

The Application Of Language Learning Strategies In Japanese Language Learning

S F Lensun¹

¹ Universitas Negeri Manado, Indonesia

corresponding author: sherlylensun@unima.ac.id

Abstract. The Educators must place their students as people who naturally have experience, knowledge, desires, and thoughts that can be used to learn, both individually and in groups. All language learning strategies have the main goal of increasing one's ability to speak. The choice of teaching and learning strategies language learning strategies must be based on the consideration of placing students as subjects of learning who not only passively accept what is conveyed by educators. Teaching Japanese especially kanji using various learning strategies makes it easy for Japanese learners especially in learning Japanese letters/starch. Language learning strategies/learning strategies used are direct strategies and indirect strategies. Direct Strategy is a strategy that is directly related to foreign language learning. That is directly related to language in various tasks and situations, consisting of (1) memory strategies, (2) cognitive strategies, and (3) compensation strategies. Indirect Strategies in language learning are strategies that indirectly support language learning through ways such as the focus of learning, planning, assessment, acquiring learning opportunities, avoiding anxiety in learning, working with others. This strategy consists of three elements, namely (1) metacognitive strategies that are tasked with coordinating the learning process, (2) affective strategies that are in charge of regulating emotions, and (3) social strategies that are tasked with fostering cooperation with others in the learning process. This study aims to obtain scientific data the process of increasing mastery of Japanese letters/kanji by applying Language learning strategies direct strategies and indirect strategies. The method used in this study is an action research method. Data from the research results were analyzed qualitatively and quantitatively. Referring to the model developed by Kemmis and Mc. Taggart is a spiral model. The research method used is the method of Action research with four steps, namely (planning, implementation, observation, and reflection). Use of the application of Language Learning Strategies in Kanji learning among others: (1) the development of writing and Kanji reading skills through meaningful learning experiences, (2) Kanji learning is more systematic and creative both individually and in collaboration with friends.

Keywords: Language, learning, strategies, Kanji

1. Introduction

The strategy chosen by educators is a strategy that can make students have confidence that they are capable of learning. Also, teaching and learning strategies that can take advantage of the broadest potential of students. There are four basic strategies in the learning process: (1) Identifying and defining the specifications and qualifications of changes in students' behavior and personality as expected, (2) Selecting a learning approach system based on people's aspirations and outlook on life, (3) Selecting and establishing procedures methods and techniques, learning that is considered to be the most appropriate and effective so that it can be used as a guide by the teacher in carrying out his teaching assignments and (4) Establishing norms and minimum limits of success or criteria and standards of success so that they can be used as feedback for improving the instructional system in question whole

All language learning strategies have the main goal of increasing one's ability to speak. Metacognitive strategies help language learners to build their own awareness in planning, centralizing and evaluating the progress they have achieved in achieving communicative language skills. Affective strategies build the confidence needed by language learners to actively involve themselves in the language learning process. Meanwhile, social strategies are used to increase interaction and empathy understanding.

Language learning strategies or strategies for learning languages are not limited to cognitive functions that are centered on mental processes and manipulation of new languages. This strategy also includes planning, evaluating, designing personal, emotional and social learning styles. Direct and indirect strategies are strategies that are equally important and support each other in achieving learner abilities. Language learning strategies support the learning process directly or indirectly. Some learning strategies involve direct learning, such as remembering, cognition strategies, and compensation strategies. Whereas social strategy, metacognition is a strategy that is carried out indirectly.

Mastery of kanji is very important for Japanese learners because Kanji is the basis or core of Japanese Intellectuality. Kanji letters are absolutely necessary for Japanese learners who want to master Japanese in writing. (Sudjianto 2004: 9). Kanji letters become "backbone" in Japanese vocabulary. From some of the opinions above, it can be concluded that every Japanese learner must master kanji in order to communicate with Japanese people, especially in a variety of writings. Kanji letters must be studied with perseverance, seriousness and as much practice as possible and cannot be separated from strong memory so that learners will not find difficulties and they can feel something pleasant. Besides the Kanji letters must be memorized also must be accompanied by hand skills, namely writing practice. "Skilled in reading Kanji is not necessarily skilled in writing, but skilled at writing Kanji is usually skilled at reading. So, writing skills and reading skills are very necessary for learning Kanji". Gagne in Iskandarwassid and Sunendar (2008: 3) states that strategy is a person's internal ability to think, solve problems,

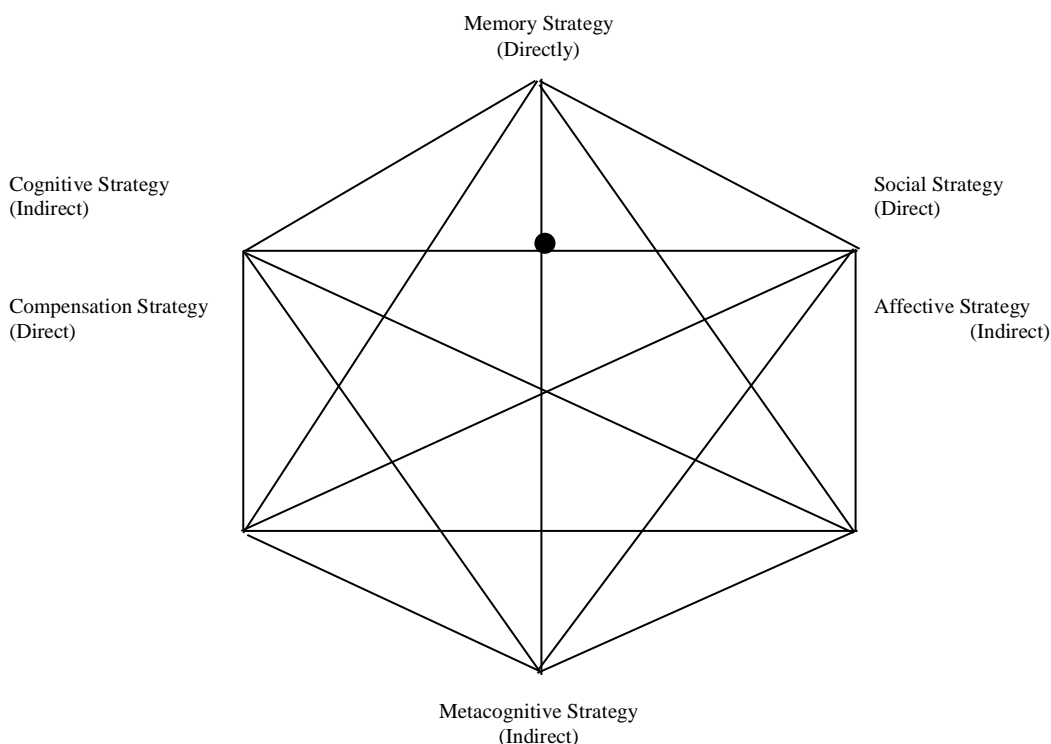
and make decisions. That is, that the learning process will cause students to think uniquely to be able to analyze, solve problems in making decisions. How a learner can solve the problems he encounters in class, for example how to remember the many complicated kanji, how to familiarize himself with respect in the language of *sonkeigo* and *kenjogo* in Japanese, are some small examples of problems that Japanese learners must face. And to solve these problems he was required to find the right strategy, an effective strategy for himself. Because learning strategies are very personal in nature, differing from one individual to another.

The use of learning strategies/Language learning strategies especially in learning kanji helps language learners to build their own awareness in planning, focusing and evaluating the progress they have achieved in achieving communicative language skills. Affective strategies build the confidence needed by language learners to actively involve themselves. in the language learning process. Meanwhile, social strategies are used to increase interaction and empathy understanding.

2. Theoretical Based

In general, the words "language learning strategies contain meaning" careful plans regarding activities to achieve specific goals (KBBI 1988). Meanwhile, in the field of language teaching and learning, the terms "strategy" and "technique" are often used interchangeably. To understand the meaning of "strategy" or "technique" the explanation is related to the terms "approach" and "method". According to Edward in Tarigan (1993), the link between the four concepts is arranged hierarchically, namely the technique of implementing a method that is consistent with the approach.

Teaching and learning strategies are important in teaching and learning activities in the classroom because these strategies educators can create learning conditions that support the achievement of learning goals. In addition, teaching and learning strategies that are well chosen and used by educators can encourage students to actively participate in learning activities in the classroom. The choice of teaching and learning strategies must be based on the consideration of placing students as subjects of learning who not only passively accept what is delivered by educators. Educators must place their students as people who naturally have experience, knowledge, desires, and thoughts that can be used to learn, both individually and in groups. Strategies chosen by educators are strategies that can make students have confidence that they are able to learn. Also, teaching and learning strategies that can take advantage of the broadest potential of students. The following will be described in the Learning Strategy Diagram Language:



a. Direct Strategy

What is meant by direct strategy is a language learning strategy that concerns directly with the target language. Direct strategies are divided into three groups, namely: 1. Given (記憶ストラテジ -, 2. Cognitive (認知ストラテジ -, 3. Compensation (補償ストラテジ -) ; -. Strategies for direct language learning require understanding the language as a whole, and all three types) the above strategies are carried out with special handling procedures that are used for each purpose. The strategy of remembering is done by dividing groups, using pictures or sounds and others that have certain functions, for example helping to remind and enrich new information, while cognitive strategies formed from practice, receiving and conveying messages, etc. so that a learner uses various ways of understanding foreign languages that are useful for communicating with the other person. The compensation strategy in this includes estimation, overcoming barriers to speaking and reading activities and others who use language aims to bury differences/deviations in knowledge.

Strategy Strategies for direct language learning involve the target language. This learning strategy is divided into three strategies, namely memory strategies, cognition strategies, and compensation strategies (Oxford, 1990: 37).

- 1) **Memory Strategy**; Memory or memory strategies have been used thousands of years in language learning. In the process of learning a second language, this strategy includes learning vocabulary, utilizing images in learning a second language and including a second language learning strategy with sound or movement.

- 2) **Cognitive strategies**; This strategy varies greatly from repetition to summarizing activities. Learners often cannot understand the importance of this strategy. With learning activities using this strategy, learners will better understand the second language both in writing and conversation.
- 3) **Compensation Strategy**; This learning strategy is very useful for learners who are learning a little about the second language. Sometimes, with limited vocabulary and knowledge of the second language, learners will panic, unable to speak or even see the dictionary very often to ensure the right words. With compensation learning strategy, second language learners can use strategies to guess words or grammar and also can use help, body language, avoid topics that are not mastered, and also can use the equation.

b. Indirect Strategy

Indirect Strategy is a strategy that indirectly supports language learning. Indirect Strategy will be more meaningful if used in conjunction with the Direct Strategy. In principle, the indirect strategy consists of three elements, namely metacognitive, affective, and social strategies.

- 1) Metacognitive strategies are strategies to control one's cognitive function.
- 2) Affective strategies are useful in regulating emotions, motivation, and attitudes. This learning strategy includes emotions, attitudes, motivations, and values in the process of learning a second language. There are several ways that can be taken by the learner to achieve satisfactory results in learning a second language. According to Oxford (1990: 141) there are three ways to utilize this affective strategy in learning a second language, namely by reducing anxiety by listening to music, laughing, and meditation after learning a second language; increase self-confidence by making positive statements, respect yourself in learning a second language; regulate the temperature of the emotions themselves by discussing with colleagues when having problems, trying to listen to the voice of the body when it's too tired of learning a second language.
- 3) Social strategies help learners to continue learning through communication with other learners. Social strategies help learners to continue learning through communication with other learners. This strategy deals with activities that are socially mediated and transact with others. This strategy consists of collaboration and questions for an explanation. Many people think wrong about social strategies, which are only used when listening and talking. But in reality, social strategies also benefit and influence the four language skills including writing and reading

3. Methods

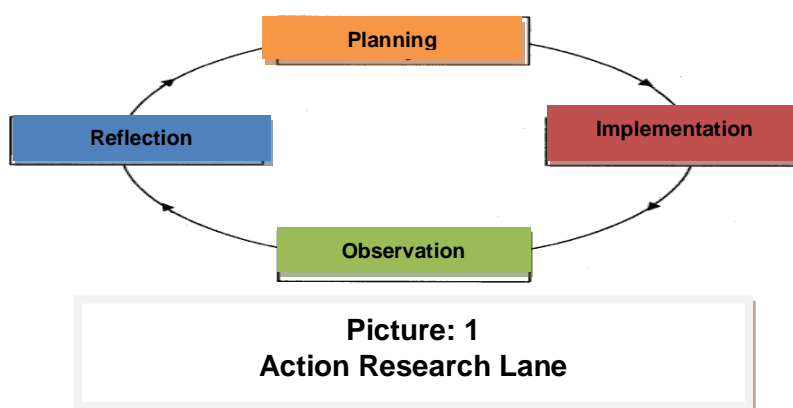
The research method used is Action Research taking place at the Faculty of Language and Art Japanese language study program. The design of this study

refers to the model developed by Kemmis and Mc. Taggart is a spiral model. The planning process of Action Research consists of 3 steps, namely:

- 1) The first step starts from general ideas to specific goals. The idea must be examined carefully using a method of finding facts about a situation.
- 2) The second step starts with executing from the first step (planning) and followed by finding evidence of certain facts. The discovery of evidence has four functions: to evaluate the action in relation to the hope of giving the planner the opportunity to learn and to integrate his views into himself as a basis for making the right planning in the next step as a basis for modifying the overall plan.
- 3) This third step again contains the cycle of planning, implementing and finding evidence to evaluate the second step and prepare a rational basis for planning in the fourth step and may be able to make modifications to the overall plan once again.

The quantitative approach is used to analyze data from the learning process or compare the scores of students before and after the action is taken. The value will be tested through this method to see how much significance the value increases before and after the action is taken.

The design and procedure of action in this action research include the stages of planning, implementation, observation, and reflection. The action research stage is as follows:



Therefore action research runs like a spiral at each step. Each step contains a cycle of planning, action and finding evidence of results rather than actions taken. There are two instruments for collecting data in this study, namely test and non-test instruments:

1) Test

The test is used to determine the level of starch ability shortly after the *Goi Moji* learning process is carried out for the second semester of the 2017/2018 academic year. In each cycle, the lecturer provides a test to measure students' abilities in mastering kanji in the *Goi Moji* course. When carrying out the written test students numbered 40 students divided into two waves, each consisting of 20 students and 20 students. The division of

groups is intended to make it easier for researchers to carry out written tests objectively to measure the ability of students individually.

2) Non-Test

There are 4 non-test techniques chosen in this study, namely observation, field notes, journals, and questionnaires.

- a) Observation sheet. The observation sheet is used to observe student activities in mastering kanji with the mnemonic method through multimedia. Whether using this method can improve starch mastery in the teaching process or results, this observation sheet is done individually.
- b) Field notes, in the form of written records of what is heard, seen, experienced and thought in the context of collecting data and for reflection on qualitative research data.
- c) Student journals, this journal is given at the end of each lesson with the aim to find out what students get after learning takes place and to get an idea of the impression of students on learning applied in the classroom. This will be used to make improvements to the next learning action (cycle).
- d) Questionnaire. the Questionnaire is used to capture student responses to kanji teaching using language learning strategies.

4. Results and Discussion

The process of increasing kanji mastery with Language Learning Strategies. The learning process is carried out in three cycles. Before the action was held the researcher held a pre-observation activity. From the results of the questionnaire and tests on the pre-observation, it is known that the mastery of the first semester students' kanji in Japanese language education program FBS Unima is still low. Most of their answers to starch learning are difficult, which is around 68.9% and not pleasant, although they know that starch administration is important among other subjects. Kanji mastery is emphasized in mastering four aspects, reading, writing, using in sentences and how to remember.

By applying the three types of strategies in Language Learning Strategies namely Memory Strategy, Cognitive Strategy and Compensation Strategy, students who have difficulty remembering kanji become easier to remember and learning is more fun. Problems that make the causes of low starch mastery are identified such as: a large number of starches, how to write sequences of kanji writing according to hitsujun that exist because the leg of the kanji which has a lot of scribbling, bushu, kakusuu, and misreading of the combined kanji can be overcome.

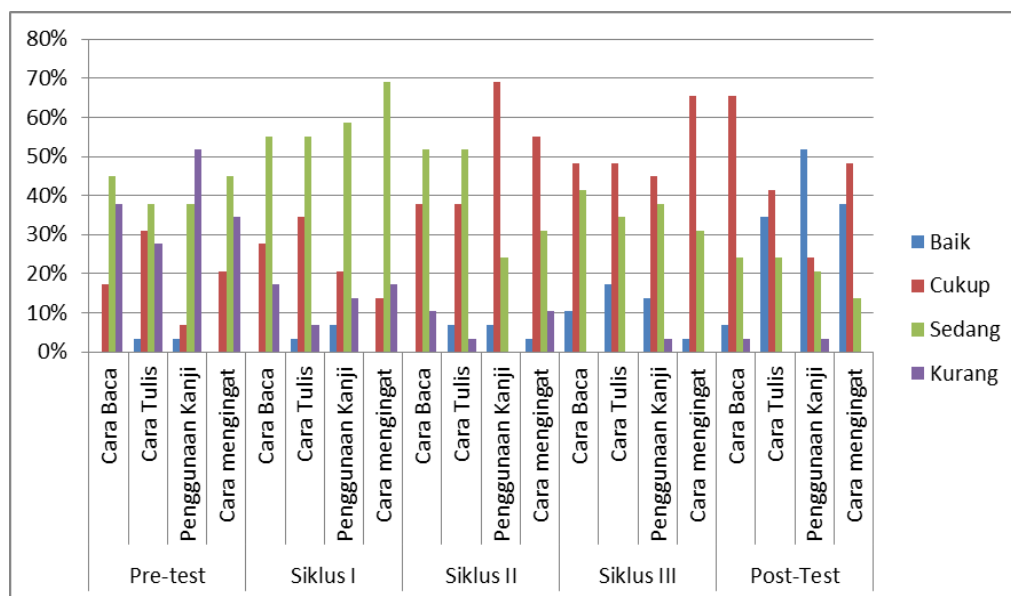
The application of Language Learning Strategies is a solution to overcome the difficulty of learning starch and make it easier for them to remember starch, researchers create learning media that use power point. Even though they are not *kanji/hikanjikei* user backgrounds, they pay attention to images containing the origin of a kanji/pictograph a starch, so they may be interested and serious in learning it. Making a simple powerpoint capable of visualizing starch that seems difficult to learn becomes fun and easy to learn. The tasks and learning activities that are packaged in the form of attractive images and colors at power point make

students able to evaluate their own learning when making kanji, step- writing steps, practicing reading, *bushu*, *kakusuu* and *hitsujun kanji*. Involvement in their learning increases with the identification of several prominent behaviors such as responding to classroom exercises, incentives, asking questions / asking explanations to lecturers, memorizing using kanji cards, making homework/star cards, seriously doing exercises in class, doing class assignments right time. But there is less active behavior in terms of asking questions / asking for explanations and delivering feedback. This is identified in the second cycle due to their doubts when required to memorize kanji. This can be overcome by creating variations in the implementation of the exercise so that boredom is avoided. Generally, students give a positive impression of the application of Language Learning Strategies in kanji learning.

The results of increasing kanji mastery with Language Learning Strategies

The results of increasing kanji mastery with Language Learning Strategies can be seen from several parts, namely:

- a) Kanji mastery consists of four aspects, (1) how to read, (2) How to write, (3) use of Kanji, (4) How to remember.
 - 1) Reading aspects obtained in the initial test/pre-test 44.83% increased to 52.59% or increased by 7.76% in the first cycle, then increased to 56.90% or increased 4.31% in the cycle II, then increased to 67.24% or increased by 10.34% in the third cycle, eventually increasing by 68.97% in the final test / Post-Test.
 - 2) Writing method aspects where the acquisition value in the initial test / pre-test 52.59% increased to 58.62% or increased by 6.03% in the first cycle, then increased to 62.07% or an increase of 3.45% in cycle II, then increased to 70.69% or increased by 8.62% in the third cycle, eventually increasing 77.59% in the final test / Post-Test.
 - 3) Aspects of starch use, the acquisition value in the initial test / pre-test 40.52% increased to 55.17% or increased by 14.66% in the first cycle, then increased to 70.69% or an increase of 15.52% in cycle II, then increased to 67.24% or increased -3.45% in the third cycle, eventually increasing by 81.03% in the final test / Post-Test.
 - 4) Aspects of remembering, the acquisition value in the initial / pre-test 46.55% test increased to 49.14% or increased by 2.59% in the first cycle, then increased to 62.93% or an increase of 13.79% in cycle II, then increased to 68.10% or increased by 5.17% in the third cycle, eventually increasing by 81.03% in the final test / Post-Test. can be seen in the following table:



Graph 1: Overall mastery of 4 aspects of starch

5. Conclusion

The use of learning strategies can create learning conditions that support the achievement of learning goals. Language Learning Strategies or direct strategies are language learning strategies related to the target language. The strategy is directly divided into three parts, namely memory, cognitive and compensation

Kanji mastery with Language Learning Strategies consists of four aspects, namely: (1) reading, (2) writing, (3) usage, and (4) ways of remembering showing improvement over time. This can be seen from the value of student learning completeness in the initial test 3.45% to 10.34% in the first cycle, and increased to 13.79% in the second cycle, and became 31.03% in the third cycle to finally increase to 72, 41% in the post-test.

The application of Language Learning Strategies in starch learning has significantly increased student involvement in learning, along with the identification of several prominent behaviors such as responding to assignment exercises in class, attention, asking / asking explanations to lecturers, memorizing using kanji cards, making homework / starch cards , seriously doing exercises in class, doing class assignments on time.

References

- Arikunto, Suharsami. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2002
- Japan Foundation, *Nihongo Kyoushi Rearia Kurekushon CD-Rom Book*. Japan: 3A Cooperation, 2008
- Katoo, Akihito. *Nihongo Gaisetsu*. Tokyo: Kyooshinsa, 1991
- Karen Markowitz, Eric Jensen. *Otak Sejuta Gigabyte*. Bandung: Kaifa, 2002
- Kano,dkk. *Basic Kanji Book Vol. I*. Japan: Bojinhsa, 1990
- Muneo, Kimura. *Metodologi Pengajaran Bahasa Jepang*. Bandung: UPI, 1998
- Musfiqon. *Pengembangan Media dan Sumber Pembelajaran*. Jakarta: PT. Prestasi Putra Karya, 2012

- Sudjianto, dkk. *Pelajaran Kanji Dasar*. Bandung: Yayasan Sakura, 1997
- Sudjianto dan Dahidi Ahmad. *Pengantar Linguistik*. Bandung: Kesaint Blanc, 2003
- Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar*. Bandung: PT. Sinar Baru Aglesindo, 2004
- . *Kanji No Oshiekata*. Tokyo: Aruku, 1989
- . *Kanji wa Muszukashikunai*. Tokyo: Aruku, 1993
- Oxford, R.L (1990) *Language Learning Strategies : What every teacher Should Know* Rowley, Mass : Newburry House