The Effect of Learning Strategies and Motivation of Japanese Language Learning towards Japanese's Learning Outcomes

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Abstract— **This research aims to find out the effect of learning strategies (the differences between contextual teaching learning and expository strategies) and the motivation of Japanese learning on Japanese learning outcomes. The research was a quasi-experimental research designs. The population consisted of 79 grade 11 students of SMA Negeri 1 Medan. The sample consisted of 79 students that were divided into two groups (experimental group and control group). The instruments used were Japanese learning test and The Attitude/Motivation Test Battery (AMTB). The data which analyzed was the score of Japanese learning outcomes from cognitive domain. The data was analyzed using Two-Way ANOVA technique (analysis of variance). The results of the research are as follows. (1) There is a difference between students' Japanese language learning outcomes *which is* taught using contextual teaching learning strategy with expository learning strategy. The learning outcomes of Japanese language taught using contextual teaching learning strategy is higher than the learning outcomes of Japanese learning taught using expository learning strategy, (2) There is a difference between student's Japanese learning outcomes who have high motivation of learning Japanese and low motivation of learning Japanese. The learning outcomes of Japanese language with high motivation of Japanese language learning is higher than who have low motivation of Japanese language learning, (3) There is interaction between the use of learning strategy and the motivation of Japanese learning on learning outcomes. From the data analysis, it can be concluded that the usage of contextual teaching learning strategy is more effective for students who have high motivation of Japanese learning.**

Keywords— *contextual teaching learning, expository learning, motivation of Japanese learning, Japanese' learning outcomes*.

I. INTRODUCTION

Learning foreign language increases the creativities and cognitive functions, such as planning, cognitive flexibility and working memory [1]. In addition, foreign language also increases academic achievements, such as reading, vocabulary and grammar, and increases the sensitivity through the global and multicultural of the real world [2]. Learning foreign language also influence some of perspectives, such as: universal grammar paradigm and psycholinguists, sociocultural contexts, instruction and assessment, and also narrative discourse [3]. Japanese as a foreign language in Indonesia is one of the foreign language that is being taught at the high school level and university. Furthermore, the country that has the greatest number of Japanese-language learners in the world is China, with 953,283 people and followed by Indonesia, with 745,125 people [4].

Learning Japanese as a foreign language is not easy for Indonesian students. There are different structures and forms of the vocabularies and grammar between Japanese and bahasa Indonesia. Japanese also has three writing systems, namely the *hiragana*, *katakana* and the *kanji* that as difficult as reading system. Beside all of those things, there are many honorific words which students find them hard to relate to their culture [5]. Finding many difficulties in learning Japanese, teachers have to choose the best learning strategy and students' characteristics on teaching Japanese-language. Strategy use varies according to the task, stage of the learner, age of the learner, the context of learning, individual learning styles, and cultural differences. Current research is now showing that the difference between successful and unsuccessful learners is more the quality of strategies used, not quantity. Successful strategy users have the ability to choose the strategy(ies) suitable for the task [6]. Contextual Teaching Learning (CTL) is the best strategy to be applied for Japanese-language learning. CTL increases the argumentative writing skills (Hasani, 2016), Japanese-language learning outcomes (Barus dan Sitompul, 2014) and writing competency (Suparman, dkk 2013). CTL is a suitable learning strategy for mind works, to arrange pattern for making meaning by connect the academic context to the students' daily routine [7]. CTL is identified by six important elements: (1) meaningful learning which is perceptible as relevant learning strategy with daily life of the students, (2) knowledge application which is a competence to find and apply the information/knowledge they

have in the present or future rules and functions, (3) high level thinking which is students are trained to have critical and creative thinking for finding the information or knowledge, understanding and solving the problem, (4) the standardized curriculum, (5) culture responsive, (6) authentic assessment. CTL is student centered learning strategy. There are seven steps that students need to do in CTL: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment [7]. All of those steps need the active and creative students. Foreign-language learning is more complex than simply mastering new information and knowledge; in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, it involves various personality traits and social components. For this reason, an adequate foreign-language motivation construct is bound to be eclectic, bringing together factors from different psychological fields [8]. Therefore, not just the appropriate strategy but also need students have high learning motivation to learn foreign-language especially Japanese-language. Motivation is one of the main determinants of second/foreign language (L2) learning achievement (Dorney, 1994 ; Root, 1999 ; Gonzales, 1998 ; Nishino, 2005 ; Gardner, 2007). Motivation is known to be a significant factor affecting the success of second/foreign language learning (Ushioda, 2013 ; Murray, et al, 2011). Motivation as a hypothetical construct is used to explain the desires, direction, intensity, and behavioral directed to achieve goals. The motivation comes from internal or external. There are two types of motivation: when the only reason for learning a foreign language is to gain something outside the activity itself, such as passing an exam, obtaining financial rewards, getting a job or pleasing another person(s), the motivation is likely to be *extrinsic*/*instrumental*. As the terms themselves indicate, it is caused by a combination of external factors and used as a means or instrument to obtain something. When its purpose is to enable one to communicate with the members of a specific language community, then motivation is considered to be *intrinsic* or *integrative* [9]. Motivation and learning strategy has crucial role for foreign-language learning. There are three factors that affect the motivation of learning foreign-language: the language level, which is the most general of all levels and includes orientations and motives related to the target of language learning; the learner level, involves a complex of affects and cognitions that form fairly stable personality traits; the place where language learning is happening, including the teacher, the required textbook and other such factors. According to the factors we can see that there will be different level of the motivation that learners' have. The different of the motivation is looked on the different of the work level [10]. Motivation and learning strategy is affecting each other. The learners have high motivation show good effort and positive perspective of the language [11]. They will achieve the target of the language learning when the class is active and interesting [12]. Different with the students that have low motivation of foreign-language learning, they don't have positive perspective to the foreign-language and will not give good

effort to learn the language. It will be hard for them to achieve the target of the foreign-language learning.

Based on above explanation it is necessary to examine and analyze (1) the difference between students' Japanese language learning outcomes whose taught using problem contextual teaching strategy with direct learning strategy (2) the difference between students' Japanese language learning outcomes who have field independent with field dependent cognitive style (3) interaction between learning strategy with cognitive style that effect students' Japanese learning outcomes.

II. METHOD

A. Participants

The subject were students of high school 11 grade in Medan. The population consisted of 79 grade 11 students of SMA Negeri 1 Medan in 2016/2017 academic year. The sample consisted of 79 students.

B. Design

This research used a quasi-experimental design.

C. Instruments

The Attitude/Motivation Test Battery (AMTB) (the motivation of learning foreign language test), developed by Gardner 1985. The test is composed of a series of items which require the subject to find simple figure embedded within a more complex one. The upper end of continuum of score of AMTB identifies analytic subjects with lower end of the continuum represent global subjects.

Learning Outcomes, measured by Japanese learning test
Data analysis techniques in this study used Two-way ANOVA

III. RESULT AND DISCUSSION

A. Result

The samples were divided into two groups (contextual teaching learning and expository learning strategy). Each group was divided into two groups according to scores on the AMTB.

The results were obtained from the student's Japanese language learning test which learned by using contextual teaching learning strategy and expository learning strategy. The results of students' Japanese language learning test showed that the average test score treated with contextual teaching strategy is higher than the average test score treated with expository learning strategy. The result presented in table I.

TABLE I. Japanese Learning Test Score

Strategy	Motivation of Learning Japanese	Mean	Std.dev.	N
contextual teaching	High	20.20	2.53	10
	Low	12.10	2.38	10
	Total	16.15	4.79	20
expository Learning	High	17.09	2.34	11
	Low	12.18	2.18	11
	Total	14.64	3.35	22
Total	High	18.57	2.86	21
	Low	12.14	2.22	21
	Total	15.36	4.12	42

From the two groups learning strategies, it can be seen that the average of problem contextual teaching outcomes is 16.15 and the average of expository learning is 14.64. The average score of high motivation student's is 18.57 and the average score of low motivation student's is 12.14. The average of high motivation outcomes is better than the average of low motivation outcomes for both of learning strategies.

To find an interaction between learning strategies and the motivation of Japanese learning outcomes is used Two-way ANOVA. The result presented in table II

TABLE II. The Result of Analysis Two-way Anova

Source of Variation	Df	SS	MS	Fvalue	Ftable= 0,05
Learning Strategies (A)	1	24.00	24.00	4.32	4.10
Motivation of learning Japanese (B)	1	433.93	433.93	78.13	4.10
Interaction	1	26.67	26.67	4.80	4.10
Error	38	211.05	5.55	-	-
Total	41	695.64			

The first hypothesis is testing the effect of learning strategies for Japanese learning outcomes. Based on analysis of the data shows that $F_{value} > F_{table}$, the null hypothesis is rejected so that it can be interpreted there is a different between students' Japanese learning outcomes whose taught using problem contextual teaching strategy with direct learning strategy.

The second hypothesis in this study was the effect of cognitive style on Japanese learning outcomes. Based on the data analysis shows that $F_{value} > F_{table}$, the null hypothesis is rejected so that it can be interpreted there is a different between Japanese learning outcomes who have high motivation with low motivation of learning Japanese.

The third hypothesis in this study was the interaction between learning strategies and the motivation of Japanese learning on Japanese learning outcomes. Based on the data analysis shows that a $F_{value} > F_{table}$, the null hypothesis is rejected so that it can be interpreted there is interaction between learning strategies and cognitive style on Japanese learning outcomes.
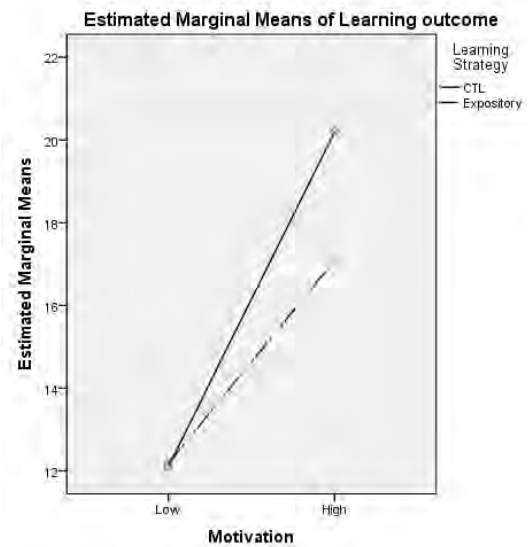

Fig 1. The Interaction between The Learning Strategies and The Motivation of Japanese Learning

IV. DISCUSSION

The result showed that the implementation of contextual teaching strategy was more excellent than expository learning strategy. The contextual teaching learning strategy has significantly increased the student's Japanese language learning outcomes. The finding of this study is in line with the finding of previous researchers Barus and Sitompul (2014) which said contextual teaching learning has significantly increased student's Japanese academic achievement. In *CTL*, students were motivated to be active, independent and also have critical and creative thinking. *CTL* applies some learning activities that help the students to increase their competence and performance in Japanese language learning. In *CTL*, the students construct and inquire the knowledge, discuss by questioning and learning community and also did the modeling. (1) The students connect the academic contents with students' daily activities context, with the result is the students easily arrange the patterns of the information they had to be the meaningful knowledge according to the materials that they have learnt, (2) the students' communication skills increased by learning community and discussions activities, (3) the students' confidence were developed by model and discussions activities. This study is also in line with the finding of previous researchers Muhlison (2011) found CTL increased the students' reading competence; Suparman (2013) found CTL increased the students' writing skills and Hasni (2016) found increased the university students' argumentative writing skill.

The result of the second hypothesis: there was a different between Japanese language learning outcomes which have high motivation with low motivation of Japanese language learning. The score of high motivation students was

significantly more excellent than the score of low motivation students. The finding of this study was in line with the finding of previous researchers Gonzales (1998), Root (1999) and Bernard (2010) which said foreign languages include Korean, Chinese and Japanese learning outcomes with high learning motivation was better than low learning motivation. The result showed that the interest of students towards Japanese language affects the Japanese achievement. Students with high motivation in learning Japanese language tend to like Japanese lessons. Students with high motivation in learning Japanese language prefer to an active learning strategy [10], they have good perspective towards Japanese language learning [12], and gave more effort to achieve the learning target [11].

The result of the third hypothesis: there was interaction between learning strategies and learning motivation on Japanese learning outcomes. Though, the group of students who have high motivation was better in Japanese learning outcomes than the group of students who have low motivation for both learning strategies, but there was a small difference between the low motivation students. The score of the students with low motivation in CTL strategy was lower than the students with low motivation in expository strategy. It shows there was interaction between learning strategies and learning motivation on Japanese learning outcomes. The expository learning strategy was better in Japanese learning outcomes than the CTL strategy for low motivation students.

V. CONCLUSION

The conclusions of the research are as follows. (1) The learning outcomes of Japanese taught using contextual teaching learning strategy is higher than the learning outcomes of Japanese taught using expository learning strategy, (2) The learning outcomes of Japanese language of the high motivation is higher than low motivation students, (3) There is interaction between the use of learning strategy and the motivation of Japanese language learning on learning outcomes. In conclusion, the results of this study are encouraging and suggesting that overall effect of contextual teaching learning and motivation of Japanese language learning on teaching and learning Japanese are positive.

The findings in this study indicate that the strategies implementation contextual teaching learning needs to consider the learning motivation.

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