Evaluation of Online Teaching of Skill and Theory Subject of Japanese Language during Covid-19 Pandemic

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Abstract—The Covid-19 pandemic that affected Indonesia has started since March 2020. As a result of this pandemic, people's lives have been disrupted and crippled. One of the fields that has been affected is Dr.Soetomo University learning method that formerly had been carried out offline to become online through various learning applications such as *WhatsApp*, *Zoom*, *Google Classroom*, and *e-learning*. The research problem of this article was the positive and negative impacts of online learning on the skill-based subjectsuch as *ShokyuuChoukai Ge* and theory-based subject such as *OuyouNihongogaku*. Based on students' opinions received through *WhatsApp* messages, the positive impacts of this online learning were students can understand *choukai* material more thoroughly because it is given and can be done prior to the lesson, students were more confident and courageous in answering questions or discussing *choukai*, the materials could be reviewed more than once instead of only when the lecturer was in presence for *OuyouNihongogaku* lesson, lessons could be attended while working, and students received more knowledge about new technology. Conversely, the negative impacts of online learning were signal problems, the mismatching of scheduled lesson hour because of technical/nontechnical issues, the difficulty of coordination and limited discussion time within student groups, lack of supervision that can cause students to get distracted to open social media or play games, and health issues. Although the result of this article indirectly has similarities and differences with previous research, this article uses the students of the Japanese Department of Dr.Soetomo University with different lesson subjects as the research subjects. The conclusion was that the positive impacts of online learning such as intensified lesson instruction, additional opportunity to ask and review material after the lesson, needed to maintain and the negative impacts need to be reduced.

Keywords: negative impacts; online learning; OuyouNihongogaku; positive impacts; ShokyuuChoukai Ge

INTRODUCTION

The Covid-19 pandemic that has begun since early March of 2020 has impacted every lifestyle. One of them is the changing of offline to online learning methods in universities in the education

sector. In this condition, lecturers and students especially in Dr.Soetomo University must adapt and learn online learning media such as *Zoom, Google Classroom, E-Learning*, and other teaching media.The term online learning was formerly used to describe a learning system that uses computer-based learning (CBL). As technology develops, a computer's function has been replaced by cellular phones or electronic devices. As a result, students and lecturers can study lessons everywhere, anywhere, and in any circumstances (Kuntarto, 2017:101). Furthermore, technology appliances such as gadgets/handphones and laptops have the capability to download software, e.g.*Zoom, Google Classroom*, *Google Meet*.

According to the lecturers, especially the researchers, adapting to online learning felt demanding and difficult at first. This also applied to students who are accustomed to attending lessons in class.When a lecturer is already accustomed to teaching in class, meeting, and discussing with students have become something that makes the teacher feels more satisfied and comfortable because he or she can convey messages directly and optimally. This also applied to students, meeting with friends, and joking around after a class has ended can relax their minds when they are able to attend lessons directly in class.

At first, it is said to be difficult to adjust to the online applications as a teaching media such as *Zoom*, *GoogleClassroom*, *WhatsApp*, due to how limited it is to convey gesture movement and discussion through mentioned media. However, after 8 months period, online learning indeed holds its own positive and negative impacts. Its positive impact is that online learning can be done everywhere without going to university and saves transportation budget. On the contrary, as the consequence, students and lecturers must provide a considerate amount of data package that will be used continuously for online learning. Moreover, having a long-distance place from cities or particular geographical condition can prevent students to receive good internet signal and causes hindrance in online learning.

The examples above are the common positive and negative impacts of online learning in the Covid-19 pandemic. The research questions of this article were to find the positive and negative impacts of online learning within the scope of the skill-based and theory-based subjects of the Japanese Language. Moreover, the result comparison between the current research and previous researches that were similar but not of the same scope was also analyzed. Finally, the solution to reduce

the negative impact of online learning method for the skill-based and theory-based subjects of the Japanese Language was also analyzed. In addition to finding the positive and negative impacts of online learning on skill-based and non-skill-based subjects in the Japanese Language, this research aimed to find solutions to reduce negative impacts for the online learning to be carried out well.

FINDING AND DISCUSSION

The subjects used as the samples of positive and negative impacts analysis in Japanese Language online lesson were *ShokyuuChoukai Ge* 'Elementary-Level Listening *Ge*' as a skill-based subject and *OuyouNihongogaku* 'Applied Japanese Linguistic' as a theory-based subject. Apart from being the subjects taught in class, these samples were selected with the intention that it would be uncomplicated to find the differences in results between them. Therefore, temporary answers and conclusions could be provided ahead before the real research can be carried out.

ShokyuuChoukai Ge 'Elementary-Level Listening Ge'Lesson

Based on the questionnaire distributed in *the WhatsApp* group, 5 students had submitted their answers. Some of the answers had been given directly through personal messages. During the online lecture period, one of the positive impacts was that the students can practice their exercises because the audio exercise materials had been given prior to the lesson. As a result, the students can be more prepared to join the discussion on *Zoom* meeting and to utilize class time. This was different from the previous semester when *choukai* as a skill-based subject wasformerly practiced and discussed directly on lecture day.Consequently, the students must immediately understand and explain the *choukai* material directly on a lecture day.

Second, online learning of *ShokyuuChoukai Ge*lesson that had been conducted 7 times had indirectly made the students more confident and courageous in making questions or giving opinions because taking classes together with classmates virtually instead of in reality had made them not to feel inferior to their smarter classmates. In classes, smarter students often dominate the flow of the discussions and reviews in *choukai*lesson. Thirdly, through private messages, students had the opinion that they have indirectly the opportunity to learn convenient technology.

In addition to this, the sound of *kaiwa* 'conversation' in *choukai* can be listened to without doing the soundcheck on the audio speakers in class. This is because *Zoom*software is provided with features

such as *video* share. Conversely, the negative impacts that have been stated by the students related to *choukai*lesson were a signal problem that causes the listeners to have a hard time listening to *choukai*audio or the lecturer's explanation due to the buffering. Second, *Zoom's* 40-minutes time limit often caused *choukai* classes to disconnect and students needed to click the link to reenter the main room. Third, the mismatching between scheduled lesson hour and the real class time that was caused by technical issues such as lecturer's internet connection or nontechnical issues such as reschedules or unpunctuality of starting the class caused *choukai*lesson unable to fully achieve lesson plan goals.

OuyouNihongogaku'Applied Japanese Linguistic' Lesson

OuyouNihongogaku'Applied Japanese Linguistic' is a theory-based/non-skill subject that is being taught. This subject covers linguistic theory such as: pragmatic (*goyouron*), sociolinguistic (*shakaigaku*), conversation analysis (*kaiwabunseki*), discourse analysis (*danwabunseki*), etc. The teaching method is performed by an oral presentation that is carried out by students with their own themes divided each week. After they finish their presentation, the lecturer will provide more study material or a detailed explanation of the presentation for them to have more theories in this subject that can be used to write their undergraduate thesis concerning linguistic with the topic choices that have been given.

A non-skill subject's material does not need to be finished in one online meeting. Thus, the positive impact was that the material can be studied again and is not limited to the lesson hour. Another positive impact of the online learning of *OuyouNihongogaku* theory-based subject was students were being pushed to be independent in studying, and students could attend lessons while working and attended two lessons at once.

In addition to the explanation above, since *OuyouNihongogaku* is a subject that can be reviewed not in one sitting, students could review and reread given material without being limited by time. Due to this outcome, students had shown independence and responsibilities to study without being instructed by the lecturer. Furthermore, in this lesson, because some of the students also had occupations as teachers and part-time workers, they could attend lessons while working on the condition that they could use the time and place provided optimally without interfering their jobs. Last, from the answers provided by students through private messages, it had become known that there were students that utilized the

online learning situation to attend 2 lessons at the same time, with *OuyouNihongogaku*lesson being one of them. It is because this subject can be reviewed more than once, the probability that students were attending another online lesson at the same time indirectly suggested that they were prioritizing their skill-based subject while attending *OuyouNihongogaku* lesson.

Conversely, these were the negative impacts of online learning of *OuyouNihongogaku* subject stated by students through private messages. First, the difficulty of coordinating with groupmates. Second, students could not go to libraries directly to search for references. Third, the material that was being taught became more difficult to understand. Fourth, students tended to open other social media while attending the lesson. Fifth, eyes and health problems.

First, the difficulty of coordinating with groupmates was caused by the limited movement ability and that it could only be conveyed through *WhatsApp*/phone or *Zoom*/video call. Previously, students could spend a considerable amount of time having discussions in the library. Currently, students had to adapt themselves to discuss and coordinate virtually through limited means because of phone credit/data package and connection signal. Second, before the pandemic,

students could immediately go to the library to search for references after being given assignments by the lecturer. They could search and picked references together. However, It was not possible to accomplishthat during the pandemic, and also that libraries' open hours had become limited, students' access to book references in libraries has become limited too.

Third, before the pandemic, aside from being able to lecture directly in class, having the opportunity to improvise and move freely had made the teaching process more optimal. However, virtual means of teaching reduced the lecturer's gesture movement and improvisation in teaching and giving examples due to limited time and space. It had made some of the students having difficulty in understanding thoroughly the material taught in online learning. Fourth, since the means of teaching were on each of students' laptops/handphones instead of being together in class, there is an opportunity for students to distract themselves such as opening their social media and playing games while the lesson was still ongoing. Fifth, this online learning that had been attended 7 times continuously had indirectly caused health problems such as sore eyes, back pain, low back pain, and other health problems that might occur. It was because students have

been in front of laptops/handphones and they had not done much movement that caused their fitness to drop.

Results Comparison with Previous Research

There were similarities and differences between the current article and previous research on the discussions of the impacts of online learning. The results of Sadikin and Hamidah (2020) in their research paper titled *Pembelajaran Daring di Tengah Wabah Covid-19* and published in Jurnal BIODIK volume 6, issue 2 showed the similarities of positive and negative impacts of online learning. The similarities were the data sources were students. Second, online learning caused students to be more hardworking and independent in studying. These were similar to the positive impacts in *ShokyuuChoukai Ge* and *OuyouNihongogaku* lessons that had been attended online. Students were more enthusiastic and confident when explaining, answering questions, or reviewing *choukai* from the lecturer. Meanwhile, the independence of studying could be observed from students' opinions that they cannot only review *OuyouNihongogaku* lessons more than once but also after class or in any flexible time.

Aside from positive impacts, one of the similarities of negative impact was the lack of supervision due to how the teaching was implemented through laptops/handphones instead of centralized and directed in class. In addition, signal problems that caused the audio or voice to buffer. Furthermore, the difference between previous research and the current article was that the students that take the theory-based subject, *OuyouNihongogaku*, were not confident enough to exress their opinions or ask questions about the subject taught by the lecturer.

The second previous research was conducted by Pratiwi (2020) titled *Dampak Covid-19 terhadapKegiatanPembelajaran Online di SebuahPerguruan Tinggi Kristen di Indonesia* published by JurnalPerspektifIlmu Pendidikan, volume 4, issue 1. It had been found out that there were similarities and positive effects of online learning between the research result conducted by Pratiwi (2020) and the current article, that is how the students had become accustomed to *Zoom* software as the newest application that can be used by students to attend online learning, especially for skill-based and theory-based subjects such as *ShokyuuChoukai Ge* and *OuyouNihongogaku*. On the contrary, the similarity of negative impacts between previous research and the current article was the internet connection that interfered the transfer of messages and materials by lecturers.

However, the difference between the research by Pratiwi (2020) and the current article was the data collection technique. While previous research used the interview technique with the students, the current article's results were in the form of students' opinions that were giventhrough *WhatsApp* messages to the researcher. Consequently, the results obtained were still deemed as temporary and need to be improved more to be accepted as research.

CONCLUSION

Online learning has been ongoing until the current time. Positive impacts and negative impacts will always emerge. However, lecturers' teaching models that benefit the students should be maintained and improvised. Conversely, teaching models and hindrances that disadvantage students should be reduced. A good and advantageous teaching model can be made by intensifying communication instruction before the lesson so that the students are aware of what would be discussed and learned in the scheduled lesson.

Furthermore, a lecturer shouldput the discussion/review after lesson through e-learning/*WhatsApp* so that the students that could not access online learning because of connection problems at that time can get the result of the discussion. Lastly, a lecturer should give students and remind them of the opportunity to ask questions after the lesson through means of communication *Zoom* or *WhatsApp* group.

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