

Interest Students of 16 Bandung Public High School in Learning Japanese

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Abstract

Currently, the interest in learning Japanese among teenagers or high school students is increasing, especially in Indonesia. Interest in learning Japanese in adolescents can be influenced by several factors such as themselves, friends, environment, or hobbies, and other factors. All of these factors are grouped into two types of factors, namely internal factors, and external factors. Internal factors can be in the form of aspirations, hobbies, and habits, while external factors can be the environment, parents, friends, and even teachers at school. Based on this, the question arises about what factors influence the interest of adolescents in Indonesia to learn Japanese. And to get the answer, a survey was conducted to Japanese students at 16 Bandung Public High School in August 2019. The survey was carried out by distributing a questionnaire in the form of a google form containing several questions about the supporting factors of interest in learning Japanese to high school students.

Keyword: Interest supporting factors; interest in learning Japanese; high school students' interest in learning Japanese

1. Introduction

Interests are closely related in our daily lives because without interest means that there is no impetus to do something. Because interest is a driving force that causes a person to pay attention to other people, their activities, or other objects (Ana Laila Soufia dan Zuchdi, 2004). Thus interest is the tendency of someone's desire and interest in something that is based on the importance or not and can be manifested through participation in an activity.

In learning, interest is also needed because, with interest, learning activities will be even more effective. However, to generate interest, it is necessary to support interest factors that trigger that interest to arise. Because actually someone's interest will not appear automatically, but several factors encourage someone to have this interest. According to Siti Rahayu Haditomo (1998: 189), two factors influence a person's interest, namely intrinsic factors, namely the nature of nature. And the second is external (extrinsic) factors, including family, school, and surroundings.

Each student has various interests in learning, whether studying mathematics, science, or learning languages. Currently, language lessons are increasingly popular among teenagers in Indonesia, and one of them is Japanese. Based on existing data from the Japan Foundation in 2015, seen from the development of the number of learners, it continues to increase and even ranks second after China and crucified the position of South Korea. And based on these data, most of these are high school

students. Based on this, what is the supporting factor for high school students' interest in learning, especially learning Japanese, which is currently increasing among teenagers or high school students in Indonesia?

2. Method

This article discusses the factors that influence high school students' interest in learning Japanese using quantitative descriptive analysis methods. According to Sugiyono (2013: 147), the descriptive method is a method used to analyze data by describing or describing the data that has been collected as it is without intending to make generalized conclusions or generalizations. And also according to Sugiyono, the quantitative method is a method for testing certain theories by examining the relationship between variables. These variables are measured. Usually with research instruments) so that data consisting of figures can be analyzed based on statistical procedures. The data used in this study is a sample of high school students, the sample was taken from the results of a survey of Japanese students at 16 Public Senior High Schools Bandung. After the survey results are obtained, then the answer to each question in the survey is processed using a pie chart. Then each Pie chart has analyzed the results and classified them into internal or external factors. After all Pie Charts are analyzed and classified, then all the Pie Chart results are added up and which one is the most, whether internal or external factors are more dominant to support the interest in learning Japanese for high school students.

3. Result and Discussion

A survey was conducted to obtain data triggering interest in Japanese language learning in 16 Bandung Public High School. The survey was carried out by distributing a questionnaire in the form of a Google Form which would later be filled out by Japanese language students at 16 Bandung Public High School. The data collected based on the survey were 76 respondents who became the sample in this study. There are 6 questions concerning students' interest in learning Japanese based on two factors. The two factors are Internal and External Factors which are further divided into 6 questions such as experiences, habits, or the future to be achieved. The following are the results of the data analysis that has been carried out.

3.1 Results of Data Analysis 1 (Reasons for Choosing Cross-Interests in Japanese)

The results of the analysis obtained from data 1 are that eighty-three percent (83%) of respondents chose cross-interest in Japanese because of their own desire, which means that their interest is influenced by internal factors, namely themselves, while seventeen percent (17%) is influenced by external factors such as friends and there was no other choice.

3.2 Results of Data Analysis 2 (What influences you when you are studying Japanese in class)

The results of the analysis obtained from data 2 are twelve percent (12%) there were no respondents with external factors in their interest in learning Japanese and eighty-eight percent (88%) of respondents with external factors in their interest in learning Japanese such as friends, teachers, classes and things. That outside of personal desire with the answer "other" namely 'anime', 'want to go to Japan', 'the closest person', 'already', and 'desire to master the language'.

3.3 Result of Data Analysis 3 (What Made You Interested in Learning Japanese)

The results of the analysis obtained from data 3 are forty-six percent (46%) of the respondents answered "Want to be able to master a foreign language other than English". Also, the second-highest answer was twenty-six percent (26%) of respondents with "other" answers consisting of "going to Japan", "wanting to be able to work in a Japanese company", "working in Japan", "living in Japan", "Want to master many languages," "so you can already speak Japanese when on vacation in Japan", "want to study in Japan," "become an idol or artist in Japan", "personal interest", "curious". Also, twenty-three percent (23%) of respondents are interested in manga, anime, Japanese drama and five percent (5%) answered that they "like Japanese language and culture". The triggering factor for student interest in SMAN 16 Bandung comes from the achievements that you want to achieve, while the experience personal, and not too many hobbies.

3.4 Results of Data Analysis 4 (What are your goals so that you can learn Japanese)

The results of the analysis obtained from data 4 are fifty-five percent (55%) of respondents have aspirations that they want to achieve such as mangaka, translator, Japanese language teacher, working in the Japanese game industry or anime, and others so that it triggers interest in learning Japanese language. Twenty-five percent (25%) of respondents with the answer "other" answered "want to work in a Japanese company", "work and live in Japan", "become an idol or artist in Japan", "vacation in Japan", "continue their education. in Japan", "work, live and marry Japanese". Furthermore, forty-five percent (45%) of respondents do not have aspirations that can trigger interest in learning Japanese. This proves that most of the factors that trigger interest in learning Japanese for students of SMAN 16 Bandung come from attainable goals.

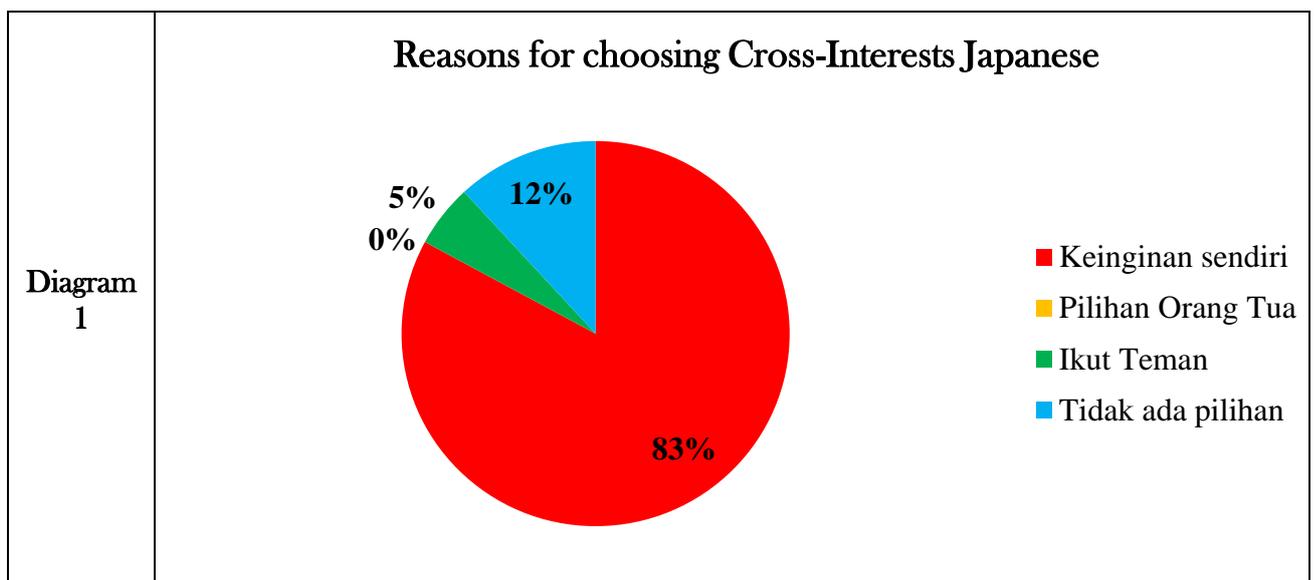
3.5 Results of Data Analysis 5 (Are You Excited When Learning Japanese Compared to Other Lessons. What Makes You Excited and Not Enthusiastic)

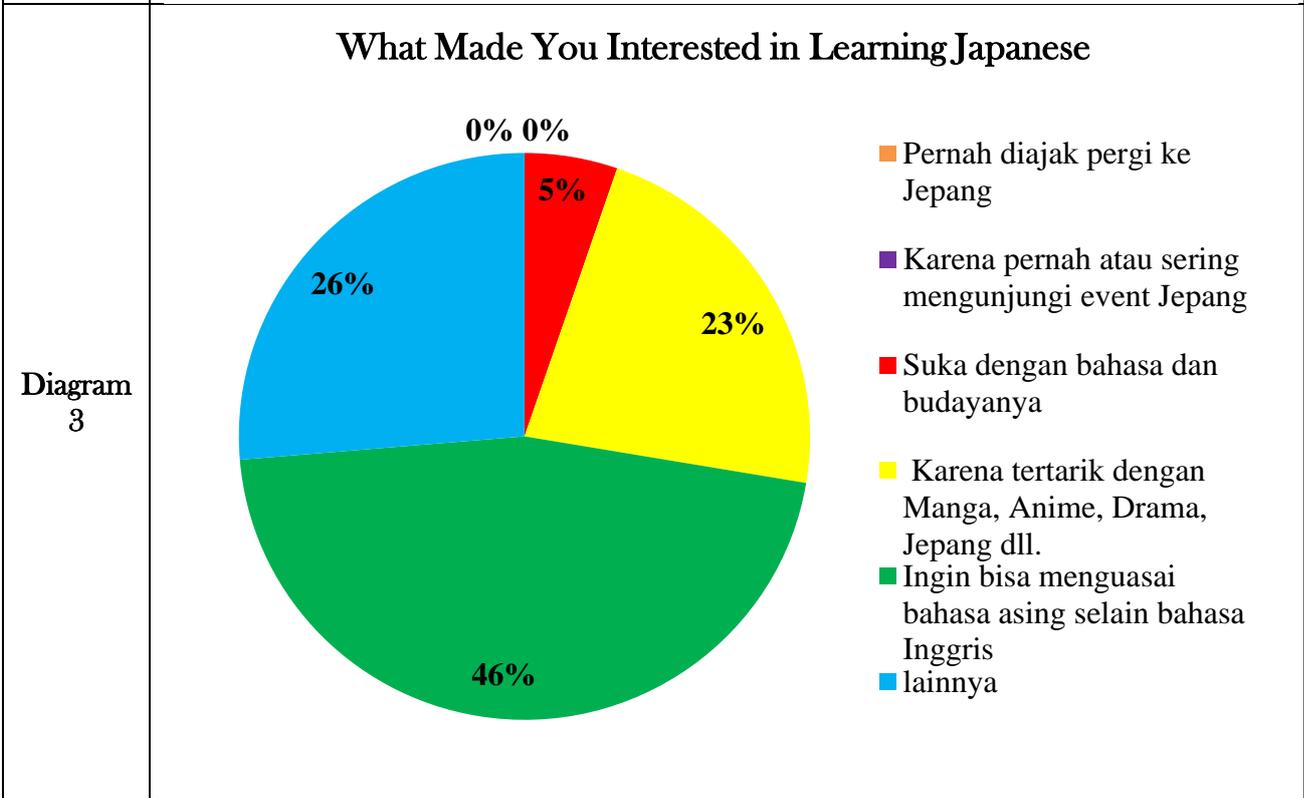
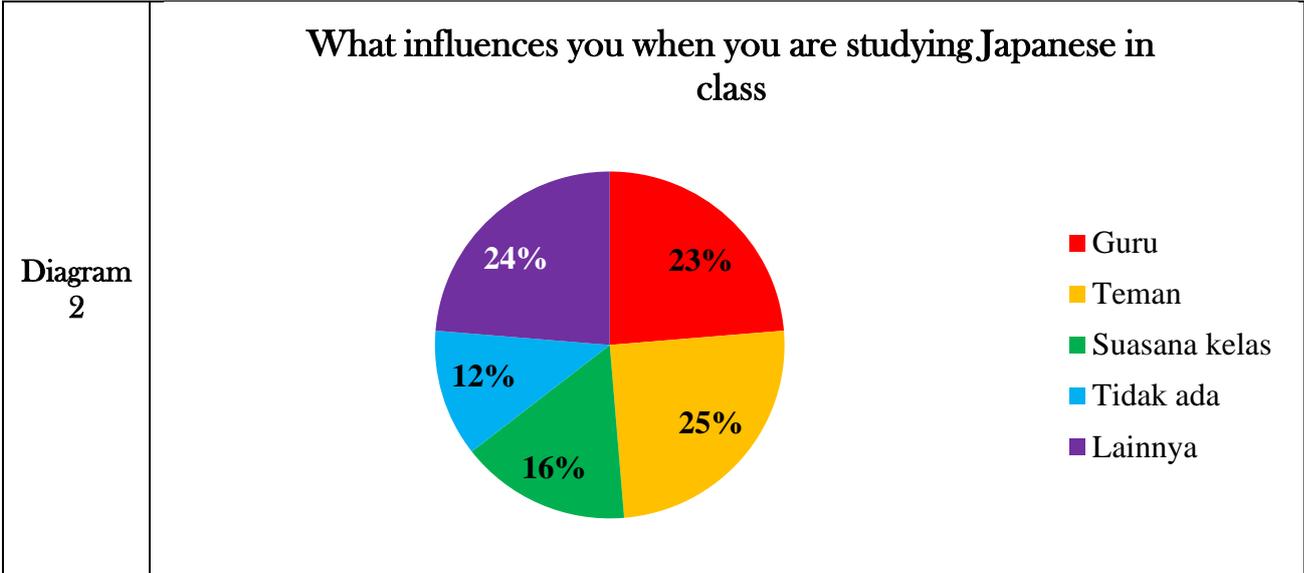
The results of the analysis obtained from data 5 are that forty-seven percent (47%) of respondents feel excited when learning Japanese compared to other subjects, forty-two percent (42%) answered maybe, and eleven percent (11%) answered not enthusiastic. All respondents expressed enthusiasm or not when learning Japanese because the teacher was a teacher and there was a desire such as wanting to work in Japan. However, some make students feel hesitant due to difficult learning factors such as difficulty memorizing letters, sentence patterns, and tedious teacher methods of teaching, which make students hesitate or less enthusiastic about learning Japanese.

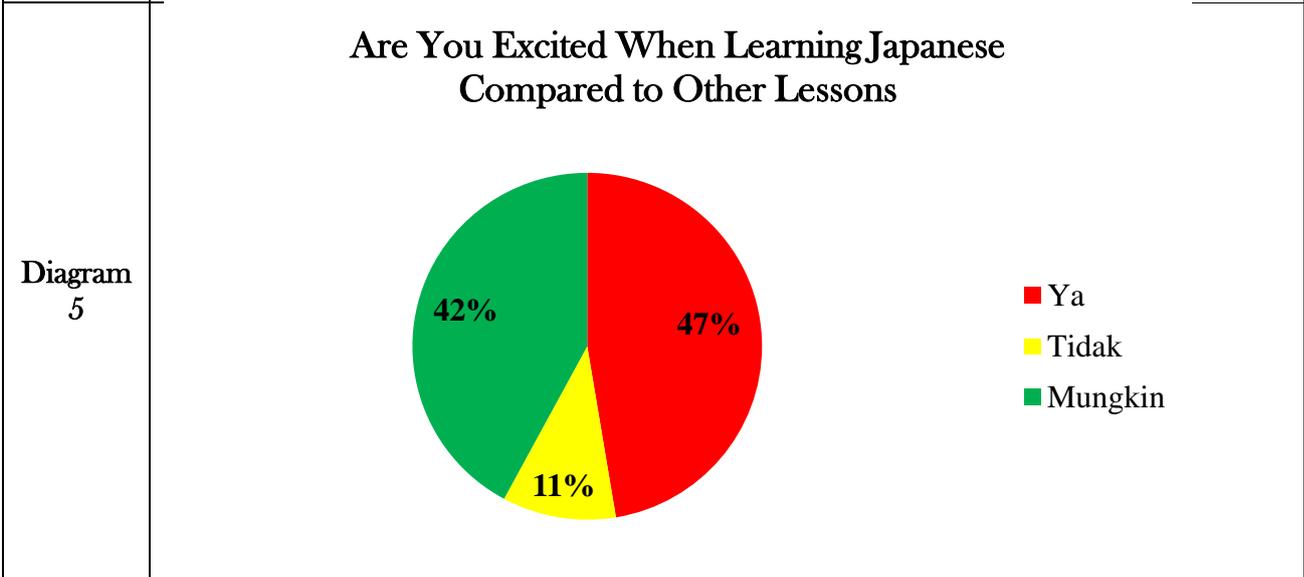
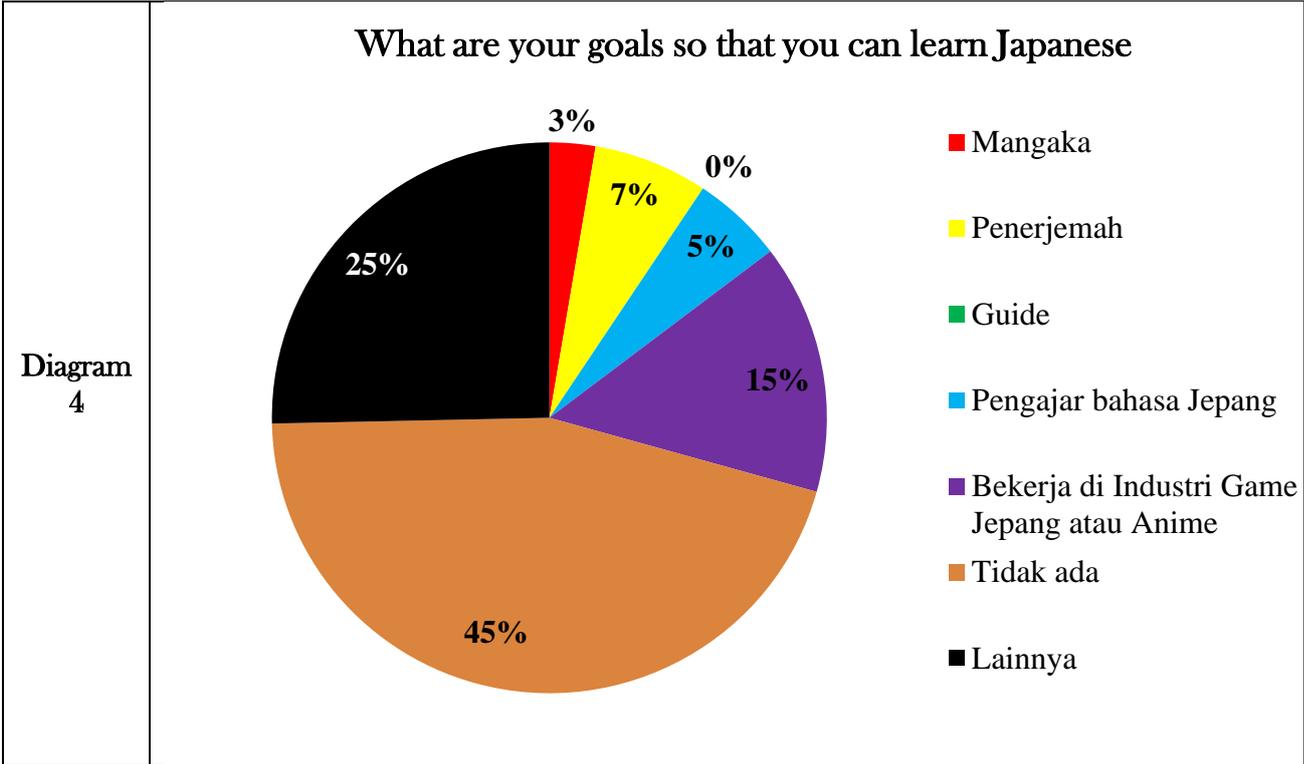
3.6 Results of Data Analysis 6 (Do You Know About the JLPT and Have You Been Following the JLPT)

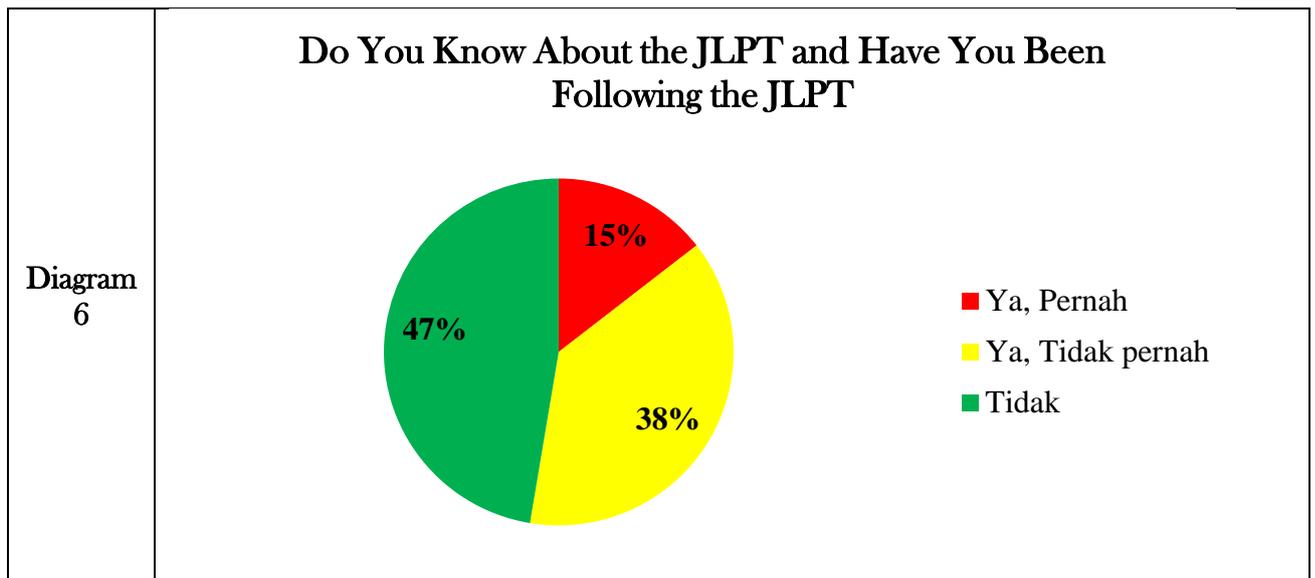
JLPT is a recognized Japanese language proficiency test or test that can be used as a legal requirement for a person to continue a work career, and at the same time can be a trigger for interest in learning. The results of the analysis obtained from data 6 are that fifty-three percent (53%) of respondents know the JLPT and of the fifty-three percent (53%) only fifteen percent (15%) know and have participated in the JLPT. Furthermore, forty-seven percent (47%) of respondents did not know about the JLPT.

Diagram 3.1 Diagram of the results of the questionnaire to students of 16 Public Senior High Schools Bandung









Based on 6 data that have been processed one by one and the following results are obtained. There are 4 pieces of data, namely the first data (Reasons for Choosing Cross-Interests in Japanese), the third data (What Makes You Interested in Learning Japanese), the fourth data (What are your goals for learning Japanese), and data sixth (Did You Know About the JLPT and Have You Been Following the JLPT). The four data indicate that students of 16 Bandung Public High School have a strong internal factor as a trigger factor for interest in learning Japanese with a greater percentage than external factors. Meanwhile, the other two data such as the second data (What Affects You in Learning Japanese) and the fifth data (Are You Excited When Learning Japanese Compared to Other Lessons. What Makes You Enthusiastic and Not Enthusiastic), shows the answer that tends to lead to the trigger factor of interest in learning Japanese students of 16 Bandung Public High School is an external factor. Thus the results of this study indicate that the factors triggering the interest of students of 16 Bandung Public High School in learning Japanese are internal factors with a ratio of internal factors of sixty-six point seven percent (66.7%) while external factors are thirty-three point three percent (33.3%).

4. Conclusion

Based on the results of questionnaires that have been distributed and then the results are processed in the previous description, the factors that trigger the interest of students of 16 Bandung Public High School in learning Japanese are very diverse. Like many students of 16 Bandung Public High School who have an interest in learning Japanese but have not or don't have aspirations for the future in fields that require Japanese. Apart from that, from the various factors that trigger interest, the writer concludes that the factors that trigger the interest of students of 16 Bandung Public High

School in learning Japanese come from internal factors with a ratio of 4 out of 6 data showing that internal factors have a higher percentage. However, 2 out of 6 data indicate a tendency for external factors to influence students' interest in learning Japanese. It could also be interpreted that students of 16 Bandung Public High School have internal factors as supporting factors for their interest in learning Japanese, but in practice, it is influenced by external factors such as teaching teachers.

Thus, for students to be more interested and not lose their interest in learning Japanese, teachers must be more creative in using learning methods for their students and help their students to be directed towards the goals they will achieve in the future after learning Japanese. Because based on this research, apart from themselves, friends, and the environment, teachers also have a considerable influence as a trigger for interest in learning Japanese.

And in the future, research on gender in interest in learning is needed. Not as a differentiator between men and women, but as a basis for a teacher in determining learning or teaching methods to help all students develop in their own ways.

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