning conditions. Meanwhile, in the big class, the students have given the treatments in the class related to the awareness of *aizuchi* types, functions, and utilization. The results of normality test were presented in the following table 1.

Table 1. Results of Normality Test with Lilliefors Test.

Item	Pre test	Post test
Average	70.89	82.54
Standard Deviation	3.95	6.07
Number of Students	24	24
L-count	0.161	0.140
L-table	0.173	0.173
Significance level	0.05	0.05

Based on the data presented in table1, it can be concluded that the students' competences in the *pretest* trials given in the small group or limited to the students at level I semester 1 obtained the average class score of 67% or classified into C category. For interaction, the average scores of those 6 students for interaction, expression, and responding skill were respectively 27%, 26%, and 14%. The students have used *aizuchi*, yet focused only on *tochuu aizuchi* or *aizuchi* spoken only at the beginning. All *pretest* students mostly used *bee*, *bontou desuka*, and *son desuka* types only. The *aizuchi* types and functions were properly used, yet not many *aizuchi* were utilized. For interaction, only one student still hesitated in speaking. The conversation duration made during the *pretest* by Cy and Ji, At and Sa, as well as Kh dan Ms was respectively 1.58 minutes, 1.27 minutes, and 2.41 minutes. For the expression evaluation, they were able to use the proper sentence patterns for asking a friend's experiences and working activities as well as explaining time. However, there were some errors in using the particle *ni* and *de* although those errors did not change the meanings of the sentences. The scores of students' competences during the test conducted in the big group were presented in the following Table 2.

Table 2. Scores of Students' Competences in the Big Class' Trials – Post Test.

	Interaction	Expression	Responding skill	Total score
Student	35%	35%	30%	100%
Kh	28	28	24	80
At	32	32	21	84
Cy	32	32	27	90
Ms	28	28	24	80
Ji	32	32	27	90
Sa	25	25	12	61
	29	29	23	81

It is concluded that the average score of the semester-2 students' competences in in the responding- skill learning materials was 81%. It means that there was an increase when compared to the previous one. In this post-test, the students once again did the role-play

equipped with the responding skills. The statistical hypothesis used was $H^0 = \mu_A \leq \mu_B$ and $H_1 = \mu_A < \mu_B$. μ_A was the responding-skill competence average in speaking the Japanese language after treatment (posttest), while μ_B was the responding-skill competence average in speaking the Japanese language before treatment (*pretest*). After the pre-test, a post-test was then conducted to see the level-1 students' responding competence using the developed learning materials. The pretest and post-test explanations are described as follows.

The results of pre-test showed that the lowest score was 64, while the highest score was 74. Thus, the average score of 71.31. The results of post test showed that in the class after treatment, the lowest score was 76.5, while the highest score was 90. Thus, the average score was 83.29. Furthermore, the researchers conducted the normality test to the obtained scores. Normality test is the prerequisite for the next test, namely t-test. Normality test conducted to the data obtained from the pre-test and post-test scores used Lilliefors test by examining the null-hypothesis. The samples were obtained from the normally-distributed population. The statistical hypothesis used $H_0 = L \text{ count} < L \text{ table}$ and $H_1 = L \text{ count} > L \text{ table}$. The test results showed that the samples were obtained from the normally-distributed population. The summary of Normality test results using Lilliefors test is as follows.

Table 3. Results of Normality Test with Lilliefors Test.

Item	Pre test	Post test
Average	70.89	82.54
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Number of Students	24	24
L Count	0.161	0.140
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Significance Level	0.05	0.05

The obtained pre-test scores ranged between 64 and 77 with the average score of 70.89. Meanwhile, the average post test scores ranged between 70 and 90 with the average score of 82.54. The standard deviation score in pretest was smaller than that in posttest. Thus, it can be interpreted that the dispersions of post-test data were more various than those in pre-test data and distributed normally. The next test was homogeneity test to the obtained data above. The homogeneity test was discussed as follows. The results of homogeneity test showed the F_{count} (61.926) obtained from the results of statistical analysis and F_{table} (4.052) obtained from the significant level of 5% and degree of freedom ($df_1 = 1$; $df_2 = 46$) in which both groups had the same or homogenous variants. After having the homogeneity test, t-test was conducted to examine the null-hypothesis to show the average score differences between the results of pre-test and post-test. The value of t_{count} (8.175) was bigger than that of t_{table} (2.069) with the significant value smaller than the significant level of 5% (0.05). It can be concluded that there was a significant different between the accepted H_0 and the rejected H_a . Thus, the responding-skill learning model for speaking the communicative-based basic Japanese language using mobile phone for the semester-2 students was more effective to improve the responding competence in speaking the basic Japanese language and reflect the *aizuchi*-skill learning.

The data obtained from the free questions mentioned in the questionnaires of students' perceptions related to the *aizuchi*-skill learning feedback showed that most students said that the *aizuchi*-skill learning using mobile phone was greatly helpful to master today's learning

materials. The *aizuchi* was taught gradually and various in accordance with the students' needs. The students also greatly expected that learning in the class using the responding-skill learning materials using mobile phone. However, 2 students said that it was difficult to use the media since living in the remote village with highly limited internet signal. Meanwhile, in long conversations, the students' average conversation duration was between 3-5 minutes by utilizing *aizuchi*.

4. Conclusion

The responding-skill learning or *aizuchi gjjutsu* for speaking the basic Japanese language in semester 2 was taught through the action research cycles proposed by Burns consisting of 4 stages 1) planning syllabus and making the learning materials based on the characteristics analysis of students preferring learning visually and needs of students and lecturers who want the responding-skill learning taught since early; 2) teaching the responding skills only in the post-test class, meanwhile in the pre-test class, speaking was taught based on the teaching made in the previous classes; 3) conducting observations on the students' activities when online and when giving the role-play assignments; 4) reflection is conducting the effectivity test in both small and big classes. The students well perceived the learning materials used during the online learning and expected that the *aizuchi* skills were also taught in the classrooms. The *aizuchi*-skill learning has resulted that the students can speak longer when using *aizuchi*. However, it is necessary to consider the students living in the remote villages with highly limited internet signals when using the mobile phone, the responding-skill mobile learning which is still very simple with unset pronunciation exercises and gender-based *aizuchi* utilization that further studies are greatly needed to be conducted.

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