

Use of Voice Over Method in Japanese Online Learning during the Pandemic

¹Donita Rahmy, ²Herniwati, ³Juju Juangsih

¹Indonesia of Education University, Bandung, Indonesia

²Indonesia of Education University, Bandung, Indonesia

³Indonesia of Education University, Bandung, Indonesia

(rahmydonita@gmail.com)

Abstract. During online learning during the Covid-19 pandemic, high school Japanese learners tend to find it difficult to improve their speaking skills. This makes teachers have to explore various learning methods that are considered appropriate, one of which is Voice Over (VO). This study aims to observe learners' perceptions of the effectiveness of the method used, as well as self-efficacy on students' speaking skills when learning Japanese by applying the Voice Over (VO) method. The participants of this study were 29 students of class X IPA SMA Bintara Depok. This study used descriptive qualitative method, by analysing data from questionnaires and interviews with students regarding the use of Voice Over (VO) in Japanese language learning. The result is that most students believe that the method can improve their speaking skills. The results of this study pave the way for high school Japanese language teachers to design more effective lessons to improve speaking skills by utilising existing technology.

Keywords: online learning, Japanese speaking skills, Voice Over (VO)

RESEARCH BACKGROUND

In this era of modernization, advances in information and communication technology are developing very rapidly and have provided the latest innovations in the world of education. Technological advances make the world of education increasingly unable to be separated from the need for innovative and creative technology-based learning media. Apart from that, in this era of modernization it also greatly influences students' interest in learning, because more and more electronic media are appearing in society, such as computers, video games, play stations, cellphones, and so on. The features offered are also increasingly varied. Therefore, teachers must be more creative and keep up with current developments in providing materials and media to support them, for example by using computer-based game media, comic voices, etc., so as to attract students' interest in learning in this era of modernization.

Online learning is very necessary for learning in the era of industrial revolution 4.0 (Pangondian, Santosa and Nugroho, 2019). Online learning is able to bring together students and teachers to carry out learning with the help of the internet (Ivanova, et al, 2020). Apart from software availability, online learning also requires hardware such as smartphones, laptops, computers or tablets that can be used portably (Gikas and Grant, 2013).

There are many media/means that can be used to implement distance learning, including Google Classroom, Zoom, Google Meet, Telegram, Microsoft Teams, Schoology, Whatsapp, Facebook and Instagram (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016; Kumar and Nanda, 2018; Pratama and Mulyanti, 2020). When choosing media for implementing online and offline learning, teachers must

consider several things, including learning objectives, effectiveness, students, availability, technical quality, cost, flexibility, and the ability of the people who use it and time availability (Sungkono, 2008).

Collaboration in the use of technology with education is considered very necessary in this era of globalization so that interesting learning innovations are always created so as to foster high levels of learning independence for students and can immediately realize the common goal of becoming an Independent Campus in the near future. The use of technology in the world of education is also an effort to increase the ability of lecturers or teachers to always find integrated media and teaching methods that are effectively applied in the learning process both inside and outside the classroom to be able to bring significant success to the learning process. So, through voice over (vo), it is hoped that it can increase students' learning independence in learning to speak, read and write both offline and online, so that students can freely explore all their abilities in mastering several fields of knowledge.

The use of technology in the world of education is also an effort to increase the ability of teachers to always find integrated media and teaching methods that are effectively applied in the learning process both inside and outside the classroom to be able to bring significant success to the learning process. So, through this voice over method, it is hoped that it can increase students' learning independence both online and offline, so that students can freely explore all their abilities in mastering one field of knowledge.

Online learning during a pandemic tends to make students, especially students, become passive in speaking. Many of them admitted that they were afraid to speak for several reasons, such as not knowing how to read and feeling insecure about their voice. Speaking is one of the skills that have to be mastered by students in learning Japanese. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technology is the vehicle to get access with this modernized world. More than the process of communication, trade and transactions, today technology is widely used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill.

Of all four key language skills, speaking is deemed to be the most important in learning a second or foreign language. As stated by Ur (1996), speaking included all other skills of knowing that language. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must mastered in learning foreign language. Good *speaking skills* are the act of generating words that can be understood by listeners. According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, teachers have a responsibility to prepare the students as much as possible to be able to speak in Japanese in the real world outside the classroom. Despite its importance, for many years, teaching speaking has been undervalued and Japanese language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking themselves and learn how to follow the social and cultural

rules appropriate in each communicative circumstance should improve students' communicative skills, because, only in that way, students can express.

Based on the various problems faced by students in the school environment related to the scourge and severity of the learning process of online offline transition or vice versa, it is necessary to find a media or method that can be easily accepted by students outside the classroom, and can be integrated into many aspects, not just limited to one subject. In addition, students can also be responsible for the life values that can be taken after going through the learning process that has been taken, especially for speaking, reading, and writing materials in Japanese subjects.

Learning experience has an important role in the learning process, because it can develop students' creativity in thinking. According to Deny (2013), students' learning experience is influenced by two factors, namely internal factors and external factors. Internal factors come from within each individual, while external factors are from the environment, especially with technological advances. The more learning experiences obtained, the more creative the process and way of thinking of students in every problem they find.

Meanwhile, aware of the teacher's role as facilitator and orchestrator of learning, creativity and the courage to try something new (adventurous strategies) need to be honed. The voice over system, which has developed in the entertainment world, is thought to be utilised in learning Japanese pronunciation in a creative and active way. The advantage of the voice over system in relation to pronunciation is that it creates a sense of fun for the person using it. For example, we can observe people doing voice over for a documentary video. In fact, important aspects of language learning such as co-operation, engagement, repetition and recall (Tellefson, 2002) are all present in the voice over method.

Efforts to improve student learning outcomes, especially in reading material, memorising Japanese letters and speaking in Japanese can be done in various ways, for example by using other learning methods and techniques, such as the voice over method which can be implemented online or offline and can be applied simply using whatsapp students are asked to type conversational dialogues with Japanese letters on whatsapp by utilising the Japanese keyboard then using the voice note feature and complexly using social media applications such as Instagram or Vrecorder. The voice over method does not need students to show their faces when making videos and does not need to pay attention to voice intonation so that students can speak freely.

The purpose of this research proposal is to find out whether the voice over method can help students improve their Japanese language skills both online and offline. In addition, this research proposal also aims to increase students' independence in learning Japanese through the use of digital communication technology. Improve students' learning performance in Japanese language learning both individually and in groups. Increase the creativity of students' use of communication technology in Japanese language learning.

REVIEW OF RELATED LITERATURE

Yesika 2021 Analyzed students' point of view in using technology during Basic Speaking class. From all digital scattered platforms, this study focuses on the combination of both synchronous and asynchronous learning activities. The synchronous uses Zoom platform and the asynchronous applies WhatsApp and Flipgrid applications. Her research also investigate students' perception in using

combined digital platforms to enhance their speaking skills. Dani and Arif analyzed listening skills in the context of personal / individual identification in listening teaching by applying the voice over (vo) method.

Voice over is an activity of production techniques by including narration in the form of story narratives, scripts, texts, and messages that are recorded and can be broadcast with or without using graphics on radio, television, anime, and video clips performed by a voice actor. Voice over includes narrative techniques, where a faceless narrator's voice is heard through different images and this for different purposes (Franco et al., 2010). The entertainment world that first applied the use of voice over was the broadcasting field, in this case more specifically radio, which was used as a broadcast medium and voice advertisements without graphics or video/images. This was followed by television in order to show adverts with the application of conventional voice over.

At the beginning of the use of this method, adverts were produced by only taking image effects, then the voice over talent or voice actors simultaneously filled the voice of the advertisement accompanied by live music or orchestra.

RESEARCH METHOD

The method used is Descriptive Qualitative Research Method. (Arikunto, 2013), suggests that the research method is the method used by researchers in collecting research data. (Sugiyono, 2013), states that qualitative research is research used to examine the conditions of natural objects, researchers as the key. However, according to (Moleong, 2014), qualitative research is research that focuses on understanding the phenomena experienced by research subjects such as behaviour, perception, orientation, nature, etc. holistically in the form of descriptions involving the concept of words or language by utilizing various natural methods. There is an effort to explain all the data that has been obtained so that a red thread can be drawn which then describes an event when an object of research can be explained in the form of writing that can be morally accountable. Then, descriptive research is a method of describing a characteristic of an object or phenomenon to be studied. The Descriptive-Qualitative research method was created to describe interpreting data related to phenomena that are happening in society. Data sources can be obtained from interconnected variables and facts that contradict a condition, so on.

RESULTS AND DISCUSSION

This study results that combination of the platform helps students in enhancing their speaking skills. Most of the students are satisfied not only with their score but also with the applied digital platforms during Japanese speaking class. They clearly answer questions regarding their score as stated at the beginning of this chapter, then followed by the reason why they believe that integrated digital platforms help them in reaching the score. Later, they also mention that each of the platforms provide opportunity to practice their speaking skill particularly in any description text. They mention which platform that they like most and how if the platforms used together in a class.

The Satisfaction: Score and Platforms Most of the students satisfied with their speaking score (67.5%). While 21.43% answered no or not really. The reason is that they expect more than what they have got. However, when the question was do you think your Japanese speaking is improving, only 10% responding not improving because they feel they lack of practice.

During the class, each platform which used in Speaking class shared almost equal proportion. Both Instagram and Vrecorder has chosen as more favourite platforms than Gmeet, although the

discrepancy is not really wide. This graphic represents the proportion and students can choose more than one platform that their like.

When question investigate which platforms give opportunity to practice, the response shown as in table 1. The table depicts the percentage of students who prefer either one, two, or three of the platforms which used during Japanese Speaking class.

	Response (In Percent)		
	No	Yes	Other
Whatsapp	6	83	-
Instagram	12	85	7
Vrecorder	9	78	6
Gmeet	2	10	1

From the table can be seen that most of the students are willing to use the platform. Only small number of students do not like the platform and the reason is because they are nervous when speak directly in front of their friends. Other response means three persons do not answer the questions or giving irrelevant answer. While the Instagram lovers, they prefer this platform because they can speak freely, check the result, and rerecord the better video. Moreover, they can also check their friends' recording as comparison.

There are two types of data collection, namely primary data collection and secondary data collection. Primary data is data that is collected for the first time to see what actually happens, while secondary data is data that has previously been created by someone, whether published or not (Kothari, 2004). Primary data collection was obtained from interviews with respondents. or with an observation model of the body being studied (Gray. 24). Data collection was obtained from pre-test results, observations in cycles 1 and 2, as well as post-tests and was completed with interviews as a complement to the activities. To reduce subjectivity, triangulation is also used in this descriptive research.

The Improvement of Speaking Skill Students

No	Aspect of language	Pre Test	Cycle (Average Scores)		Improvement		
			1	2	Pre Test	Cycle 1	Cycle 2
1	Fluency	60	80	93	20	13	33
2	Accuracy	65	75	88	10	13	23
3	Pronunciation	63	78	85	15	7	22
Average (Mean)		62.67	77.67	88.67	15	11	26

The increase from the pre-test to the cycle 1 and cycle 2 tests was quite significant. The average of the pre-test score was 60, very far from the good standard. Then, after getting treatment in cycle 1, the performance test was carried out at the final meeting in cycle 1 with a considerable increase, the average score in cycle 1 reached 77.6 in the cycle 1 test results. Then, a reflection was carried out for further improvement in the second cycle. In the second cycle, the average score reached 88.6. So that the increase obtained reached 56% of the pre-test results. The target score achievement in this second cycle indicates an increase very significant from the use of voice over media in speaking learning. Follows

The Improvement Speaking Skill Students



This increase is also supported by the results of interviews or interviews which state that vlog media can provide excellent motivation for improving student speaking skills, the display of interview data is as below :

No	Question	Students Response
1.	Do you feel enjoy in learning listening by using VO method?	98% enjoyed
2.	Are you clearly understand about the direction of the task given?	95% understood
3.	Are you clearly catch on the voice/pronunciation heard?	85% understood
4.	Can you understand the information that you heard?	83% understood
5.	Can you duplicate the information based on the text that you heard?	83% understood

6.	Can you answer the basic questions relate to HW questions related to the text that you heard?	83% can duplicate the information
7.	Do you feel that VO method can improve your speaking skill?	95% can answer the questions
8.	Do you feel that VO method help you in learning speaking skill independently?	90% agreed
9.	Do you feel that VO method help you during this pandemic to learn outside of classroom?	95% agreed
10.	Do you think that VO can be applied on the other aspects English skill learning method?	100% agreed

CONCLUSION

The conclusion of this research is that, the students satisfy with their speaking score and the use of WhatsApp, Instagram, Vrecorder and Gmeet in enhancing their speaking skills. Although each of them has different preference when been asked to choose, in the end their agree that combination of those four platforms provide sufficient chance to practice their Japanese speaking. The result of this study strengthen the design of Japanese speaking syllabus which is more student-friendly by considering students point of view in using technology

Based on the analysis and discussion in the previous chapter, the conclusions in this study are as follows:

1. Voice over (vo) method is proven to be able to improve the speaking skills of students in online speaking learning.
2. Voice over (vo) method is proven to be effective in increasing student learning independence in teaching speaking skills online.
3. Video are an alternative media that can be applied in the learning process and can be developed / applied in other Japanese learning skills quite easily and efficiently.

REFERENCES

Brilianti, D., & Fithriyani, H. (2020). The Implementation of Video Blog (Vlog) as a Teaching Media in Speaking Skill. *Journal of Education, Teaching and Learning*, 5(2), 340–345.

Bygate M. Speaking. Oxford University Press; 1987.

Fauzi, A. Z., & Brilianti, D. F. (2021). EKULIAH WEBSITE FOR TEACHING WRITING DESCRIPTIVE TEXT DURING THE COVID-19 PANDEMIC SITUATION. *Academic Journal PERSPECTIVE: Language, Education and Literature*, 9(1), 58–67. <https://doi.org/10.33603/perspective.v9i1.5286>.

Fernández-Costales, A. (2021). Subtitling and Dubbing as Teaching Resources in CLIL in Primary Education: The Teachers' Perspective. *Porta Linguarum*, 36, 175–192. <https://doi.org/10.30827/portalin.v0i36.16228>

Franco, E., Matamala, A., & Orero, P. (2010). *Voice-over translation: An overview*.

Haqien, D., & Rahman, A. A. (2020). PEMANFAATAN ZOOM MEETING UNTUK PROSES PEMBELAJARAN PADA MASA PANDEMI COVID-19. *SAP (Susunan Artikel Pendidikan)*, 5(1).

Incalcaterra McLoughlin, L., Lertola, J., & Talaván, N. (2020). *Audiovisual translation in applied linguistics*. Amsterdam/ Philadelphia: John Benjamin.

Incorporating Whiteboard Voice-Over Video Technology into the Accounting Curriculum

Kurniawan I. Student's Perception on the Use of Youtube as a Learning Media to improve their speaking skill T. *Int Semin Annu Meet BKS-PTN Wil Barat*. 2019;324–9.

Lents.H.N. and Cifuentes.E.O (2009) *Web-Based Learning Enhancements: Video Lectures Through Voice-Over PowerPoint in a Majors-Level Biology Course* *Journal of College Science Teaching* 38-46

Lertola, J. (2019). *Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages*. Viollans: Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.27.9782490057252>

M. C. Dias, C. F. Gabi, E. P. Rodrigues, V. R. Souza and A. Perkusich. (2014) *A Problem-based Learning Case Study for Teaching Voice over Internet Protocol - VoIP Using Asterisk as a Tool for Teaching VoIP for Information Technology Classes* CSEDU 6th International Conference on Computer Supported Education

Mango Oraib. Students' Perceptions and Attitudes toward the use of Flipgrid in the Language Classroom. In Las Vegas: Association for the Advancement of Computing in Education (ACE); 2019. Available from: <https://www.learntechlib.org/p/207916/>

Safitri N., Khoiriyah I. Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill 1 Nailis Sa'adah Safitri, 2 Ianatul Khoiriyah. 5th AASIC [Internet]. 2017;240–7. Available from: <http://103.216.87.80/index.php/selt/article/view/7980/6083%0Ahttp://e-journal.usd.ac.id/index.php/LLT>

Safitri, N. ., & Khoiriyah, I. (2017). Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill 1 Nailis Sa'adah Safitri, 2 Ianatul Khoiriyah. *The 5th AASIC*, 240–247. <http://103.216.87.80/index.php/selt/article/view/7980/6083%0Ahttp://e-journal.usd.ac.id/index.php/LLT>

Sari E. THE EFFECTIVENESS OF TEACHING SPEAKING BY USING WHATSAPPS OF TENTH GRADE STUDENTS AT MAN 4 KEDIRI. 2008;

Schönwetter.J.D, Wilson.G.N, CunhaR.S., Mello.I. (2016) *Assessing the Impact of Voice-Over Screen-Captured Presentations Delivered Online on Dental Students' Learning* *Journal of Dental Education* 80(2):141-148 DOI:10.1002/j.0022-0337.2016.80.2.tb06069.

Soler Pardo, B. (2019). *Subtitling and Dubbing as Teaching Resources for Learning English as a Foreign Language Using ClipFlair Software. Realia (Research in Education and Learning Innovation Archives)*, (22), 48–59. <https://doi.org/DOI: 10.7203/realia.22.15379>

Sun Z, Lin C-H, You J, Shen H jiao, Qi S, Luo L. Improving the English-speaking skills of young learners through mobile social networking. *Comput Assist Lang Learn* [Internet]. 2017 May 19;30(3–4):304–24. Available from: <https://doi.org/10.1080/09588221.2017.1308384>

Talaván, N. (2019). Creative audiovisual translation applied to foreign language education: a preliminary approach. *Journal of Audiovisual Translation*, 2(1). <https://doi.org/https://orcid.org/0000-0001-5881-5323>

Talaván, N. (2020). The Didactic Value of AVT in Foreign Language Education. In Ł. Bogucki & M. Deckert (Eds.), *The Palgrave Handbook of Audiovisual Translation and Media Accessibility* (pp. 567–591). Cham, Switzerland: Palgrave Macmillan.

Talaván, N. (2021). Las voces superpuestas: Fundamentos y aplicaciones didácticas. In C. Botella & B. Agulló (Eds.), *Mujeres en la traducción audiovisual* (pp. 66–87). Sinderesis.

Talaván, N., & Rodríguez-Arancón, P. (2018). *Voice-over to improve oral production skills*. In J. D. Sanderson & C. Botella-Tejera (Eds.), *Focusing on Audiovisual Translation Research* (pp. 211–229). Valencia: PUV, Publicacions Universitat de Valencia.

Talaván, N., & Rodríguez-Arancón, P. (2021). *Voice-Over To Improve Integrated Skills In Foreign Language Education: The Vocal Project* *Audiovisual Translation And Computer-Mediated Communication: Fostering Access To Digital Mediascapes*. Palermo Translation Symposium 5th Ed. University of Palermo Complesso Monumentale di Sant'Antonino.