

MOTIVATIONAL FACTORS OF STUDENTS IN CHOOSING JAPANESE LITERATURE STUDY PROGRAM AT A PRIVATE UNIVERSITY IN BANDUNG

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ABSTRACT

During learning a foreign language, motivation is really essential, particularly Japanese. A student who wants to perform well will require more motivation to obtain the necessary results. Therefore, the goal of this study is to find out why students chose the Japanese Literature Study Program. This study used a quantitative descriptive research approach to discover the variables that influence students' decisions. Thirty first-year students participated in this study, which included questions regarding a range of topics, including family history, future goals, incentive to live in one's region, desire to visit Japan, and reputation of the university. As the survey's results showed, these elements were crucial in helping students decide decisions. The students discussed their interests in pursuing jobs in fields utilizing the language, teaching or lecturing, and working for Japanese firms. They also considered the university's excellent standing while making their decisions.

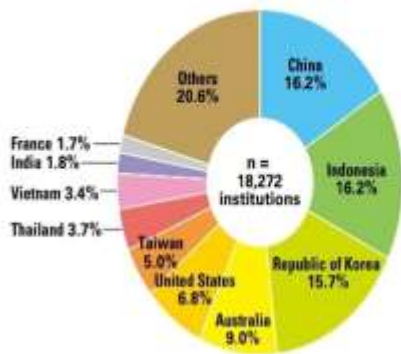
Keywords: Motivation, Japanese Literature, Learning Japanese Literature, Aspect Influencing Student's

INTRODUCTION

The majority of Japanese language instruction worldwide over the last 10 years has been provided by institutions, instructors, and students located in Southeast Asia. Thirty percent of Japanese language learners worldwide also approximately thirty percent of all Japanese language learners worldwide reside in five Southeast Asian countries, making the region a major player in the global Japanese language education market. The Japanese Foundation's collaboration with the Indonesian Ministry of Education and Culture has had a notable impact on the country's high school student population, which has increased dramatically since 2006. Japanese is currently one of the six elective language classes offered to high school students.

There has been a rise in the enrollment of Japanese studies in Indonesian high schools since the curriculum was changed in 2006. As a result of JF's partnership and clearance with the Indonesian Ministry of Education and Culture, teaching Japanese as a second foreign language is now easier. The 2013 curriculum introduced six languages as elective subjects, with Japanese being one of them. Indonesia leads the world in the quantity of Japanese language learners enrolled in secondary schools, with over 642,000 students, according to the 2021 Survey Report on Japanese Language Education Abroad.

Graph 1-2-4 Percentage of institutions in each country and region



With 2,958 institutions (16.2% of the total), Indonesia rises to the top three countries in terms of institutions, followed by China (2,965 institutions (16.2% of the total) and the Republic of Korea (2,868 institutions (15.7%). When combined, these three nations make up 48.1% of the total. With 1,648 institutions, Australia comes in second, followed by the US with 1,241 institutions; thus, all five of the top countries have more than 1,000 institutions.

Figure 1: Survey Report on Japanese-Language Education Abroad 2021.

Source: (The Japan Foundation, 2023).

In the latest study (The Japan Foundation, 2023), there were more Japanese language learners in Indonesia, which has maintained its position as the country with the second-highest number of learners worldwide since the previous survey. Nevertheless, in the preceding data, the figure had dropped. The main reason for this data is that, in comparison to the last survey, there were around 50% more students enrolled in non-school education. The reason for this rise is the documented case of Indonesians traveling to Japan for short-term Japanese language courses through the technical internship system; this trend has intensified with the introduction of the Specified Skilled Worker (SSW) visa as a new residency status for Japan in April 2019.

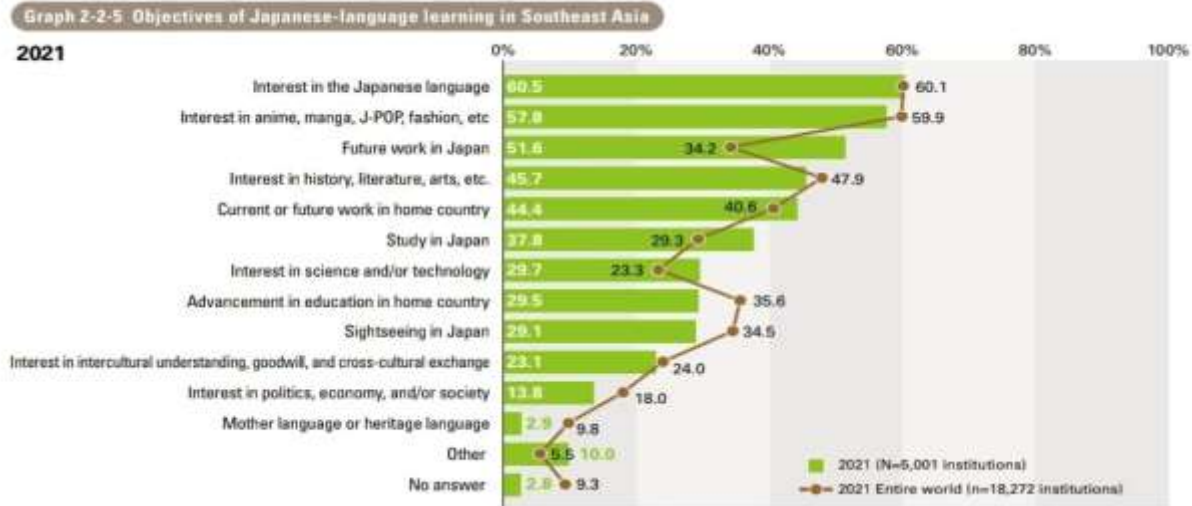


Figure 2: Survey Report on Japanese-Language Education Abroad 2021.

Source: (The Japan Foundation, 2023).

When considering the goals of learning Japanese, along with the global results, "interest in the Japanese language" was the most popular response (60.5%), followed by "interest in anime, manga, J-POP, fashion, etc." (57.8%). With a ranking of 51.6%, "future work in Japan" came in third place, 17.4% higher than the global response rate of 34.2%. Many Southeast Asians are studying Japanese for job or employment, as seen by the fact that "Current or future work in home country" (44.4%) was similarly higher than the global average, albeit only by 3.8 points.

The Japan Foundation's analysis's findings demonstrate that a variety of factors influence Japanese language learners' decision to study the language and enroll in institutions that provide courses in Japanese literature. We shall divide motivation for learning a second language into two categories: instrumental motivation and integrative motivation. Learning through active participation in the social context of the target language's speakers and comprehension of their culture and society is encouraged by integrative motivation.

Figure above illustrates some of the primary reasons why students choose to study Japanese at universities based on data from the Japan Foundation 2021. Japanese pop music, anime, manga, dramas, and other popular culture continue to be the most popular. The necessity to raise one's level of competence in preparation for a future position or profession follows this trend. Research conducted in Japan also demonstrates a noteworthy proportion, which serves as a primary incentive for studying Japanese in college. Wahidati and Kharismawati (2018) did a study on Japanese language learners at a vocational college in Indonesia, and the results indicate that anime and manga have a key role in introducing Japanese language skills. For many students, they serve as an early introduction to Japanese. Because they can improve vocabulary, listening comprehension, and the ability to recognize language context. Anime and manga can offer a great deal of support when learning Japanese.

Both secondary and college education levels experience this problem. For many high school Japanese language learners, the fascination with anime and manga has inspired them to major in the language when they go to college (Djafri, 2016).

In contrast, instrumental motivation is motivation that pushes a person to study because of the benefits or objectives related to what he learns, such as work advancement or status. That intrinsic motivation is extremely significant in the realm of education. "Intrinsic motivation" is a notion was discussed by Rahma (2018), as compared to "extrinsic motivation". Intrinsic motivation is focused on personal benefits such as interest and intellectual passion, as demonstrated by the students' responses, which read roughly as follows: "Because studying Japanese is fun." Extrinsic motivation, on the other hand, is focused on external rewards like money and position. Extrinsic motivation in student responses includes: "That's because I want to be appreciated by the teacher." Both intrinsic and extrinsic drives were once considered to be independent, but now they had been connected.

The "self-determination theory," that connects intrinsic and extrinsic drive, is commonly used in motivational research. Previous research for Japanese language learning motivation centered on Japanese cultural products and their impact on learner motivation. Another study discovered that numerous Japanese language learners, particularly at universities, are quietly motivated to keep pursuing their studies in Japan and work for Japanese companies (Izumi, 2020). However, additional investigation is needed to determine how Japanese language acquisition at colleges promotes motivation to study in Japan. Furthermore, the variables that encourage students to study in Japan, as well as their future expectations, must be explored further. To address these challenges, this study will examine the variables that encourage students to pick a Japanese literature course, the proficiency in language that learners desire to enhance at university, and their motivation in studying.

The findings of this study also differ from the results obtained by Dewandono (2023), who discovered that interest in learning Japanese is influenced by two factors: internal and external factors such as wanting to become a Japanese language teacher, and wanting to continue academics and work in Japan. According to Dewandono findings, the process of discovering the Japanese culture in high school or in the community may have stimulated learners' interest in studying the Japanese language at a higher level. Around 66% from 188 of respondents indicated they studied the Japanese language for the first time at university. They also mentioned that Students who pick the Japanese Language Education Study program do so partly because they are interested in the culture of Japan. Students who said that their prior interest in culture and their previous study of Japanese in school were the reasons they decided to enroll in this program of study.

Furthermore, according to study by Nakamura (2015), students are motivated to learn Japanese because they become practitioners of the language and use it to enjoy Japanese popular culture with greater flexibility. In Japanese, self-development can also have connections to other areas, such as interpersonal connections. Students' interest in Japanese pop culture can lead them to envisage themselves as employees of Japanese game companies, which helps them establish their Japanese career domain. And as a result, their motivation is still based on their own thought, as opposed to when they learn Japanese and want to finish education. The majority of students also attempt to improve their understanding of language by tuning in to TV shows, songs, or making educated speculations about what others are saying, Hoi (2021). Agrees that watching movies aids in vocabulary growth, pronunciation improvement, and listening comprehension for Japanese language learners. During this actional-stage,

learners attempt to preserve their initial motivation. According to what occurs in the field, this study thus fits into the idea of a much larger practical scope.

LITERATURE REVIEW

Motivation for Learning Languages

The discussion contains a model of motivation evolution that consists of three stages, namely. The initial phase is the pragmatic stage or pre-actional(a), which involves developing motivation for accomplishing a goal. The second phase is the actional phase (b), in which the initial motivation must be sustained and secured and executive motivation is used. The post-actional stage (c) involves analyzing the procedure of learning and is also known as motivational retrospection. The figure below displays this:

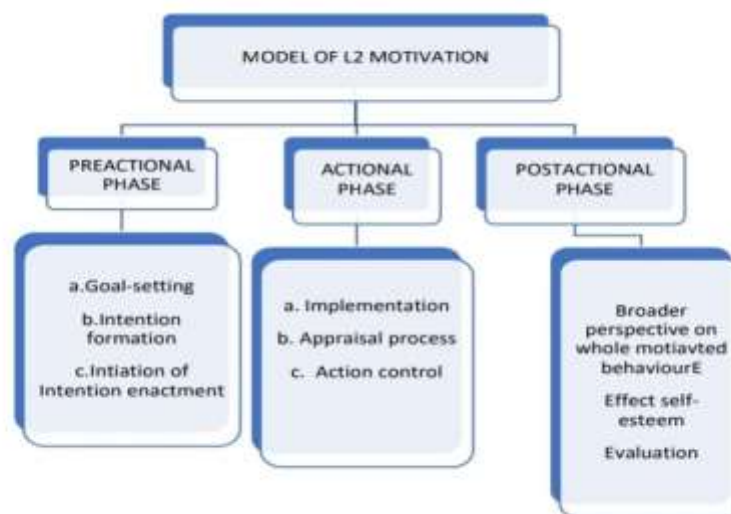


Figure 3: Model of Second Language Motivation.

Source: (Yean et al., 2022).

Motivation in choosing Japanese

There are several reasons why a lot of students decide to study a foreign language. The motivational elements linked to the motivation to learn a foreign language must be understood by educators and students alike. Gardner (1972) introduced two concepts that are frequently utilized in the study of motivation: instrumental orientation and integrative orientation. A person's favorable inclination to become immersed in a society, language, and culture is known as Integrative Orientation. The practical reasons for learning a language, on the other hand, are referred to as instrumental orientation.

Many individuals may be motivated to learn a second language simply because it is required for their education or because they wish to find work. Dewandono (2022) investigated the factors that influence students' decisions to learn Japanese at an Indonesian public institution. According to the findings,

Japanese language learners are highly motivated in general. The integrative motivation part revealed that the students were exceptionally motivated to gain knowledge of Japanese culture and society, as well as to appreciate Japanese anime, manga, songs, movies, and television drama series. Their passion in Japanese culture drives them to study the language, and vice versa.

Awang Boon et al. (2021) and Setiana (2020) discovered that students in higher education are driven to study the Japanese language since it could be their ticket to employment after graduation. Learners are also motivated to study Japanese because it is required at university. Obtaining a good grade became the primary goal in order to receive an external reward, which extrinsically incentivized learners to participate.

METHODOLOGY

This study focuses on the motivational factors of learning a foreign language, specifically Japanese. Quantitative study was done to analyze students' motivational factors in choosing a Japanese Literature Study Program. Data were obtained from thirty first-year Japanese Literature Study Program students at Universitas Komputer Indonesia's Faculty of Humanities.

The survey instrument took inspiration from Yean et al.'s Exploring the Three Phases of Motivation in Japanese Learning (2022). A total of thirty individuals were chosen on purpose to complete the survey. The questionnaire was divided into four components. Section gender asked regarding demographics. Section A contains five questions about family background, ambitions for the future, and motivation from the surrounding environment; Section B contains five questions about the desire to travel to Japan, including job prospects and continuing academics; and Section C contains five questions about study program selection, passion in the language, and university reputation.

There are five statements in every part. These issues will then be divided into two categories: integrative and instrumental motivations. The data was collected online using Google Forms, which shows instrument reliability statistics. Then it is assessed and presented as a percentage. The following can be seen in the table below:

MOTIVATION DIVIDE	SECTION	COMPONENTS		TOTAL ITEM
		Integrative	Instrumental	
	B	2 Question	3 Question	5
	C	3 Question	2 Question	5
	D	2 Question	3 Question	5

Table 1: Component statistics for the instrument.

The survey data was collected in sections. The components have been modified based on the elements that influence students' motivation to study Japanese literature, the content of the questions for each component can be viewed in each figure in the following explanation.

It also builds on the previously discussed sections. The data yields four section groups based on the previous explanation. The description of two often used motivation terms: integrative Orientation and instrumental Orientation. Thus, the explanation serves as the foundation for the data's outcomes. (1) motive for integrative orientation; (2) motivation for instrumental orientation. This study included a total of thirty respondents. The participants were first-year Japanese Literature Study Program students at the Faculty of Humanities at Universitas Komputer Indonesia. The figure below shows the research results for student motivation in choosing a Japanese literary study program.

Findings

Gender

Male respondents outnumber female respondents, with 17 pupils (56% male) and 13 students (44% female). If described as a diagram, it will seem as follows:

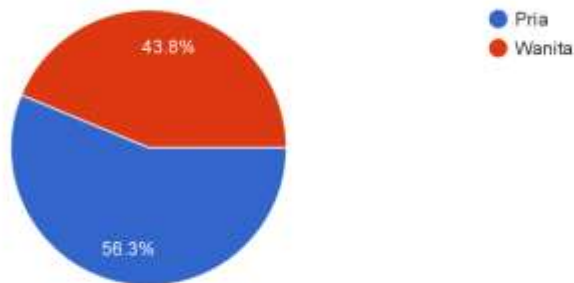


Figure 4 : Demographic Profile

Figure 4 shows the percentages for gender. This shows that more male participated in the survey than female.

Findings for Section A, B, C.

This section contains data to answer the research question. Section A contains five topics related to family background, future aspirations, and motivation from one's surroundings; Section B contains five questions about the desire to go to Japan, along with job prospects and continuing academics; and Section C contains five issues about choosing a study program, discipline, and university reputation. The effect of on the motivations for choosing a Japanese literature study program focuses on motivational components.

Section A

Linguistic and cultural knowledge are said to be aided by studying Japanese pop culture through the consumption of Japanese products. Several Japanese pop culture products are included in university lectures to facilitate students' understanding of the Japanese language and pop culture. Because to the possibility that a large number of students choose this course of study as a result of being exposed to Japanese popular culture and become more passionate, we looked for the data's results in this study, which are displayed in the diagram below:

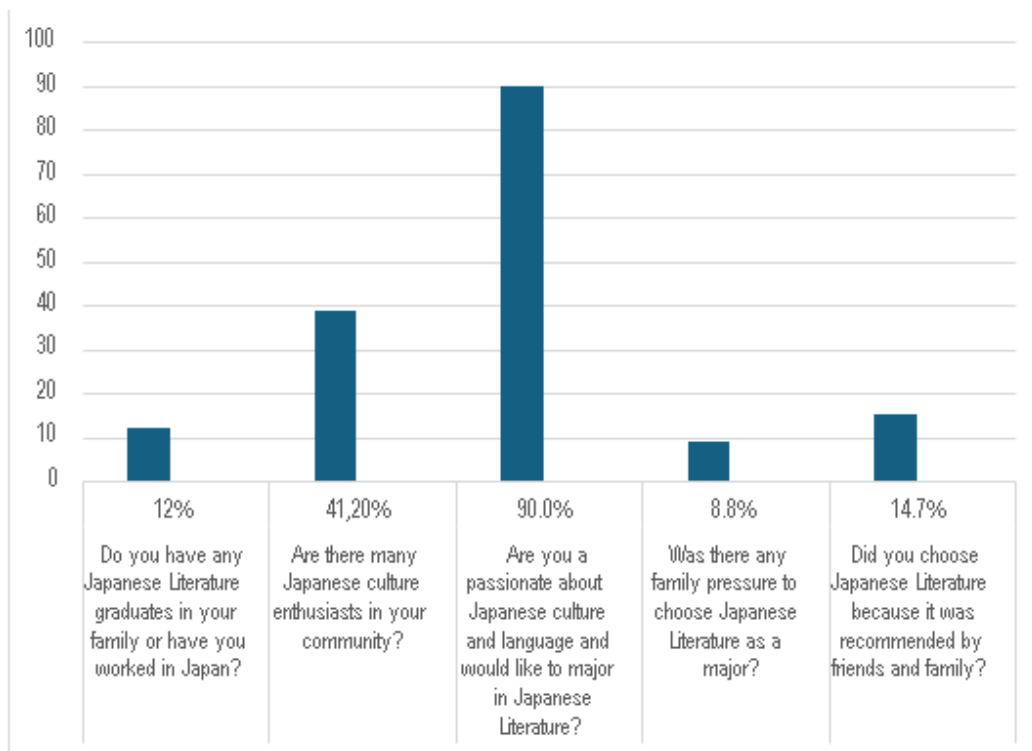


Figure 5 : Score for intrinsic orientation.

There are five questions in Section B addressing motivation from the surroundings, future goals, and the background of the family. The intrinsic Orientation score is presented in Figure 5. The questions "Are you passionate about Japanese culture and language and would like to major in Japanese literature?" and "Are there many Japanese culture enthusiasts in your community?" receive the highest responses (90%) and 41.20%, respectively. "Was there any family pressure to choose Japanese Literature as a major?" had the lowest score (8.8).

Section B

Apart from assignment results, which are considered as inducements to engage in academic activities, section C is intended to offer details on topics about making the move to Japan for work or additional education. As a result, the graphic presents the following data:

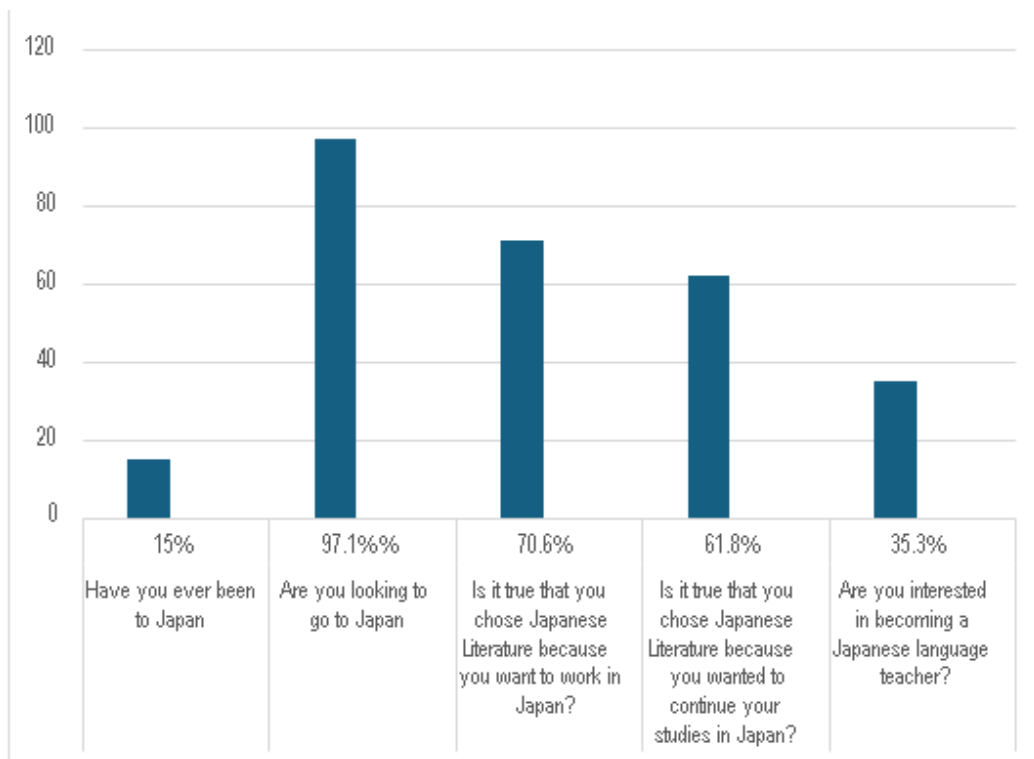


Figure 6 : Score for integrative Orientation.

Figure 6 presents the score for task value belief. The highest score (97.1%) is for "Are you looking to go to Japan?" (70.6%). "Is it true that you choose Japanese Literature because you want to work in Japan?" Meanwhile, approximately (35.3%) of respondents are interested in becoming Japanese language teachers.

Section C

Given the credentials of the Universitas Komputer Indonesia as a top university and the accreditation attained by the Japanese literature study program, it is clear that the university's standing and accreditation of the study program also affect potential students' decisions to enroll in this program. This is further confirmed by the research findings, which are presented in a diagram as follows:

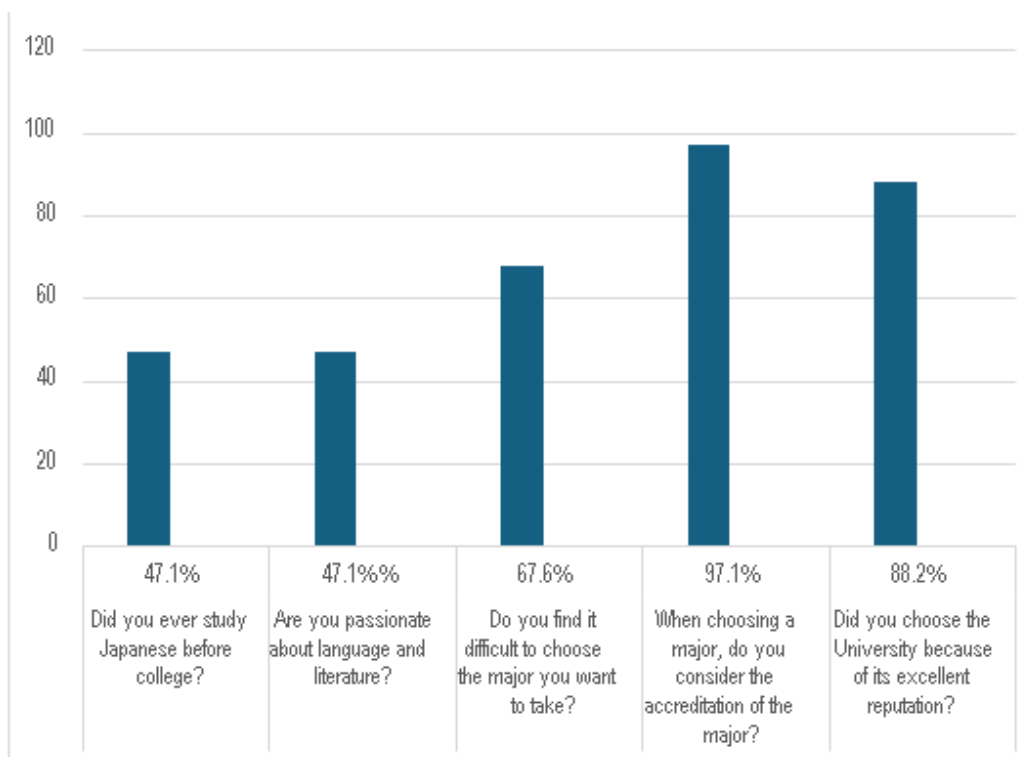


Figure 7 : Score for instrumental Orientation.

Figure 7 depicts the distribution of student motivation for choosing a study program, discipline, and university reputation. The highest score (97.1%) was given to "When choosing a major, do you consider the accreditation of the major?" Followed by "Did you choose the University because of its excellent reputation?" with a score (88.2%) and a score (67.6%), which were "do you find it difficult to choose the major you want to take." While the lowest scoring content was "Are you passionate about language and literature" and "Did you ever study Japanese before collage" with a mean score of 47.1%.

DISCUSSION

Based on the data acquired throughout this study. Many students are very motivated to pursue further education and find career in Japan by their passion in Japanese and the numerous advantages that they might gain from selecting Japanese literature as their study option. Furthermore, learning Japanese in college is viewed as a way to get a job or an education in Japan. The Japan Foundation survey data from 2021, which indicates that interest in studying Japanese has reached the highest score and is the main motivation behind the study of Japanese for many Indonesian students, further confirms this finding. Another point to consider is that learning a language at university enhances language skills and is also viewed as a window of opportunity to visit Japan, which 97.1% of respondents are motivated to do. It could be related to students' beliefs and expectations that many scholarships or programs for visiting Japan were offered at universities, such as internships and student exchanges, especially for those who study Japanese and have obtained proficiency certification recognized by universities. Furthermore, the

data above indicates that a relatively small percentage of respondents don't want to continue with their university education in Japan. This is because there are numerous scholarship programs available, particularly those that the governments of Indonesia and Japan grant inside universities. More people are enrolling in study abroad programs in Japan as a result of the country's new policy, "plan to accept 300,000 international students," which went into effect recently. Since they may continue their Japanese studies while working part-time in Japan, this program draws a lot of students. The opportunity to live, study, and work in Japan while honing their Japanese language abilities is what drew respondents' interest in the program.

Motivation indeed is vital for learning a foreign language. This study helps Japanese language teachers who teach at university colleges understand the stages and motives of students choosing and studying the Japanese language in Japanese literary study programs. As a result, teachers, institutions must comprehend students' learning motives, which alter dynamically over time. This study might also indirectly suggest that teachers should play a role in keeping students motivated while learning the Japanese language in the Japanese literature study program. Students' learning motivation at various stages should be considered to guarantee successful teaching and learning activities that accomplish the goals that students expect when enrolling in Japanese literature courses at various stages.

As a result, students are motivated to pursue a Japanese literary study program. They consider several elements of their lives to reach their goals, such as employment and pursuing their studies in Japan. From an academic standpoint, this phenomenon demonstrates that an increasing number of students are influenced by the instrumental motivation aspect, which is much more concerned with the value of benefits to their lives, leaving supporting motivation aspects such as liking Japanese cultural products as an additional motivation rather than the primary reason for enrolling in a Japanese literature study program.

CONCLUSION

Foreign language skills are an essential asset in today's globalized world. Through the study of Japanese literature in universities, particularly in the Japanese literature study program at the Faculty of Humanities, Universitas Komputer Indonesia, the motivation to study Japanese has evolved from a simple interest in the Japanese culture. To attain their objective of going to Japan, they have adopted self-actualization in language practice as well as the cultural capital benefit of learning a foreign language. This study found that learners are more motivated by Japanese literature and the language as well as the numerous chances for career and further education in Japan that colleges may provide than by Japanese cultural products. The Japanese language learning process at university has altered the learners' perceptions of language proficiency and its worth. The inconsistency among the academic process's outcomes and the labor market's demand leads learners to seek strategies to improve their language skills. In this example, Japanese language learners at university take advantage of the opportunity to study in Japan for a variety of reasons, including strengthening their Japanese language abilities and acquiring living experience in Japan, which is the one current source of their motivation.

RECOMMENDATION

Suggestion For Future Research

The current research analyzes the factors that influence students' decision to enroll in a Japanese literary study program. When teaching and evaluating the motivating viewpoints of their students, educators can utilize the analysis's conclusions as a guide. As previously mentioned, the action sequence dimension characterizing the motivating process in the sequence is deemed not sufficient and is unlikely to reach the intended goal if additional motivational dimensions regarding influences that would improve the sequence are absent. These external motivational factors can be investigated further in terms of cognitive, situational, or environmental factors that will enhance motivation, or they can be examined in terms of changes in students' motivation subsequent to their study of Japanese literature.

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