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An Analysis of Japanese *Chouon* Pronunciation among Students of Deli Husada Health Institute

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ABSTRACT
This study aims to identify which long vowel sounds (*chouon*) in Japanese can be easily pronounced and which are difficult for the Deli Husada Institute of Health students in Deli Tua. This research method employs voice analysis using the Praat application to evaluate the students' pronunciation. Praat was used to analyze the duration, frequency, and intensity of participants' voices. The Praat application will record, segment, and analyze the students' voices. The data consists of voice recordings from the six participants when pronouncing vocabulary containing *chouon* sounds. The findings indicate that there are variations in errors in the pronunciation of certain vowels, such as the vowel /u/ in "*yuumei*," the vowel /e/ in "*meishi*" and "*heiya*," and the vowel /o/ in "*ooku*," among the students of the Deli Husada Institute of Health. Words with long sounds are also rarely pronounced correctly due to a lack of practice. Vocabulary such as "*obaasan*," "*ojiisan*," and "*sakkaa*" is more often pronounced correctly because they are frequently used in daily learning. Participants who allocated more time to study showed a higher degree of pronunciation similarity to native speakers. Overall, the frequency of usage and conversational learning significantly influence pronunciation ability.
Keywords: ***Chouon, Japanese language, Praat, Sound analysis***

1. Introduction

Mispronunciation of long vowels (*chouon*) often occurs among health students studying Japanese. In fact, in Japanese, the pronunciation of *chouon* can differentiate meanings. As is known, language is one of the elements of culture that can be inherited systematically (Rijal, 2015, p. 19). There are many ways to assess the success of learners in learning a language, especially a foreign language. When a foreign language learner can communicate with native speakers, they are considered successful. In addition, the success of foreign language learners can be seen from their fluency in communicating, ability to speak clearly, and ability to use vocabulary and grammar appropriately according to the context of the conversation (Firstantin, 2019, p. 112). However, mistakes are often made in learning a foreign language due to the influence of the mother tongue or regional dialect (Malayu, 2019, p.2). Gilbert stated that over the past two decades, many studies have focused on grammar learning (morphosyntax), both observationally and experimentally, while foreign language learning has paid less attention to pronunciation learning (Gilbert, 2010, p. 3). Pronunciation learning is essential in foreign languages such as Mandarin and Japanese because of the differences in pronunciation rules compared to the mother tongue. Mandarin and Japanese are tonal languages, so tone affects meaning. Wikarti and Renata's research revealed that in Mandarin, stress is divided into word and sentence stress (Wikarti et al., 2019, p. 1). The correct pronunciation of this language can be analyzed using the praat application. Praat can be used to analyze spoken sounds' frequency, duration, and intensity.

Indonesia is cooperating with Japan in employment services, especially in placing Indonesian nurses and care workers in Japan (Mutiawanthi, 2018). Since this agreement, the demand for healthcare workers in Japan has increased yearly. Reports show that Japan needed 104 nursing staff in 2008, 189 in 2009, and 295 in 2017 (Aminah et al., 2018, p. 96). This increasing demand has made Japanese language proficiency popular among healthcare students, with some universities even making it a compulsory course in specific semesters. Japanese

language proficiency is key for aspiring nurses who want to work in Japan. The substantial job opportunities have encouraged healthcare universities to include Japanese in their curriculum. For example, in the EPA program batch 18 for health students, many could write basic Japanese vocabulary and sentences correctly but had difficulty with proper pronunciation. Distinguishing between long and short sounds with different meanings proved difficult. For example, the word /*ojiisan*/ means grandfather, while /*ojisan*/ means uncle, and /*obasan*/ means aunt, while /*obaasan*/ means grandmother. Proper pronunciation of these words is crucial because the length of the vowel sound can completely change the meaning.

Pronunciation is included in the study of phonology. Etymologically, "phonology" comes from the word "phone," which means "sound," and "logy," which means "study." Therefore, phonology is the science that studies the sounds of language used by humans (Chaer, 2003, p. 102). According to Kridalaksana, as quoted in the linguistic dictionary, phonology is a branch of linguistics that studies various language sounds based on their function. Spoken language research is usually natural and informal, meaning word formation and sentence rules in spoken language differ from formal written language (Kridalaksana, 2008, p. 132).

In Japanese, phonological research involves the study of phonetics (*on-seigaku*) and phonemics (*on-inron*). Phonetics is the field that studies how language sounds are produced and perceived, while phonemics discusses sound variations (Yamazaki, 2002, p. 280). From this definition, it is clear that phonology is related to phonetics and phonemics. Japanese phonemics includes aspects such as accent, intonation, and phonemes. Phonemes are the most minor linguistic units that can distinguish meaning (Linguistic Dictionary 3rd edition, 2001, p. 55-56).

Najoan's research on acquiring suprasegmental sounds in Japanese analyzed the production and perception of suprasegmental features. The study showed the difficulty in acquiring a Japanese accent, focusing on students' ability to identify Japanese accent patterns. The study involved beginner-level Japanese students, using a listening test with selected words based on word categories and Japanese accent patterns, evaluated through listening and recording techniques. The results showed that among 17 participants, the highest score was 47.14 (S01), and the lowest was 15.41 (S14) (Najoan, 2021, p. 149). Najoan's study aimed to identify speech patterns among learners by asking 13 Japanese language students to pronounce vocabulary lists and sentences, which were recorded and analyzed using speech analysis. Only two students (15.4%) matched the pronunciation patterns of native speakers (Najoan, 2019, p. 129).

Aritonang conducted a study by evaluating students' ability to pronounce Japanese vocabulary containing *chouon* (long sounds). This study used a quantitative descriptive approach and a pronunciation test as a research tool. This study involved ten students from the 2020 intake from the Japanese language education study program at Riau University, who were selected randomly. This study used the Praat application to analyze the recorded pronunciation data of *chouon* (long sounds). The results showed that their pronunciation of *chouon* vocabulary tended to be good at the beginning and less good at the end (Aritonang et al., 2022). This study also examined *chouon* (long sounds), but the method used differed. The approach used was qualitative descriptive, and the students were asked to translate several sentences containing vocabulary containing *Chou'on*, the results of this translation were then recorded for analysis.

Febriyanti and Indrowaty conducted a study on the ability of Japanese language learners who are Indonesians to pronounce the nasal consonant sound /n/ followed by bilabial consonants, especially /p/. The study involved ten Japanese language learners at Brawijaya University. Voice recordings from native speakers were also used as a comparison in the study. The data were analyzed using Praat software to pronounce three Japanese words [shinpai], [tenpura], and [kanpeki]. In the pronunciation of native speakers, it was found that the nasal sound pronounced was the labiodental nasal sound /ɱ/ and the holding of the airflow (*heisa*) without vibration for several moments, which produced a bilabial burst when pronouncing the sound /p/, which does not produce after the nasal.

Meanwhile, in learners, some pronunciations were based on the pronunciation of native speakers. However, most pronunciations showed differences, such as nasal sounds only pronounced as /n/ or /m/, and some even sounded /ng/. In addition, there is also a pronunciation of the bilabial sound /p/, which does not produce an explosion, and there are other pronunciation differences (Asnita & Febriyanti, 2021p. 11).

In previous studies, *chouon* was analyzed without comparing it with native speaker pronunciation, while in this study, native speaker pronunciation will be used to compare and find out how similar the pronunciation of the participants is. This study will examine the mispronunciation of long sounds (*chouon*) among health students in Japanese by analyzing their pronunciation using the Praat application. The selected vocabulary includes words with long sounds and different meanings when pronounced with different intonations. This study is relevant because of the Indonesia-Japan Economic Partnership Agreement (IJEPA), which includes provisions for sending health workers to Japan. IJEPA, signed in August 2007, is a bilateral agreement that allows Indonesia to send skilled workers, such as nurses, care workers, and workers in the hospitality, tourism,

and maritime sectors, to Japan.

This study is interesting because Japanese is usually not a compulsory competency for health students and is fundamentally different from their core studies. In addition, Japanese is significantly different from Indonesian and English, especially in its alphabet system and language structure, making learning more challenging. When studying Japanese, students often find it difficult to break away from the patterns set by Indonesian and English.

2. Method

2.1. Research Design

The method used in this research is a descriptive qualitative approach. Qualitative research seeks to uncover meanings and explore the values of the research object (Sibarani, 2014). Qualitative research generates descriptive data from people or observed behavior in written or spoken words (Bogdan, Robert, and Steven, 1992).

2.2. Insttruments and Tools

This study employs an instrumental approach, using a laptop and the Praat application to analyze audio data from the informants. The tools used include a recorder for capturing human voices and a laptop for running the software. Praat software stores, records, and analyzes sample data from voice recordings.

ThePraat application is a software tool capable of converting sound waves, which can only be heard, into something visualized. This program features tools for visualizing pitch movement, time intervals, and speech duration, all crucial for assessing the accuracy or errors in speech.

2.3. Participants and Sampling

From a research perspective, the research subjects are the primary targets the researcher investigates. When discussing research subjects, we refer to the units of analysis, the subjects that are the focus or target of the research (Arikunto, 2006). The data for this study were in the form of audio recordings from six health students who were studying Japanese. The participants were asked to translate sentences containing long vowel sounds in Japanese, such as /*obaasan*/ and /*obasan*/, /*koko*/ and /*koukou*/. The recordings were then analyzed by measuring the intensity (average energy of sound transmitted by sound waves), duration (how long the sound lasts), and frequency (number of pressure waves or vibrations per second) using the Praat application. The subjects involved were six students who were taking a Japanese language training class. In this EPA 18 training, the departments that participated were nursing, midwifery, public health, and pharmacy. However, during the training, the classes selected were only nursing classes consisting of nursing profession study programs, D3 and S1 Nursing, and non-nursing classes consisting of D3 and S1 Midwifery, Public Health, and Pharmacy study programs. Participants in this study consisted of three males from the nursing class and three females from the non-nursing class. Subjects were selected based on teacher recommendations based on good pronunciation, good grades, and attitudes in each class to reduce the risk of pronunciation errors so that what was identified was certain phonetic errors. They were asked to translate sentences containing *chouon*. The consideration taken from taking the course was that students already had a good attitude and high motivation to learn Japanese, so it was assumed that the Japanese language skills learned were better than other students who did not take the IJEPA program.

2.5. Data Analysis

The analysis results obtained from the participants were compared with the voices of native speakers to determine pronunciation accuracy. The voices of native speakers were taken from YouTube recordings that specifically discussed the pronunciation of long sounds from native Japanese.

3. Result and Discussion

Data was collected from six participants by recording the pronunciation of Japanese vocabulary containing long sounds (chouon). The Japanese long sounds (*chouon*) recordings were then segmented, and only those containing *chouon* vocabulary were selected, even though similar vocabulary without long sounds was also included during data collection. This was done to see if the participants could differentiate the pronunciation of the two similar words. Using the Praat application, the collected data was analyzed for intensity, frequency, and duration. The results from the participants were compared with native speaker recordings to assess pronunciation accuracy. The native speaker recordings were sourced from YouTube videos specifically discussing the pronunciation of long sounds by native Japanese speakers. The tables below show the differences in pronunciation between the native speakers and the participants in terms of intensity, frequency,

and duration.

3.1. The Vocabulary With The Closest Pronunciation

PARTICIPANT I
Vocabulary: *"obaasan"* (grandmother)
Native Speaker: Intensity: 71.83 dB, Frequency: 220.5 Hz, Duration: 0.720s
Participant I: Intensity: 72.4 dB, Frequency: 206.5 Hz, Duration: 0.720s
Difference (Participant I - Native): +0.57 dB, -14.0 Hz, 0.000s
Participant II: Intensity: 70.57 dB, Frequency: 196.6 Hz, Duration: 0.802s
Difference (Participant II - Native): -1.26 dB, -23.9 Hz, +0.082s

Vocabulary: *"sakkaa"* (soccer)
Native Speaker: Intensity: 73.03 dB, Frequency: 206.1 Hz, Duration: 1.863s
Participant I: Intensity: 75.9 dB, Frequency: 171.6 Hz, Duration: 0.654s
Difference (Participant I - Native): +2.87 dB, -34.5 Hz, -1.209s
Participant II: Intensity: 71.21 dB, Frequency: 180.3 Hz, Duration: 0.952s
Difference (Participant II - Native): -1.82 dB, -25.8 Hz, -0.911s

The comparison between the native speaker's and the participant's pronunciation can be seen in the following images:

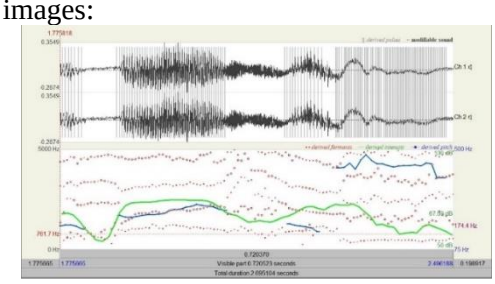


Figure 1. Sound Wave of "*obaasan*" by Native Speaker

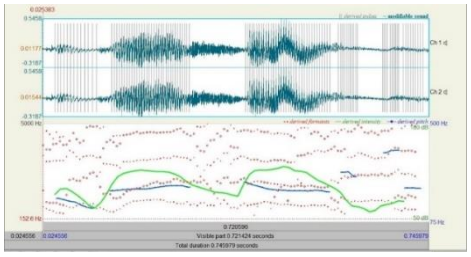


Figure 2. Sound Wave of "*obaasan"* by Participant 1

Figures 1 and 2 above show that the sound waves produced by the native speaker and participant I are quite similar.

PARTICIPANT II
Native Speaker: Intensity: 71.83 dB, Frequency: 220.5 Hz, Duration: 0.746s
Participant II: Intensity: 70.57 dB, Frequency: 196.6 Hz, Duration: 0.802s
Difference (Participant II - Native): -1.26 dB, -23.9 Hz, +0.056s

The differences in the sound waves analyzed using the Praat application can be seen in the following images:

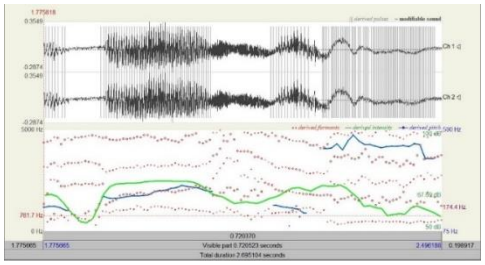


Figure 3. Sound Wave of "*obaasan*" by Native Speaker

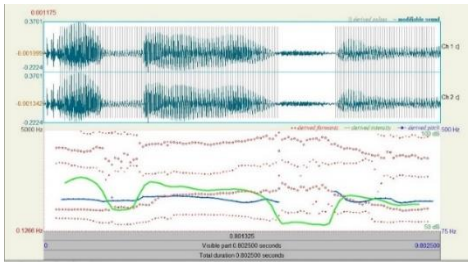


Figure 4. Sound Wave of "*obaasan*" by Participant II

Figures 3 and 4 above show that the sound waves produced by the native speaker and Participant II are nearly identical.

PARTICIPANT III
Vocabulary: *"ojiisan"* (grandfather)
Native Speaker: Intensity: 58.31 dB, Frequency: 190.9 Hz, Duration: 0.801s
Participant III: Intensity: 67.02 dB, Frequency: 188.0 Hz, Duration: 0.938s
Difference (Participant III - Native): +8.71 dB, -2.9 Hz, +0.137s

The differences in the sound waves analyzed using the Praat application can be seen in the following image:

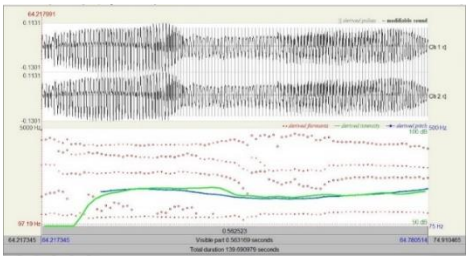


Figure 5. Sound Wave of *"ojiisan"* by Native Speaker

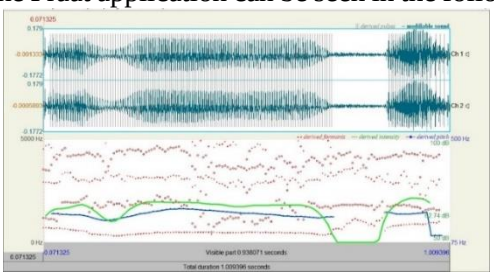


Figure 6. Sound Wave of "*ojiisan*" by Participant III

From Figures 5 and 6 above, the difference in sound waves between the native speaker and the participant can be observed.

PARTICIPANT IV
Vocabulary: *"chiizu"* (cheese)
Native Speaker: Intensity: 69.27 dB, Frequency: 223.6 Hz, Duration: 0.670s
Participant IV: Intensity: 65.13 dB, Frequency: 214.0 Hz, Duration: 0.752s
Difference (Participant IV - Native): -4.14 dB, -9.6 Hz, +0.082s

The differences in sound waves, analyzed using the Praat application, can be seen in the following image:

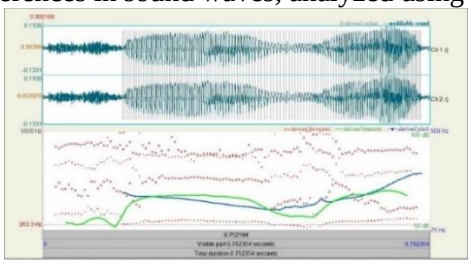


Figure 7. Sound Wave of "c*hiizu*" by Native Speaker

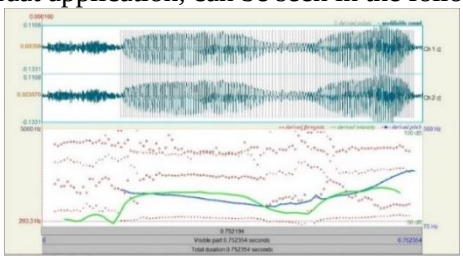


Figure 8. Sound Wave of "*chiizu"* by Participant IV

From Figures 7 and 8 above, the differences in sound waves between the native speaker and the participant can be observed.

PARTICIPANT V
Vocabulary: *"iine"* (that is good)
Native Speaker: Intensity: 69.51 dB, Frequency: 127.9 Hz, Duration: 0.517s
Participant V: Intensity: 65.66 dB, Frequency: 126.0 Hz, Duration: 0.599s
Difference (Participant V - Native): -3.85 dB, -1.9 Hz, +0.082s

This indicates that the differences in these three parameters are relatively small compared to other words. The differences in sound waves, analyzed using the Praat application, can be seen in the following image:

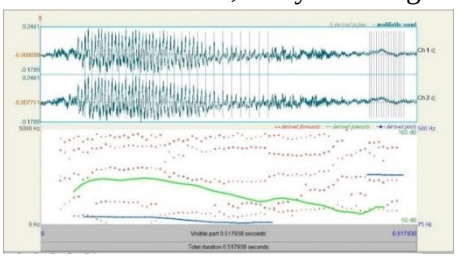


Figure 9. Sound Wave of *"iine"* by Native Speaker

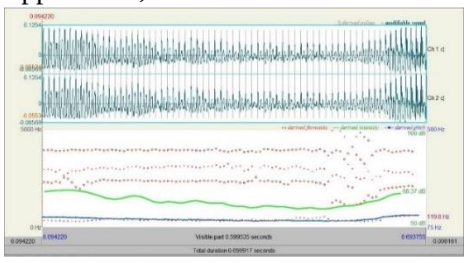


Figure 10. Sound Wave of "*iine*" by Participant V

From Figures 9 and 10 above, the differences in sound waves between the native speaker and the participant can be observed.

PARTICIPANT VI
Vocabulary: *"iine"* (that is good)
Native Speaker: Intensity: 69.51 dB, Frequency: 127.9 Hz, Duration: 0.517s
Participant VI: Intensity: 66.19 dB, Frequency: 128.3 Hz, Duration: 0.490s

Difference (Participant VI - Native): -3.32 dB, +0.4 Hz, -0.027s

The differences in sound waves, analyzed using the Praat application, can be seen in the following image:

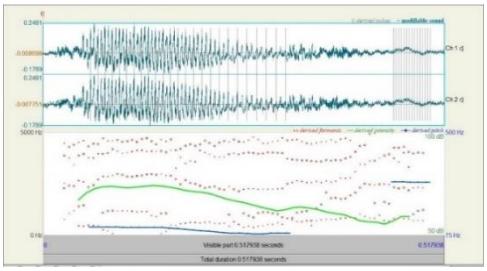


Figure 11. Sound Wave of "*iine*" by Native Speaker

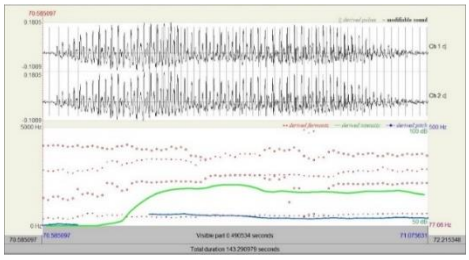


Figure 12. Sound Wave of "*iine'* by Participant VI

From Figures 11 and 12 above, the differences in sound waves between the native speaker and the participant can be observed.

3.2 The Vocabulary With The Furthest Pronunciation

PARTICIPANT I

Vocabulary: *"yuuki"* (courage)

Native Speaker: Intensity: 58.36 dB, Frequency: 218.7 Hz, Duration: 0.565s

Participant: Intensity: 74.4 dB, Frequency: 191.0 Hz, Duration: 0.774s

Difference (Participant - Native): +16.04 dB, -27.7 Hz, +0.209s

The differences in sound waves between the native speaker and participant I can be seen in the following image:

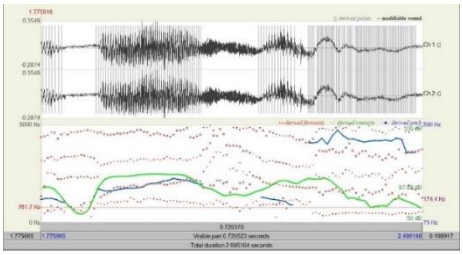


Figure13. Sound Wave of "*yuuki*" by Native Speaker

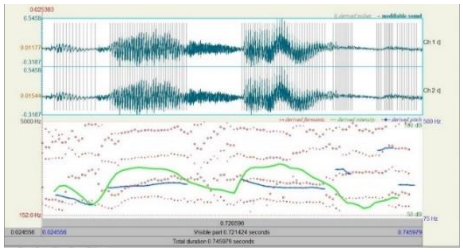


Figure 14. Sound Wave of *"yuuki*" by Participant I

Based on Figures 13 and 14, differences can be observed between the two different sound waves regarding intensity levels, frequencies, and durations.

PARTICIPANT II

Vocabulary: *"yuuki"* (courage)

Native Speaker: Intensity: 58.36 dB, Frequency: 218.7 Hz, Duration: 0.565s

Participant II: Intensity: 75.19 dB, Frequency: 255.1 Hz, Duration: 1.054s

Difference (Participant II - Native): +16.83 dB, +36.4 Hz, +0.489s

The significant differences in intensity and frequency indicate that this word is the most different between the native speaker and Participant II. The differences in sound waves between the native speaker and Participant II can be seen in the following sound wave image:

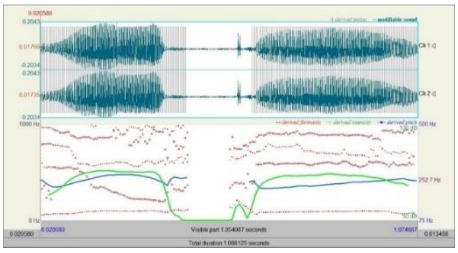


Figure 15. Sound Wave of "*yuuki"* by Native Speaker

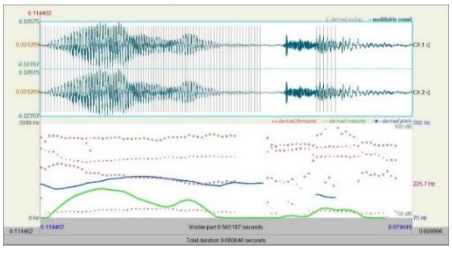


Figure 16. Sound Wave of "y*uuk*i" by Participant II

Based on Figures 15 and 16, differences between the two sound waves are very significant in intensity levels, frequencies, and durations.

PARTICIPANT III
Vocabulary: *"meishi"* (business card)
Native Speaker: Intensity: 74.68 dB, Frequency: 242.5 Hz, Duration: 1.060s
Participant III: Intensity: 61.06 dB, Frequency: 121.4 Hz, Duration: 0.802s
Difference (Participant III - Native): -13.62 dB, -121.1 Hz, -0.258s

The differences in sound waves between the native speaker and Participant III can be seen in the following sound wave image:

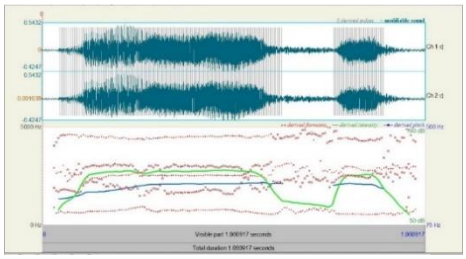


Figure 17. Sound Wave of "*meishi*" by Native Speaker

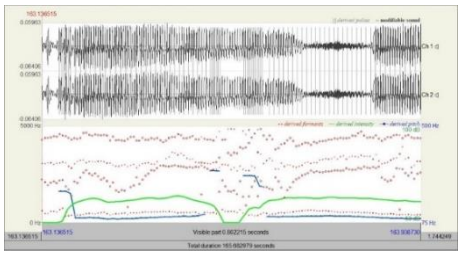


Figure 18. Sound Wave of "*meishi*" by Participant III

Figures 17 and 18 show significant differences between the two sound waves regarding intensity levels, frequencies, and durations.

PARTICIPANT IV
Vocabulary: *"iine"* (good, isn't it?)
Native Speaker: Intensity: 69.51 dB, Frequency: 127.9 Hz, Duration: 0.517s
Participant IV: Intensity: 66.65 dB, Frequency: 209.7 Hz, Duration: 0.564s
Difference (Participant IV - Native): -2.86 dB, +81.8 Hz, +0.047s

The differences in the sound waves between the native speaker and Participant IV can be observed in the following waveform diagram:

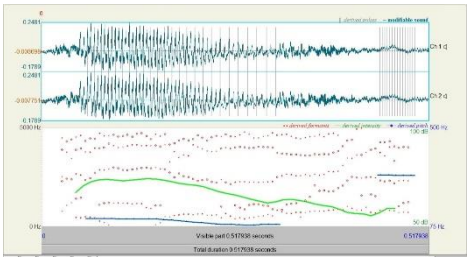


Figure 19. Sound Wave of *"iine*" by Native Speaker

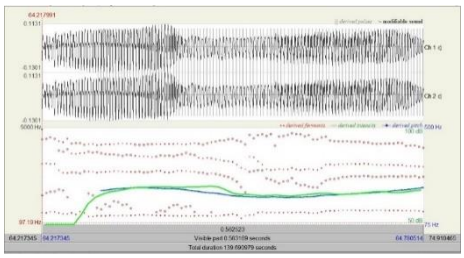
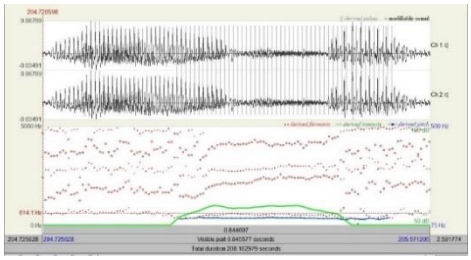


Figure 20. Sound Wave of "*iine"* by Native Speaker

Based on Figures 19 and 20, the differences between the two waveforms are evident in intensity, frequency, and duration.

PARTICIPANT V
Vocabulary: *"meishi"* (name card)
Native Speaker: Intensity: 74.68 dB, Frequency: 242.5 Hz, Duration: 1.060s
Participant V: Intensity: 35.32 dB, Frequency: 105.9 Hz, Duration: 0.845s
Difference (Participant V - Native): -39.36 dB, -136.6 Hz, -0.215s

. The difference in sound waves between native speakers and participant V can be seen from the following image of sound waves:



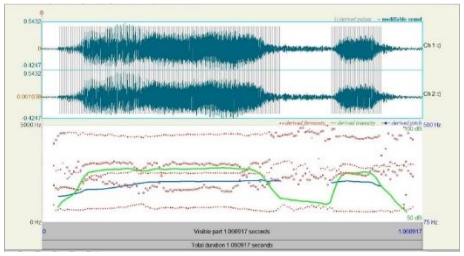
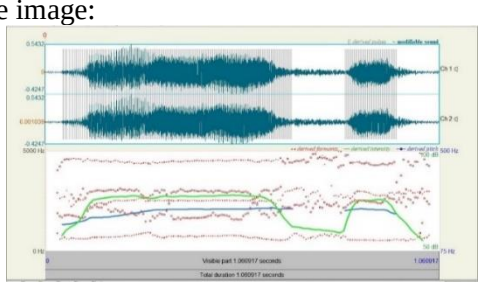


Figure 21. Sound Wave of "*meishi*" by Native Speaker **Figure 22.** Sound Wave of "*meishi"* by Participant V

Figures 21 and 22 show that the differences between the two sound waves are very far apart in terms of intensity, frequency, and duration.

PARTICIPANT VI
Vocabulary: *"meishi"* (name card)
Native Speaker: Intensity: 74.68 dB, Frequency: 242.5 Hz, Duration: 1.060s
Participant VI: Intensity: 67.14 dB, Frequency: 118.5 Hz, Duration: 0.520s
Difference (Participant VI - Native): -7.54 dB, -124.0 Hz, -0.540s

The difference in sound waves between native speakers and participant VI can be seen from the following sound wave image:



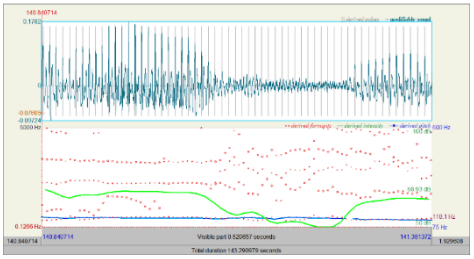


Figure 23. Sound Wave of *"meishi"* by Native Speaker **Figure 24**. Sound Wave of "*meishi"* by Participant VI

Based on s 23 and 24, it can be seen that the differences between the two sound waves are very far apart in terms of intensity, frequency, and duration.

From the analysis above, it is known that the vowels that are difficult to pronounce by students of the Deli Husada Health Institute include:
1. Vowel /u/ from the word "*yuumei*"
2. Vowel /e/ from the words "*meishi*" and "*heiya*"
3. Vowel /o/ from the word "*ooku*".

From the recording results, it is known that the vocabulary above is mispronounced or is exchanged with similar vocabulary, namely *yumei* (famous), *mesh*i (breakfast), *heya* (room), and o*ku* (one hundred million). In addition, vocabulary that has a long sound is rarely used or exemplified in basic Japanese language learning (N5) and in vocabulary such as "*meishi*" and "*heiya*" where the long vowel sound /e/ is symbolized by the letter /i/ is often pronounced. The sound /i/ in the word should only be a symbol of a long sound, not to be pronounced. If we look at the theory of language errors, then the pronunciation errors made fall into the category of errors where pronunciation errors occur when speakers violate the grammar rules of the target language and occur in various conditions.

The vocabulary /*obaasan/*, /*ojiisan*/, and /*sakkaa/* are pronounced similarly by more than half of the participants. This is because these vocabularies are often heard and pronounced in example sentences when studying in class. It can be seen that participants who allocate more time to study tend to have a higher level of similarity in pronouncing vocabulary with native speakers than participants who only allocate a little time to study. Although a positive attitude and motivation towards Japanese are important, they are not enough to improve pronunciation skills. Other factors, such as frequency of use and learning conversation and listening, also significantly affect pronunciation. Vocabulary often used in everyday learning has a higher level of pronunciation similarity.

From the pictures above, it can also be seen that the vocabulary that experiences the most errors in pronunciation is /*yuumei*/, /*meishi*/, /*heiya*/, and /*ooku*/ which are included in the category of errors in the analysis of language errors according to Corder.

4. Conclusion

Difficulty pronouncing certain vowels, such as the vowel /u/ in "*yuumei*," the vowel /e/ in "*meishi*" and "*heiya*," and the vowel /o/ in "*ooku*," often occur among students at the Deli Husada Health Institute. Words with long sounds are also rarely pronounced correctly due to lack of practice. Vocabulary such as "*obaasan*," "*ojiisan*," and "sakkaa" are more often pronounced because they are frequently used in everyday learning. From the recording results, it is known that the pronunciation of the vocabulary above is incorrect or confused with similar vocabulary, namely *yumei* (famous), *meshi* (breakfast), *heya* (room), and *oku (*wife). Apart from that, vocabulary that has long sounds is less frequently used or exemplified in learning basic Japanese (N5)

and in vocabulary such as "*meishi*" and "*heiya*" where the long vowel sound /e/ is symbolized by the letter /i/ is often pronounced. The /i/ sound in the word should only be used as a symbol, not to be pronounced. The intensity, frequency, and duration of vowel sounds in Japanese pronunciation by Deli Husada Health Institute students tend to be different from native speakers. In general, these differences can be seen from (a) students having higher intensity and varying frequency and pronunciation duration that varies between longer or shorter, although the differences tend to be small. Voice analysis between native speakers and students shows that the pronunciation duration is almost the same, but the intensity and frequency differ. (b) students have higher intensity and varying frequency, with pronunciation duration generally shorter or longer depending on the word spoken. (c) showing variation in intensity and frequency, as well as pronunciation duration that varies depending on the word. (d) showing significant variation in intensity, frequency, and pronunciation duration, especially in intensity and frequency. (e) showing the most significant difference in intensity and frequency, with a quite considerable variation in the pronunciation duration of several words. (f) showing significant differences in intensity and frequency, with large variations in the pronunciation duration of several words. Although the duration of the participants' pronunciation is close to that of native speakers, control over intensity and frequency still needs to be improved through more practice to achieve more natural pronunciation and closeness to native speakers. This study also showed similar results to Najoan's study, where participants had difficulty getting the proper Japanese accent. Difficulty pronouncing certain vowels, such as the vowel /u/ in "*yuumei*," the vowel /e/ in "meishi" and "*heiya*," and the vowel /o/ in "o*oku*," often occurred in students at the Deli Husada Health Institute who participated in the EPA program. Words with long sounds were also rarely pronounced correctly due to lack of practice. Vocabulary such as "*obaasan*," "*ojiisa*n," and "*sakkaa*" were more often pronounced because they were often used in everyday learning. Participants who allocated more time to study showed a higher level of similarity in pronunciation to native speakers. Overall, frequency of use and conversational learning greatly affect pronunciation ability.

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