

PERCEPTIONS OF LECTURERS AND STUDENTS OF THE JAPANESE LANGUAGE EDUCATION PROGRAM AT UNJ TOWARDS THE YOMUJP WEBSITE IN ENCHANCING JAPANESE READING SKILSS AT N4 LEVEL

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ABSTRACT

This study aims to analyze the perceptions of lecturers and students of Japanese Education Program of Jakarta State University towards the website yomujp.com/n4 in improving Japanese reading skills at the N4 level. The research method used was qualitative with a Likert scale to measure respondents' responses. The respondents for this research were 43 respondents consisting of lecturers and students of the Japanese Language Education Study Program, Jakarta State University. Data were collected through in-depth interviews and questionnaires distributed to lecturers and students who have used the website. The results showed that the majority of lecturers and students gave positive responses to yomujp.com/n4. They consider this website to be very helpful in providing readings that match the difficulty level of JLPT N4. The material presented on this website is considered very useful because it is structured and complete, covering various JLPT levels from N5 to N1. In addition, the additional N6 level is very helpful for beginners who have not been able to read Hiragana and Katakana. The advantages of the yomujp.com/n4 media site are the varied and structured learning materials, namely these teaching materials are equipped with furigana, pictures and audio recordings, which contribute to improving understanding, pronunciation and interest in learning Japanese, user-friendly site design, Practical learning features. Disadvantages of the yomujp.com/n4 site are the variation of the material and limited interactivity and exercises.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis persepsi dosen dan mahasiswa Prodi Pendidikan Bahasa Jepang Universitas Negeri Jakarta terhadap situs yomujp.com/n4 dalam meningkatkan kemampuan membaca bahasa Jepang pada level N4. Metode penelitian yang digunakan adalah kualitatif dengan skala Likert untuk mengukur tanggapan responden. Responden penelitian ini adalah 43 responden yang terdiri dari dosen dan mahasiswa Prodi Pendidikan Bahasa Jepang Universitas Negeri Jakarta. Data dikumpulkan melalui wawancara mendalam dan kuesioner yang disebarkan kepada dosen dan mahasiswa yang telah menggunakan situs tersebut. Hasil penelitian menunjukkan bahwa mayoritas dosen dan mahasiswa memberikan tanggapan positif

terhadap yomujp.com/n4. Mereka menganggap situs ini sangat membantu dalam menyediakan bacaan yang sesuai dengan tingkat kesulitan JLPT N4. Materi yang disajikan di situs ini dianggap sangat bermanfaat karena terstruktur dan lengkap, mencakup berbagai tingkat JLPT mulai dari N5 hingga N1. Selain itu, adanya tambahan level N6 sangat membantu bagi pemula yang belum mampu membaca Hiraganadan Katakana. Kelebihan dari media situs yomujp.com/n4 adalah materi belajar beragam dan terstruktur yakni Bahan ajar ini dilengkapi dengan furigana, gambar, dan rekaman audio, yang berkontribusi dalam meningkatkan pemahaman, pengucapan, dan minat dalam mempelajari bahasa Jepang, desain situs yang ramah pengguna, Fitur pembelajaran yang praktis. Kekurangan dari situs yomujp.com/n4 adalah variasi materi dan keterbatasan interaktivitas dan latihan.

Kata Kunci: *yomujp, situs, media digital.*

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Introduction

Reading activities often involve an analysis of complex skills, including in lessons, thinking, consideration, synthesis, and problem-solving, which can provide explanatory information for the reader. Reading is a process carried out and utilized by the reader to obtain the message that the author wants to convey through the medium of words/written language (Krismanto, 2020). Through reading activities, readers can understand, recount, interpret the meaning of the text by involving vision, eye movements, inner speech, and memory.

The improvement and efficiency of media usage in the era of globalization are very significant. The use of media during learning is very important, and without coordinated learning media, it becomes inefficient. Currently, learning media are very flexible and can be used to adapt to the learning situation of students. The learning media used include various conventional learning media and digital learning media. Digital learning media are learning environments that use technology as learning aids, such as the internet and various electronic devices. It is known that digital learning media such as Google Classroom, Google Meet, Google Forms, as well as the development of digital illustration books or e-books and other online applications can support students in their reading and comprehension skills.

Reading is one of the four basic language skills and a part of written communication, and this skill is the same for foreign languages such as Japanese. According to Sutedi, the goal of learning Japanese is generally for learners to be able to communicate both orally and in writing (Sutedi, 2011). Therefore, it is important for a Japanese language learner to master the four language skills: speaking (*hanasu ginou*), reading (*yomu ginou*), listening (*kiku ginou*), and writing (*kaku ginou*). When learning a foreign language, reading ability is one of the criteria for assessing a person's language skills. Learning through reading activities in Japanese is also known as *Dokkai*. In *Dokkai* learning, learners are expected to understand the topic discussed by the author and comprehend the content of the reading from the ideas or concepts to evaluate it.

There are several types of reading that can be applied to improve Japanese reading skills in understanding the content of texts, including detailed reading, extensive reading, and speed reading. By choosing the type that suits their reading level, learners can select reading strategies that match their proficiency level. As for the implementation of *Dokkai* learning,

according to Sudjianto (2010:7), it consists of three stages: the pre-activity stage, the main activity stage, and the post-activity stage. These stages should be considered to make the learning process follow a sequence, which includes activities before reading, reading activities, and post-reading activities. To measure Japanese reading ability, one can take the Japanese Language Proficiency Test (JLPT). This test has five levels: N1 to N5, with N5 being the easiest and N4 being the second level of the JLPT. N4 is more difficult than N5, and among N5 to N1, the most difficult is N1. When taking the JLPT N4, participants are expected to know around 1,500 Japanese vocabulary words, 300 kanji characters, and have studied Japanese for at least 400 hours.

Passing the JLPT does not come without challenges. Among the challenges faced by prospective Japanese language learners is access to effective learning methods. Traditional methods, such as face-to-face courses, are often inadequate given the limitations of time, place, and cost. As an innovative solution to these constraints, the emergence of online platforms like yomujp.com has provided an attractive and efficient alternative for improving Japanese language skills. Selecting the right learning media is crucial in the era of technological development and current situations. When choosing the right media, factors such as affordability, learning quality, and available time should be considered. By considering these factors in selecting the appropriate learning media, the quality of learning can be enhanced, and the established learning objectives can be achieved. Therefore, through an in-depth exploration of the features and benefits offered by the yomujp.com website, this study aims to demonstrate user perceptions in understanding and interpreting the features of the site, such as design, content, and functionality. Perception of the site itself can be defined as one of the psychological aspects where users interact with the site and make decisions to use or not use the services offered.

Currently, there is no similar research on respondents' perceptions of the yomujp.com website in improving Japanese reading skills at Level 4. However, there are several similar studies on Japanese reading skills. Previous research conducted by Rohman Y.L. & Swardana, M. (2023), titled 'The Influence of Powtoon Media on Kanji Reading Skills of the Japanese Language Education Program at Unnes,' found similarities in investigating the effectiveness of digital media on reading skills. The difference is that Rohman Y.L. & Swardana, M. (2023) focused more on using a quantitative method with experimental research, where the sample is divided into two groups: the experimental class and the control class. In contrast, this research provides perception results between respondents using a qualitative method, where the researcher collects and interprets data from the questionnaire results. Based on the above background, this study aims to answer respondents' perceptions of the yomujp.com website in learning Japanese reading and provide information to respondents about the effectiveness of the yomujp.com website in improving Japanese reading skills at N4 level.

An article written by Fitria Akhyar, published in the journal *Prosiding Seminar Nasional STKIP PGRI Bandar Lampung* titled 'Teaching Language Skills in the 2013 Curriculum for Elementary Schools,' mentions that language learning is directed towards developing four aspects of language skills: listening, speaking, reading, and writing. These four skills are interconnected and cannot be separated. Listening skills form the foundation for understanding information conveyed orally, whether in conversations or lectures (Akhyar, 2019).

Hoftman (2019: 66) states that a nation's progress can be determined by its reading culture. As a nation's reading interest increases, so does its knowledge and technological advancement.

Reading is a crucial skill in the development of scientific knowledge. Without reading, people cannot understand written sentences or symbols. The definition of reading in Japanese, as quoted from *Kyouiku Jiten* (Educational Dictionary), is as follows:

「読むこと」は文字を媒介として文の内容を読み取り、理解することである。それはまず、文字と音との対応に始まり、文字によって構成される語の読み方と意味の学習、単に大きい単位である句、文、段落、文章における読み方と意味、または内容の学習が含まれる。小川（1984：637）

"Reading' refers to the process of reading and understanding the content of sentences through the use of characters or letters. It begins with the correspondence between letters and sounds and includes reading words composed of characters, learning meanings, and interpreting meanings within phrases, sentences, paragraphs, or content, which are large units. Ogawa (1984:637). In Japanese, the activity of reading and understanding is referred to as dokkai. Wijayadi et al. (2018) describe dokkai as reading comprehension, which is a process used to acquire information and understand the content or meaning within a reading or discourse.

Recent research on developing Japanese reading skills has been conducted by Ramaniar Maryunita. In her study titled 'Utilization of Google Japanese Input Application in Enhancing Interest and Ability to Read Japanese Texts,' published in the journal *JAPANEDU: Jurnal Pendidikan dan Pengajaran Bahasa Jepang*, Maryunita notes that some learners of Japanese face difficulties in reading, partly due to challenges in learning kana characters, which leads to a lack of reading skills (Maryunita, 2017). Another study on developing Japanese reading comprehension skills is by Ustianingsih & Riwayanti (2016) in the *Jurnal Ilmiah Bahasa dan Sastra* titled 'The Effect of the Reading Aloud Method on Reading Comprehension Skills of Japanese Language Major Respondents'. This research shows that the active reading aloud method plays an important role in improving respondents' comprehension of discourse. This method allows respondents to remember vocabulary continuously and recognize new words in context. Additionally, the active reading aloud method also provides oral communication practice for readers and listeners, thereby enhancing their listening skills. Thus, this method proves effective in improving Japanese reading comprehension skills, particularly in Dokkai (reading comprehension) courses that require strong reading comprehension skills.

According to Nurhadi (in Rismorlita, 2021:31-47), there are three types of reading skills: 1) literal reading, 2) critical reading, and 3) creative reading. Creative reading involves the imaginative understanding of new concepts by the reader to grasp the text. Students should actively engage in reading texts, which can be achieved when they try to relate the text to their own background. For creative reading, one needs to be able to read at various levels, from understanding simple words and internalizing concepts to actively interacting with the text and building complex understandings and uncovering textual elements.

Philiyanti (2017: 110) states that reading activities in Japanese have a significantly higher level of difficulty compared to speaking and listening activities. Skills needed to read Japanese texts begin with knowledge of hiragana, katakana, and kanji characters. Additionally, learners are required to understand grammar usage that differs from Indonesian and master words with varying nuances of meaning. Mael et al. (2022) mention that to understand reading material, one needs to enhance their reading literacy, especially when learning a foreign language. Reading literacy is an activity for acquiring messages and is flexibly used to solve problems.

The reading process involves more than just consuming words; it includes a series of interconnected stages to achieve deep understanding. Reading is an intellectual journey that leads readers to profound comprehension. The stages include pre-reading (preparation), reading (understanding the text), responding (expressing responses), exploring (seeking additional information), and applying (applying understanding). From initial knowledge to application in daily life, each step enriches the reader's understanding and experience.

Huda (2014) explains that learning results from memory, cognition, and metacognition that affect understanding. The success of learning is often influenced by the choice of methods and media that meet the needs. Based on research conducted by Wati et al. (2020), in the article 'Leaflet-Based Learning Media Development in Structural Materials and Function of Class XI Animal Tissues,' published in *BIO-INOVED: Jurnal Biologi-Inovasi Pendidikan*, there are several specific criteria to consider when selecting the right learning media. These criteria include accessibility, cost, technology, interactivity, organization, and novelty. Additionally, there is the VISUALS acronym (Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structure) which represents criteria for media selection. The details of VISUALS are as follows.

- a. Visible: The media should be easily visible, meaning it has adequate readability for those who view it.
- b. Interesting: The media should be engaging, making viewers motivated to pay attention to the message being conveyed.
- c. Simple: The media should be practical, avoiding any inefficiencies in the learning process.
- d. Useful: The media should be beneficial for achieving the learning objectives.
- e. Accurate: The media should be precisely aligned with the characteristics of the material or learning objectives. In other words, the media should be valid in its creation and usage.
- f. Legitimate: The media should be created to meet educational needs by authorized individuals or institutions, such as teachers or educational bodies.
- g. Structured: The media should be well-organized in its creation and usage, ensuring it is integrated with the material to be delivered.

Learning media has evolved alongside technological advancements, as mentioned by Anisyah Yuniarti et al. (2023) in the journal *JUTECH: Journal Education and Technology* titled 'Conventional Media and Digital Media in Learning'. It is stated that technological advancements have opened up opportunities for utilizing various tools and communication methods effectively in disseminating information and ideas. Educational media plays a crucial role in engaging students in meaningful activities, addressing individual needs, and optimizing the learning process and outcomes (Yuniarti, Titin, Safarini, Rahmadia, & Putri, 2023). This research expands the scope of previous studies, which generally focused on the four language skills: speaking, writing, listening, and reading. Additionally, previous research also concentrated on digital learning with digital methods or tools. Therefore, this study shifts the focus to a specific learning object, namely yomujp.com. This highlights a significant relationship between this learning object and reading skills, which is the main focus of this research.

Method

This research is conducted in May 2024 at Universitas Negeri Jakarta. The sample for the study consists of 43 respondents from the 2023 Japanese Language Education cohort. The approach used is descriptive qualitative. The study employs purposive sampling, where the researcher selects respondents who are relevant to the research topic. Specifically, the data

sources are the lecturers teaching the Dokkai course and second-semester students who are expected to have Japanese proficiency equivalent to N4. Purposive sampling is chosen to obtain information based on their knowledge or experience, allowing for more relevant and accurate data regarding respondents' perceptions of the yomujp.com website. The data analysis method used in this study employs a Likert scale. The Likert scale is utilized to measure respondents' answers, with a range from 1 (strongly disagree) to 5 (strongly agree). By using the Likert scale, the study can identify the level of agreement or disagreement among respondents concerning statements or questions about yomujp.com in the questionnaire. The data collection instruments include questionnaires and interviews. The questionnaire is designed to gather quantitative data on respondents' perceptions, while interviews provide qualitative insights into their experiences with yomujp.com.

Result and Discussion

1. Use of Website

The purpose of using yomujp.com/n4 is to learn Japanese reading skills at Level N4. The target users of yomujp.com/n4 in this article are respondents from the 2023 Japanese Language Education program at Universitas Negeri Jakarta. Users can access yomujp.com/n4 via a web browser. The website provides various online learning materials designed to enhance understanding of Japanese language and culture. yomujp.com/n4 offers reading materials at different levels of difficulty, complete with audio and Indonesian translations. These features facilitate reading practice and aid in understanding context and correct pronunciation. The platform includes a variety of interactive exercises such as quizzes, questions, and games. These are designed to make learning Japanese reading skills engaging and effective. A complete Japanese dictionary is available on the site, featuring audio pronunciations and example sentences. This helps learners expand their vocabulary and understand the correct usage of words in different contexts. Users access yomujp.com/n4 through their web browser and select appropriate reading materials and exercises based on their proficiency level and learning goals. Learners interact with reading materials, utilizing the audio and translations to enhance comprehension and pronunciation. Users complete interactive exercises that reinforce their reading skills and provide feedback on their performance. The dictionary tool is used to look up unfamiliar words, hear their pronunciation, and see them used in context. yomujp.com/n4 allows learners from diverse backgrounds to deepen their understanding of Japanese by providing online materials and exercises. The inclusion of audio and translations helps learners grasp context and pronunciation, which is crucial for effective reading practice. Interactive exercises and games make learning more enjoyable and motivating, which can enhance retention and engagement. The comprehensive dictionary with audio and example sentences supports vocabulary building and understanding of word usage in context. Yomujp.com/n4 is a valuable resource for learners aiming to improve their Japanese reading skills at Level N4. With its diverse reading materials, interactive exercises, and comprehensive dictionary, the site supports effective and engaging language learning. Users can utilize these features to enhance their reading proficiency and gain a deeper understanding of Japanese language and culture.

2. Perceptions of Lecturers and Students Based on the VISUALS Theory

Below are the results of our survey on the satisfaction of the 2023 Japanese Language Education respondents at Universitas Negeri Jakarta with the use of yomujp.com/n4. The number of respondents who participated in this survey is 43. The satisfaction indicators below are calculated as percentages.

a. *Visible*

According to the survey results, 44.2% of respondents agreed that the site yomujp.com/n4 presents reading materials very clearly. This indicates a high level of satisfaction with the clarity provided. The use of the term “very” suggests that respondents are not only satisfied but also find the site to be of good quality and easily understandable. Next, 46.5% of respondents agreed that the site yomujp.com/n4 presents reading materials clearly. This shows a similar level of satisfaction. Although the site is easy to understand, there is room for improvement to reach a higher level of clarity. Lastly, 9.3% of respondents agreed that the site yomujp.com/n4 presents reading materials somewhat clearly. This indicates that some respondents find certain aspects of the site to be confusing or less clear. The number of respondents agreeing with this statement is significantly smaller compared to the previous statements, suggesting that the majority of respondents feel the site is clear and very clear.

b. *Interesting*

According to the survey results, 25.6% of respondents agreed that the yomujp.com/n4 site is very attractive. This indicates that respondents are not only satisfied with the aesthetics and design of the site but are also very impressed with its appearance. Next, 37.2% of respondents agreed that the yomujp.com/n4 site is attractive. This shows that the design of the site is still considered good and satisfactory by the majority of respondents.

Additionally, 27.9% of respondents agreed that the yomujp.com/n4 site is somewhat attractive. This suggests that while the site's appearance is adequate, it is not particularly impressive. Finally, 9.3% of respondents agreed that the yomujp.com/n4 site is not attractive. This indicates a small proportion of respondents who are dissatisfied with the site's appearance. Regarding learning variety, 27.9% of respondents agreed that the yomujp.com/n4 site greatly enhances their learning variety. This indicates that respondents are very satisfied with how the site introduces new learning materials and has a positive impact. Next, 48.8% of respondents agreed that the yomujp.com/n4 site adds to their learning variety. The majority of respondents feel that there is an improvement in the variety of their learning. Furthermore, 20.9% of respondents agreed that the yomujp.com/n4 site somewhat adds to their learning variety. Respondents see some added variety in their learning, but not as much as they had hoped for. Finally, 2.3% of respondents agreed that the yomujp.com/n4 site adds less variety to their learning. This indicates dissatisfaction with the site's ability to introduce variety into their learning experience.

Based on the survey results, 55.8% of respondents agreed that the yomujp.com/n4 site is not boring, indicating that they find the site engaging. Meanwhile, 34.9% of respondents feel that the site is somewhat boring, suggesting a reasonably good level of satisfaction in avoiding boredom. However, 9.3% of respondents find the site boring, indicating the presence of some monotonous elements that reduce user engagement.

Additionally, 41.9% of respondents acknowledge that the yomujp.com/n4 site successfully makes their learning activities lighter and more enjoyable. They feel that the learning process has become easier and less exhausting due to the effectiveness of the site. Meanwhile, 39.5% of respondents also state that the site helps reduce their level of fatigue while learning, indicating an improvement in learning comfort. However, 18.6% of respondents still feel that using the yomujp.com/n4 site is somewhat tiring, suggesting that there are some challenges in the learning process that need further attention.

From the data obtained, it can be concluded that the majority of respondents consider the content presented to be diverse and the media used to be innovative.

c. Simple

According to the survey results, there is a range of perceptions among respondents regarding the practicality of the yomujp.com/n4 site. 34.9% of respondents feel that the site is very practical to use, indicating a high level of satisfaction with the ease of access and navigation provided. The use of the term "very" suggests that they find the site extremely helpful. Additionally, 48.8% of respondents agree that the site is practical to use, though not to the extent of "very practical." This indicates that the majority of respondents find the site fairly easy to use. However, 16.3% of respondents still feel that the yomujp.com/n4 site is only somewhat practical to use, suggesting that there are some needs or expectations that have not been fully met to make the user experience more optimal.

d. Useful

There are varying levels of success reported by respondents regarding the yomujp.com/n4 site in enhancing their learning motivation. 18.6% of respondents state that the site is very effective in increasing their learning motivation, indicating that a number of respondents feel strongly motivated by the benefits provided by the site. Additionally, 48.8% of respondents agree that the site has successfully increased their learning motivation, though not to a highly significant degree. This suggests that most respondents experience some benefit from the site in boosting their learning enthusiasm, although not maximally. Meanwhile, 32.6% of respondents feel that the site is somewhat effective in enhancing their learning motivation, indicating that while there are perceived benefits, they fall short of what some respondents had hoped for. This reflects a variation in experiences and perceptions of learning motivation influenced by the use of the site.

e. Accurate

There is variation in respondents' perceptions regarding the suitability of the yomujp.com/n4 site with N4 materials. 25.5% of respondents state that the site is very well-aligned with N4 material standards, indicating that they believe the site meets the criteria set for that level. Additionally, 60.5% of respondents agree that the site is suitable for N4 materials, suggesting that the majority feel the provided content is appropriate for what they are studying. However, 14% of respondents feel that the site is only somewhat suitable for N4 materials, indicating some disagreement or that certain expectations regarding the alignment of the material may not have been fully met.

f. Legitimate

Yomujp.com is a legitimate and trusted website for learning Japanese, having earned a positive reputation among Japanese language learners and educators. This is evidenced by its not being blocked by relevant authorities, such as the Indonesian Ministry of Communication and Information or its Japanese counterpart. The site offers comprehensive and well-structured learning materials, ranging from basic to advanced levels, in accordance with JLPT (Japanese Language Proficiency Test) standards. With supportive features such as furigana, illustrative images, and audio recordings, Yomujp.com ensures that every material is easily accessible and understandable to users. The user-friendly interface and attractive design further contribute to an effective and enjoyable learning experience. All these features demonstrate Yomujp.com's commitment to providing high-quality educational resources, making it a legitimate choice for anyone serious about studying the Japanese language.

g. Structure

Based on the survey results, a large majority, 86% of respondents, agreed that the site yomujp.com/n4 provides a pre-reading process. This indicates that most users acknowledge the presence of this feature as part of their learning experience. However, 14% of respondents felt that the site did not provide a pre-reading process. While this proportion is smaller, the difference in perception may indicate variations in user experience or unmet needs.

The survey results also reveal variations in opinions regarding the availability of discussion spaces on yomujp.com/n4. About 11.6% of respondents felt that the provided discussion space was very adequate, while 27.9% felt it was adequate. This shows that most respondents believe the site sufficiently meets their needs for discussion or interaction with other users. However, 41.9% of respondents felt that the discussion space provided was only adequately sufficient, indicating room for improvement in the availability and functionality of the discussion space. On the other hand, 16.3% of respondents felt that the availability of discussion space was still lacking, and only 2.3% felt that the discussion space was completely inadequate. This suggests that a small portion of respondents remain dissatisfied with the discussion space availability on the site.

The survey results also show varied opinions from respondents regarding the level of interactivity on yomujp.com/n4. About 20.9% of respondents considered the site to be very interactive, indicating that they found the interaction experience highly satisfying. Meanwhile, 37.2% of respondents agreed that the site provided interactive engagement, showing that the majority felt the level of interactivity was quite good. However, 18.6% of respondents felt that the interaction provided was only sufficient, suggesting that the interactive process on the site still requires significant improvement. Additionally, 23.3% of respondents felt that the level of interaction was still unsatisfactory, indicating a need for considerable enhancement in terms of interactivity.

3. Advantages and Disadvantages of the Site

Advantages of the Site:

a. Diverse and Structured Learning Materials:

Yomujp.com provides well-organized learning materials categorized by difficulty levels, ranging from JLPT N5 to N1. This allows learners to select content suited to their proficiency level. The materials include furigana, images, and audio recordings, which enhance comprehension, pronunciation, and interest in learning Japanese.

b. User-Friendly Site Design:

The site's simple, attractive, and accessible design improves the learning experience, making it more enjoyable and less monotonous. Unique and varied illustrations assist users in understanding the context and vocabulary of the readings provided.

c. Effective and Practical Learning Features:

Yomujp.com offers features such as audio speed control, furigana on each kanji, and varied reading materials. These features facilitate learning kanji and improving reading skills (dokkai), allowing users to study anytime and anywhere without feeling bored.

Disadvantages of the Site:

a. Lack of Material Variability:

Yomujp.com has notable shortcomings regarding the variety and relevance of the materials provided. The reading materials tend to be less diverse and often do not fully meet contemporary needs. The topics covered are limited to everyday life aspects, which may not be sufficient for learners interested in specific fields like business or technology. Additionally, the absence of furigana and translations complicates comprehensive text understanding for users.

b. Limited Interactivity and Practice:

A major weakness of Yomujp.com is the lack of interactive exercises and quizzes designed to help students develop their comprehension skills. The site focuses on providing reading materials without accompanying exercises or Q&A sessions that allow users to test their understanding directly. Adding quiz features and practice activities after listening to audio could potentially enhance users' ability to understand and remember the presented material.

Conclusion

The aim of this research was to understand the perceptions of faculty and students regarding the use of the website yomujp.com/n4. The evaluation was based on the VISUALS theory (Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured). Visible aspect respondents generally find the site yomujp.com/n4 easy to see. This is evidenced by 44.2% of respondents finding it "very easy to see" and 46.5% finding it "easy to see". Interesting aspect specially regarding design aspect, respondents find the site's design appealing, with 25.6% rating it as "very interesting" and 37.2% as "interesting." Simple aspect, respondents consider yomujp.com/n4 to be simple and user-friendly, as indicated by 34.9% finding it "very simple" and 48.8% finding it "simple. Useful aspect, the website is generally perceived as useful, with 18.6% of respondents rating it as "very useful" and 48.8% as "useful." Accurate aspect, the accuracy of the site's content, in terms of N4 material, is recognized by respondents. 25.5% find it "very accurate" and 60.5% find it "accurate. Legitimate aspect, the site is considered legitimate and trustworthy for learning Japanese, having gained positive recognition among learners and educators. Structur aspect, the site is viewed as well-structured and organized, with 86% of respondents agreeing that yomujp.com/n4 is well-structured. Strengths of the site is: 1) diverse and structured learning materials; 2) User friendly design: 3) Effective and practical learning features. Weaknesses of the site include: 1) Limited Material Variation; 2) Limited Interactivity and Practice. Overall, yomujp.com/n4 is seen as a valuable resource with notable strengths in content and usability but also faces challenges in material variety and interactive features.

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