



Analysis of the Level of Interest of Junior High School Students in Learning Basic Japanese Language

Yasmin Tamara¹, Asri Wibawa Sakti^{2*}, Verra Wulandary³

¹Departemen Pendidikan Bahasa dan Sastra, Universitas Pendidikan Indonesia, Indonesia

²Departemen Pendidikan Kesejahteraan Keluarga, Universitas Pendidikan Indonesia, Indonesia

³Department of Educational development course, Graduate school of International development and cooperation, Hiroshima University, Higashihiroshima, Hiroshima, Jepang

Email: *achiewibawasakti@upi.edu

Abstract. Japanese is one of the most popular languages after English. Its culture that captivates people's hearts, makes interest in the language increase, both from children and adults. Until now, learning Japanese has become the program of choice at the high school level to universities. This study aims to analyze the interest of junior high school students in Japanese. Descriptive qualitative research method. The data collection technique used qualitative descriptive and provided some introductory vocabulary, numbers, and some common Japanese vocabulary. The results showed that students' knowledge of basic Japanese when given the pretest was 66.67%. After students were given material in the form of power points about basic Japanese, students' knowledge increased by 70.37%. The conclusion obtained is that students already have sufficient knowledge of basic Japanese such as introductions, numbers, and basic vocabulary. It can be seen from the increase in the pre-test and post-test that has been given only an increase of 11%. In addition, it can be seen from the enthusiasm of students in interactive question and answer sessions during the learning process. It is hoped that this research can become a consideration regarding the choice of Japanese language programs up to junior high school level.

1. Introduction

There is The author concludes that in terms of interest, students majoring in Indonesian literature 2016/2017 have an interest in learning Japanese, which is 87%. Judging from the elements, it is dominated by the element of pleasure. Such as Anime, cosplay, Harajuku style, and many more. We can also conclude that it is Japanese culture that is the main factor in the interest in learning Japanese which is quite high among all ages [1].

Many factors make a reason people have a high interest in the Japanese language. Starting from the culture such as anime, Japanese dramas, Japanese songs, and many more [2].

And there is author, the 50 respondents from UMY students in Japanese education, it was concluded that on average 61.5% had studied Japanese before. From 50 respondents, 38.5%

learn Japanese by self-taught. Of the 50 respondents, 77% are interested in continuing Japanese language learning after graduating from college. And from 50 respondents, an average of 55.5% have a goal to study Japanese cultures such as anime, manga, and J-pop [3].

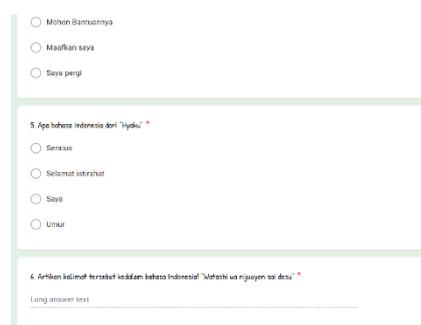
This abundance form of interest creates a broad of people of different ages and backgrounds to take interest in. Even to the point of being offered a choice of Japanese language learning programs in several high schools and being a subject at several universities in Indonesia. Although considering that there are a lot of enthusiasts from among children, it is unfortunate that schools that provide Japanese language elective programs only reach the high school level of proficiency. So that before supporting the high school, students can only study alone or take Japanese language courses [4].

Language is an important communication tool, therefore language is one of the teaching materials that must be mastered by students, both regional and foreign languages. Japanese is one of the preferred foreign languages that many Indonesians took interest in. According to data from Japan Foundation in 2006, Japanese language enthusiasts continue to grow over time. The word interest itself is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself [5]. According to data from Japan Foundation in 2013, the biggest factor that hinders Japanese language education in Indonesia is inadequate facilities such as the lack of Japanese language education workers. Indonesia is the country with the second position that has the most Japanese language learner. This can be seen from the results of a survey conducted by Japan Foundation in 2012. In 2009 there were 716,353 Japanese speakers and in 2012 there was an increase of 21.8% to 872,411 Japanese speakers. From this data, it can be concluded how high the interest of Indonesians in Japanese is.

Based on the discussion above, we can find the purpose of this study, particularly to determine the level of interest of junior high school students in learning Japanese. This level of interest can also be influenced by environmental and psychological factors.

2. Method

The type of research method used is a quantitative research using the pre-experimental design method (one group pretest-posttest). This study focuses on the interest of junior high school students in basic Japanese through a basic Japanese vocabulary test. Analysis of students' interest is by giving a pre-test before learning and a post-test after learning about students' knowledge of introductions, numbers, and basic vocabulary in Japanese. The population in this study were students of Junior High School class VIII through a google form. The attached questions are 5 multiple choice questions and two essay questions. The data obtained will be processed and compared to finally get a conclusion. **Figure 1** shows pre-test and post-test questions.



Mohon Bantuannya

Maafkan saya

Saya pergi

3. Apa bahasa Indonesia dari "jijoku" *

Senjaku

Selamat istirahat

Saya

Umu

4. Artikan kalimat tersebut kedalam bahasa Indonesia! "Matahi wa niyayen no dezu" *

Long answer text

Figure 1. Students' pretest and posttest questions.

3. Results and Discussion

3.1. Demography

This research was conducted in junior high school in Bandung, Indonesia. The first thing to do is to select several students from the total 401 students with the help of the homeroom teacher. The number of students recorded was 9 people with details of 2 male students (22.2%) and 7 female students (77.8%). **Figure 2** shows data demography.

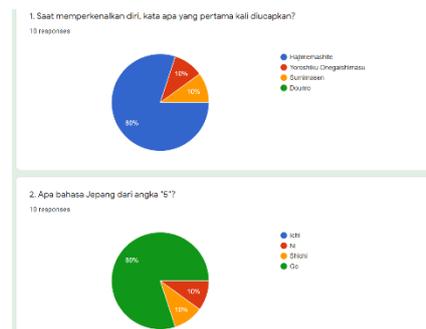


Figure 2. Data demography.

3.2. Process of Learning

Phenomena during the learning process are:

1. In the first session, the students looked enthusiastic from the beginning of the pre-test distribution. The students were very easily guided so that the first session of filling out the pre-test was effective.
2. In the second session, the learning process was quite effective, the students were very active in the question-and-answer process. Regarding the use of media, the students did not have any problems because they were used to using online-based teaching media. In the learning process, the students seemed to have understood enough about the material given starting from the pronunciation and enunciation of the Japanese word until the vocabulary provided could be understood.
3. In the question-and-answer process at the end after giving the material, the students were active in asking questions rather than answering. Most of the questions asked were derived from topics regarding Japanese culture. From this, it can be concluded that the students have a major interest in Japanese culture. Several students answered questions about Japanese vocabulary well and appropriately.
4. Evaluation is carried out at the end after the learning process ends.

3.3. Pre-test and Post-test results

This research or learning activity is carried out online by utilizing online media. The tools and media used are google form, zoom, and PowerPoint. Because previously students already understand the following learning media, the learning process becomes efficient and effective. Before the learning took place, the researchers distributed a questionnaire to determine the understanding of the students' basic Japanese knowledge. And after learning, the questionnaire was distributed again to determine the understanding of the material that

had been explained. The pre-test and post-test questions given in the questionnaire are the same.

Table 1 describes the questions given in the form of a questionnaire. The form and number of questions for the pre-test and post-test are the same. The first one given is a pre-test questionnaire that aims to determine students' basic Japanese language skills, containing 7 questions with details of 5 multiple choices and 2 short essays. Furthermore, the researcher gave material about introductions, numbers, and general vocabulary in Japanese with the help of PowerPoint media. And the last is to give a post-test questionnaire to find out the understanding of the material that has been given.

Table 1 The results show several discussion points:

- 1) For the number one question is a question about understanding the introduction in Japanese, the result increased by 22.2%.
- 2) For question number two, which is about understanding numbers in Japanese, the result is the same as for question number one, which is 22.2%.
- 3) For question number three, which is a question about understanding basic Japanese vocabulary, the result increased by 11.1%.
- 4) For question number four is about understanding the introduction in Japanese, the result is that there is no change.
- 5) For question number five is a question about understanding numbers in Japanese, the result increased by 33.3%.
- 6) Question number six is a question regarding the understanding of introductions in Japanese, the result is the biggest increase, which is 44.5%.
- 7) And for the last one is the question of understanding numbers in Japanese, the result increased by 33.4%.

The graph shows that students' knowledge of basic Japanese, when given the pretest, is 66.67%. After students were given material in the form of power points about basic Japanese, students' knowledge increased by 70.37%. Based on these results, there was an increase in students' knowledge of 11.0%. The increase in students' knowledge is because students have learned basic Japanese through power points and interactive questions and answers.

Tabel 1. Students' pretest and posttest results.

NO	Question	Pre-Test	Post-Test	Gain
I	When you introduce yourself, what is the first word you say?	77.8%	100.0%	22.2%
II	What is the Japanese word for the number "5"?	77.8%	100.0%	22.2%
III	What is the Japanese word for "age"?	88.9%	100.0%	11.1%
IV	What does "Yoroshiku onegaishimasu" mean?	100.0%	100.0%	0.0%
V	What is the Indonesian word for "Hyaku"?	55.6%	88.9%	33.3%
VI	Translate the sentence into Indonesian! "Watashi wa ni juu yon sai desu"	22.2%	66.7%	44.5%
VII	Say the numbers 1 to 10 in Japanese!	44.4%	77.8%	33.4%



4. Conclusion

The conclusion obtained from this study is that students already have sufficient knowledge of basic Japanese such as introductions, numbers, and basic vocabulary. It can be seen from the increase in the pre-test and post-test that has been given only an increase of 11.0%. This supports data from the Japan Foundation (2006) that Japanese language enthusiasts are increasing every year. Many things can be a factor in someone having an interest in Japanese such as an interest in Japanese culture, a desire to work with Japan, and others. Therefore, many students are self-taught Japanese because learning Japanese is very limited. That way, it would be nice if Japanese language learning could be facilitated at various levels of the school level.

Author's Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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