

ARTIKEL

THE EFFECT OF MOTIVATION ON THE KANJI MEMORIZATION ABILITY OF INTERMEDIATE JAPANESE LANGUAGE STUDENT

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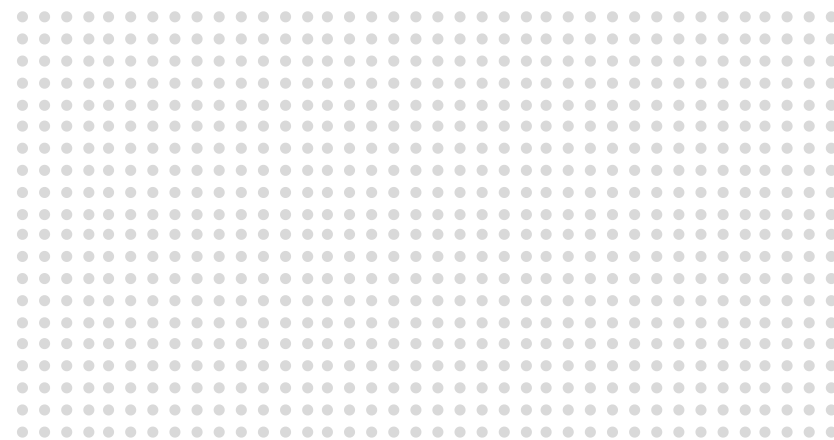
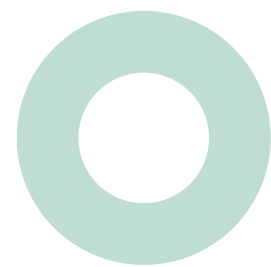
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Masalah

Research Background



50% of students experience boredom due to monotonous explanations, unsuitable methods, and increasingly complicated lessons.

Result

Decreased learning motivation

Result

Kanji learning difficulties in remembering how to read kanji

Resolved

Motivation

Learning style

untuk

Improve kanji recall ability

Research Problem

01. Is there an effect of learning motivation on the ability to remember N4-N3 level kanji?
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Scope of The Study

- The study was conducted on intermediate students in semester 4 and 6 with Japanese language proficiency level N4 - N3.
- Did not apply any method or media to improve kanji memorising ability
- Looking at the significant effect that motivation and learning style have on memorizing ability from test results only.
- Theories used: Gardner's theory (1959), Herzberg's theory (1966), and De Porte's theory (2000).

Benefit of Research

Teoritis

Enriching the literature on kanji learning process from the field of psycholinguistics.

Praktik

Can find out the right way to increase motivation through fun and appropriate learning methods

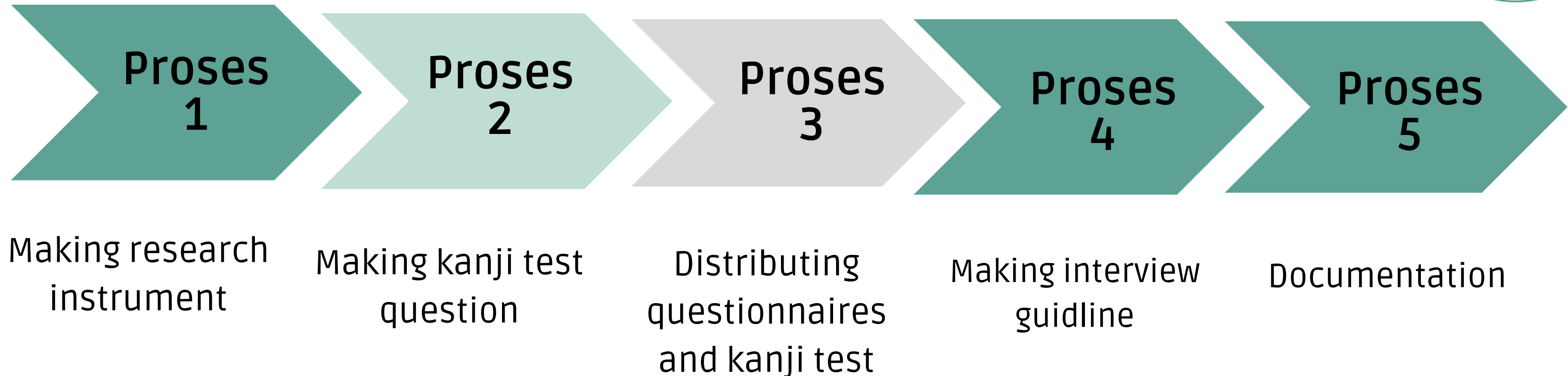
Previous Research

- From research over the past 5 periods, it is found that there is a relationship from learning motivation to student learning outcomes. The technique used in the study used quantitative methods and collected a lot of data using questionnaires. This research was conducted on various objects from junior high school students - university students.
- The difference with the research that has been done is the object of research, study programme, level of Japanese language ability. The research method to be used is mixed. The data collection techniques used are kanji tests, questionnaires, and interviews. And will be focused on the ability to remember kanji.

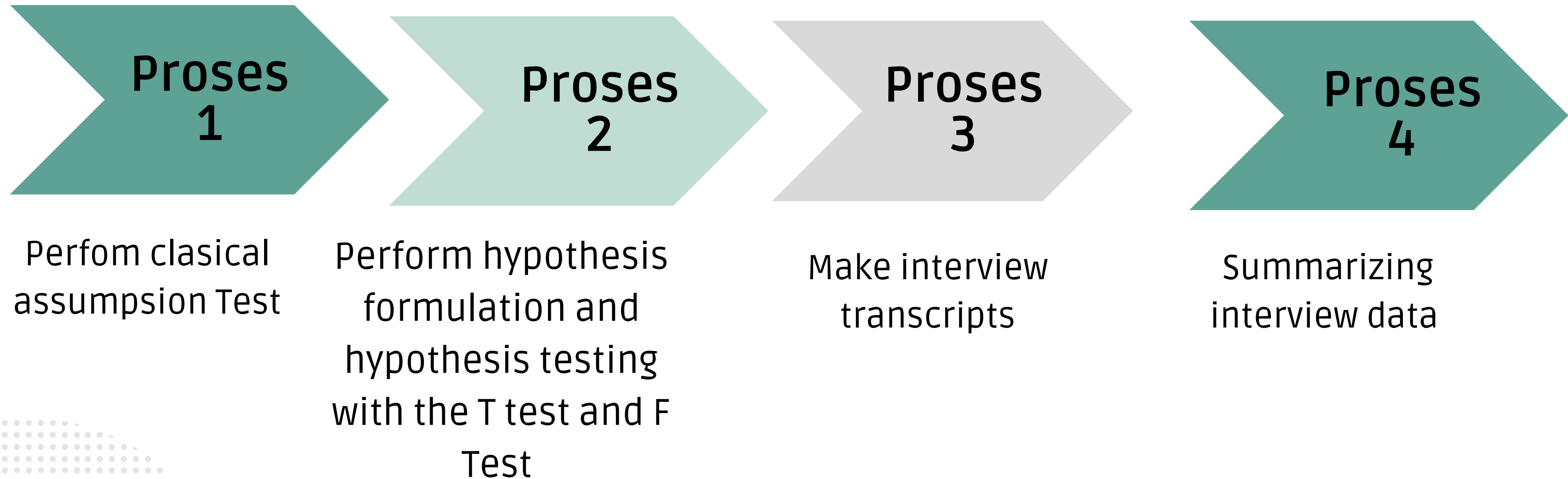
Research Methode

The research method used is mixed method. With sequential explanatory design. The participants in this study were 25 students of 4th semester and 6th semester of Japanese Language Education UPI. Data collection techniques were motivation questionnaire (AMTB from Gardner), kanji test, and interview to support quantitative data results. Data validation was done with expert judgement sheet, and triangulation of methodological techniques. Data analysis using SPSS version 27

Data Collection Techniques



Data Analysis Technique



Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1547.223	524.590		2.949	.007
	Motivasi Belajar	-9.194	3.986	-.431	-2.307	.031
	Gaya Belajar	-5.619	5.285	-.199	-1.063	.299

a. Dependent Variable: Kemampuan Mengingat Kanji

- Learning motivation has an influence on kanji ability. These results are in line with those stated by Fitri, Yuliani, Laksono (2023) that learning motivation has an important role in a person's thinking ability. Memory and motivation are both interrelated. Because motivation spurs practice. By continuing to practice, it will transfer memory from short-term to long-term memory.
- The motivation that arises is integrative motivation (an effort to master kanji by learning), and instrumental motivation (because you want to go to Japan).

Result

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	257079.089	2	128539.545	3.696	.041 ^b
	Residual	765154.571	22	34779.753		
	Total	1022233.660	24			

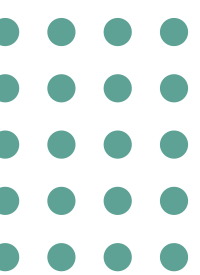
a. Dependent Variable: Kemampuan Mengingat Kanji

b. Predictors: (Constant), Gaya Belajar, Motivasi Belajar

- Motivation is the main point in influencing memory ability and learning style. Learning style acts as a stimulus in receiving information. Information is not just received but must be understood and given meaning. Because if information is only received and not understood, it makes the information easy to forget. This is what makes motivation must be the main trigger.

Conclusion and Suggestion

- Learning motivation variables can affect the ability to remember kanji of Japanese language students.
- Other factors related to memorising ability can be studied and other courses can be conducted.
- Research should be conducted on only one JLPT level (N4/N3).



Referensi Sumber Penelitian



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Thank You