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Maxim Of Quantity In The Application Of The VASM Model In Learning Japanese Pronunciation

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Abstract: ***The awareness and ability of Japanese language learners in Indonesia regarding Hatsuon (Japanese pronunciation) is not optimal. This case is proven by the results of research conducted by researchers that there are several Japanese sounds that are difficult for students to master. To reduce obstacles that occur in communication, researchers designed a VASM model, which contains four techniques, namely, Verbo Tobal, Audio Lingual, Shadowing, and Minimal Pair. Not only is there a pronunciation training process, but there is also conversation practice to determine the extent of interaction that can occur after being taught Hatsuon using the VASM model. In this study, the research focus was on the maxim of quantity produced by students after practicing Hatsuon using the VASM model. This research uses a descriptive qualitative method with data sources in the form of conversations conducted by 67 students from five Indonesian universities. From the results of this research, it can be seen that questions and answers asking for simple information dominate the maxim of quantity conversation form in learning Japanese conversation through the VASM model. One factor is that in conversation practice, students confirm each other's words from the pronunciation so that the content of the conversation can be established well.***

Keywords: Application, Maxim of Quantity, VASM Model, Japanese Pronunciation

I. INTRODUCTION

Learning Japanese is certainly not an easy thing. Differences in letter types, sentence patterns, and communication strategies, including pronunciation between Indonesian and Japanese, are several factors that can hinder mastery of Japanese (Sutedi, 2018). For example, can students still communicate well if asked with the sentence "Kare wa doko desuka (かれはどこですか。=> Where is he?)" even though the desired question is "karee wa doko desuka (カレーはどこですか。=> Where is the Kare (food)?).” Or is it a reaction in the form of confirmation from the person speaking? Inappropriate pronunciation certainly affects effective communication (Kokusaikoryukikin, 2018). Pronunciation research viewed from pragmatics makes it interesting that the reactions given will vary depending on various underlying factors, such as the ability to understand different pronunciations or the context of the sentences presented.

The structure of speech sounds has an important role in implementing good communication. In processing and producing speech sounds, especially in foreign languages, you will encounter various obstacles. The problems faced include the fact that a person must be able to combine the sounds he hears so that these sounds form a word that is not only meaningful but also appropriate to the context in which the meaning of the words is used (Dardjowidjojo, 2018). For speech that includes speech sounds to be well received by listeners, an in-depth analysis is needed regarding the gap between the speaker and the interlocutor in relation to how a person produces sounds so that the form of speech can be accepted or not by the interlocutor. Grice stated that speakers

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must fulfill the principle of cooperation to convey the speech message well and smoothly to the interlocutor (Wijana, 1996). The Collaboration Principle is a concept about the amount of information expected in a conversation (Yule, 2014).

In Japanese pronunciation, seven categories of sounds are difficult for Japanese learners to master. These sounds include long vowel sounds, double consonant sounds, semi-vowel sounds, nasal sounds, TSU consonant sounds, differences between SA and SHA consonant sounds, and differences between ZA and JA consonant sounds (Wahyuni, 2010). From this research, there are three categories of Japanese pronunciation sounds that are difficult for students in Indonesia to improve, namely special sounds/Tokushuon, semi-vowel sounds/Yoo on, and TSU consonant sounds (Wahyuni, 2023).

Research into the difficulty of Japanese pronunciation sounds underlies the creation of the VASM learning model, which is a collection of four training techniques commonly used in learning Japanese pronunciation: Verbo Tonal, Audio Lingual, Shadowing, and Minimal Pair. In the VASM model, students not only practice pronunciation but also include conversation practice with a scope of themes and words adapted to each lesson's material.

From the descriptions above, the researcher wants to analyze Japanese pronunciation, especially the maxim of quantity, after implementing the VASM learning model in Japanese pronunciation classes. This research focuses on the maxim of quantity displayed from the results of conversation practice sessions after implementing the VASM model in learning Japanese pronunciation. In the maxim of quantity, the speaker conveys the speech message in sufficient portions according to the scope of the core information of the speech without exaggerating (Wijana, 1996).

II. METHODS

This research uses a qualitative approach with pragmatic analysis. Pragmatic analysis was used to identify the manifestation of the maxim of quantity in conversations related to Japanese pronunciation in Tokushu on, Yoo on, and TSU consonant sounds from 65 Japanese language students at five Indonesian universities. The qualitative approach was chosen with several considerations, including (1) the data in this research was obtained based on natural conversations carried out by students in Japanese pronunciation classes, (2) the data used in this research was in the form of daily conversations with predetermined themes, (3) the researcher does not only act as a data collector but also as an instrument that participates in conditioning the conversation situation. In qualitative research, researcher participation is an absolute must. Researchers are not only research instruments but also collectors of research data in the field whose presence is known to research subjects. The researcher's role in this research is as a full observer—other tools, such as documents, function as supporting research instruments. The subject of this research is conversation data conducted by 65 students from five universities in Indonesia who have studied Japanese pronunciation through the VASM model. The five universities include Padang State University, YAPARI ABA Bandung Foreign Language College, Yogyakarta Muhammadiyah University, Brawijaya University, and Mahasaraswati University.

Meanwhile, this type of research uses descriptive research, namely an activity that aims to reveal phenomena that occur in people's lives. The phenomenon referred to in this research is student conversations that occur in Japanese pronunciation classes after the VASM model is implemented.

III. RESULT

After learning Japanese pronunciation using the VASM model, conversation data using the quantity principle is generated as follows. The research data will be presented based on sound categories as learning material in Japanese pronunciation classes through the VASM model.

A. SPECIAL SOUND CATEGORY (TOKUSHU ON)

A: それから、Bさんのアパートはどんなアパートですか。
B: しろくて、きれいなアパートです。
A: そうですか。
B: はい。
A: Sorekara, B san no apaato wa donna apaato desuka.
B: Shirokute, kireina apaato desu.
A: Soodesuka.
B: Hai.
A: Boarding house B, what kind of boarding house?
B: Clean and white boarding house.
A: Oh I see.
B: Yes.

(WPK.Tks/Kuan 13)

Context:

- ✓ Speech event: a speech delivered by two classmates discussing where they live
- ✓ Place: Online class
- ✓ Time: Morning
- ✓ Goal: want to know a description of where a friend lives
- ✓ Speech partners: Student A and Student B;
- ✓ Situation: relaxed

In data (1), the conversation is cooperative and provides contributions that are sufficient in quantity and not exaggerated. In the conversation above, student B answered the question according to the scope of student A's question. In this case, student A wanted to ask about student B's residence description. Then, student B gave a description of his residence, which was clean and white.

A: じゃ、ギムが好きですか。どうして、ギムが好きですか。
B: わたしはギムがとてもすきです。あ、ゲームは面白いと思います。
A: あ、そう。わたしもギムはとても面白いと思います。
A: Ja, Gimu ga suki desuka Dooshite, gimu ga suki desuka.

B: Watashi wa gimu ga totemo suki desu. A, Geemu wa omoshiroi to omoimasu.
A: A, soo. Watashi mo gimu wa totemo omoshiroi to omoimasu.
A: Then, do you like games? Why do you like games?
B: I really like games. The game is very interesting.
A: Ah yes, games are very interesting.
(WPK.Tks/Kuan 19)

Context:
(1) Speech event: speech delivered by two classmates discussing their preferences
(2) Place: Online class
(3) Time: morning
(4) Purpose: want to find out their interest in playing games
(5) Speech partner: Student A and Student B;
(6) Situation: relaxed

In data (2), in the conversation above, student B answered according to the scope of the two questions given by student A. In this case, student A wanted to ask student B about his interest in playing games and the reasons for it. Then, Student B answered the two questions, saying he likes playing games because they are fun. This conversation is cooperative and provides contributions that are sufficient in quantity and not exaggerated.

B. SEMI VOCAL SOUND CATEGORY (YOO ON)

A: えっとーAさんはキャンプをしたことがありますか。
B: はい。キャンプがしたことがあります。
A: はい、どこですか。
B: Muntangでします。
A: Ettoo, Asan wa kyanpu o shits koto ga arimamsuka.
B: Hai, kyanpu ga shita koto ga arimasu.
A: Hai, doko desuka.
B: Muntang deshita.
A: Hmn..A have you ever been camping?
B: Yes, I've been camping.
A: Where do you camp?
B: Muntang.
(WPK.Yoo/Kuan 52)

Context:
1) Speech event: speech delivered by two classmates discussing music
2) Place: Online class
3) Time: Morning
4) Goal: want to know about your favorite type of music
5) Speech partners: Student A and Student B;
6) Situation: relaxed

In data (3), although the conversation was not repeated due to student B's lack of understanding of student A's question, it was cooperative in sufficient quantity and not exaggerated. In the conversation above, student B answered according to the scope of student A's question. In this case, student A wanted to know what type of music student B liked. Then, student B answered that he liked mellow music.

A: Aさんはやきゅうをみたことがありますか。
B: やきゅはみたことがありません。
A: あ、そうですか。
A: A san wa yakyuu o mita koto ga arimasuka.
B: Yakyuu wa mita koto ga arimasen.
A: A.. soo desuka.
A: Have you ever seen baseball?
B: I've seen it.
A: Oh, I see.
(WPK.Yoo/Kuan 13)

Context:
- ✓ Speech event: speech delivered by two classmates discussing experiences
- ✓ Place: Online class
- ✓ Time: Morning
- ✓ Goal: want to know about the experience of playing baseball
- ✓ Speech partners: Student A and Student B;
- ✓ Situation: relaxed

In data (4), the conversation is cooperative and provides contributions that are sufficient in quantity and not exaggerated. In the conversation above, student B answered the question according to the scope of student A's question. In this case, student A wanted to ask student B about his experience playing baseball. Then, student B answered that he had been camping.

C. CATEGORIES OF TSU CONSONANT SOUNDS

A: 教室でつまらないとき何をしましたか。
B: すまらないとき、しょうせつをよんでいます。
A: Kyooshitsu de tsumaranai toki nani o shimashitaka.
B: Sumaranai toki, shoosetsu o yonde imasu.
A: What do you usually do when you feel bored in class?
B: When I feel bored, I usually read novels.
(WPK.*TSU*/Kuan 7)

Context:
- ✓ Speech event: speech delivered by two classmates discussing habits
- ✓ Place: Online class
- ✓ Time: Morning
- ✓ Goal: want to know about friends' habits when they feel bored
- ✓ Speech partners: Student A and Student B;
- ✓ Situation: relaxed

In data (5), the conversation is cooperative and provides contributions that are sufficient in quantity and not exaggerated. In the conversation above, student B answered according to the scope of the question from student A, namely, about activities he usually does when he feels bored. Then, Student B answered the questions according to the scope of the question.

A: 教室に椅子がありますか。
B: 教室にいつがありますか。
A: はい。
B: えと~
A: 椅子、椅子、椅子
B: いつ？

A: 椅子、椅子、椅子
B: つOrす？
A: いす
B: ああ、椅子？
A: はい。
B: えと~
A: ありますか？ありません？ありませんか？
B: ありませんか。はい、あります。
A: Kyooshitsu ni isu ga arimasuka.
B: Kyooshitsu ni itsu ga arimasuka.
A: Hai.
B: Etoo.
A: Isu, isu, isu
B: Itsu?
A: Isu, isu, isu
B: Tsu or su?
A: isu
B: Aa.. Isu?
A: Hai.
B: Etoo.
A: Arimasu ka. Arimasen? Arimasenka.
B: Arimasenka. Hai, arimasu.
A: Are there chairs in the class (issue)?
B: Is there any time in class (itsu)?
A: Yes.
B: Hmn..
A: Issues, issues, issues
B: ITSU?
A: Issues, issues, issues
B: TSU or su?
A: issue
B: Aa.. Issue?
A: Yes.
B: Hmn..
A: Yes? There isn't any?
B: Yes, there is.

(WPK.*TSU*/Kuan 52)

Context:

- ✓ Speech event: speech delivered by two classmates discussing the classroom
- ✓ Place: Online class
- ✓ Time: Morning
- ✓ Goal: Want to know about objects in the classroom
- ✓ Speech partners: Student A and Student B;
- ✓ Situation: relaxed

In data (6), the conversation is cooperative and provides contributions that are sufficient in quantity and not exaggerated. In the conversation above, student B answered according to the scope of student A's question, namely, about the existence of chairs in the classroom.

IV. DISCUSSION

In this research, the maxim of quantity is motivated by the question-and-answer situation in conversation activities in the Hatsuon class with the VASM model. In conversation activities in the Hatsuon VASM model class, students tend to interact by asking questions and answering them according to the theme of the instructions that have been given. Students carry out more question-and-answer sessions regarding the words instructed by the teacher. This case is because the pronunciation teaching scope uses words chosen explicitly according to the pronunciation class material. So that students use words that have selected sounds that can be used in conversation, students do not have free choices in discussing free topics. Another factor is that conversations that occur in formal environments tend to be dominated by the maxim of quantity. A person's formal environment tends to lack freedom in speaking.

The formal environment limits someone from doing things freely because of existing rules. This factor aligns with research conducted by Elfianora (2023) and Apriani, Setiawan, and Kundharu (2018). The research entitled Principles of Cooperation in Teacher Speech at SMAN 3 Gunung Sahulan, Kampat Riau Regency, reveals that quantity is the most dominant principle of cooperation. This factor is because the conversations carried out by teachers occur in a formal environment, namely school. Therefore, there is more compliance with the principles of cooperation (Elfianora & Fatmawati, 2023). In line with the results of this research, Apriani, Setiawan, and Saddhono with their research stated that the most dominant principle used by students of SMA Negeri 4 Surakarta class XI in discussion activities in learning Indonesian was the principle of quantity. This case happens because there is a good understanding of the discussion topic. Apart from that, from the discussion activities, the students' ability to ask questions, provide answers, and respond to questions shows the ability to speak well and be understood by other students (B A M et al., 2018).

Permata Sari, Zuriyati, and Rasyid stated that the maxim of quantity is mostly used to provide brief explanations so that the public can more easily understand the problems they face (Permata Sari et al., 2019).

This case also occurred in this research, namely, a conversation asking for information related to topics or words that the teacher had determined.

Another factor that causes the number of maxims of quantity is that the majority of students who are the subjects of this research are third-semester students who are considered to have Japanese language skills equivalent to N5. Therefore, students' Japanese language skills are still limited, and only questions and answers are provided so that the form of conversation that occurs does not vary.

V. CONCLUSION

Research on the maxim of quantity on the application of the VASM model in learning Japanese pronunciation can be concluded that as many as 65 students who took Japanese pronunciation classes tended to use the maxim of quantity more. In the Tokushu on (unique sound) category, 158 data maxims were found. In the Yoo on category (semi-vowel sounds), a maxim of quantity was found with 102 data. In the TSU consonant sound category, 80 maxims of quantity were found, and nine maxims of quantity were violated. From the data obtained, students asked many questions to determine the

words used in the conversation. This case occurs to confirm the information received due to a mismatch in vocabulary knowledge or ability to capture Japanese sounds.

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