

ANALYSIS OF JAPANESE MOTIVATION IN LEARNING ENGLISH WITH GARDNER'S THEORY OF MOTIVATION (CASE STUDY OF JAPANESE WORKER IN JAPAN)

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Abstract. This study aims to know about the interest of Japanese to learn English. This study also demonstrates how Japanese people's perspectives are evolving and becoming more accepting of English. The research method used in this study is qualitative descriptive. The theory used for this study is the Theory of Motivation by Gardner, which is an instrumental motivation and integrative motivation. The data source for this research is a Japanese native who has been self-taught in English for a long time. The research result shows that the informant has integrative motivation. This is shown by the informant having an interest in English since junior high school. According to the informant, being able to speak a foreign language is exciting, and become a pleasant experience. In addition, the informant does not feel satisfied quickly with their English skills and had the desire to continue learning because, for them, learning languages is an endless thing.

Keywords: motivation, english learning, japanese, japanese culture

RESEARCH BACKGROUND

Language is a tool for communication that plays a crucial role in social interaction with the wider community (Mailani et al., 2022). In the current era of globalization, learning foreign languages has become a necessity for everyone because the ability to speak foreign languages gives support to understand other knowledge (Furisari et al., 2021). To date, English is referred to as the International language. Therefore, it is essential to learn English to communicate with the broader community, especially if one desires to establish connections with foreigners. In a learning process, motivation is undoubtedly needed as it drives someone to do something. Someone who has motivation certainly has certain goals, such as wanting to achieve success in something (Tan et al., 2023). The same applies to learning a foreign language. It is important for the learner to have motivation to be more focused on what goals to achieve from the learning. Students have various reasons for learning a foreign language as a second language, such as to develop self-confidence, improve their skills in another language, or be curious about the culture of the foreign language (Pramudianti, 2018).

In the theory of Motivation by R.C. Gardner, instrumental and integrative motivation are the two main types of motivation. Integrative motivation reflects a positive emotional and social engagement with the target language culture. Instrumental motivation has more to do with the perceived potential benefits of proficiency in the target language, such as getting a better job or a higher salary (Carreira, 2006). Therefore, one of Gardner's studies shows integrative motivation is more influential in language acquisition than instrumental motivation. It is because someone with integrative motivation has a feeling of wanting to learn more because there is a desire from themselves, and someone with instrumental motivation sees a foreign language only as a tool to fulfill needs or get benefits and tends to have a moderate interest in learning. However, this does not mean that integrative motivation is always better than instrumental motivation because, in research conducted by Gardner in other countries such as the Philippines, instrumental motivation can work much better and more effectively to get progress in learning (Kholid et al., 2017).

On an international scale, Japan is a homogeneous society, with most of the population being native Japanese, which makes many of them feel that there is no need to learn English. (Tsunekawa Keisuke, 2019). Even when learning English, Japanese people often face difficulties, and their progress tends to be slow. This is caused by the lack of support for conversational practice in English education in Japan. Also, the conversion of English media into Japanese for ease of understanding (such as dubbing movies and changing movie titles) has caused Japanese people to become unfamiliar with the original pronunciation of the English. Social cultur aspects such as being afraid and ashamed of making mistakes also affected Japanese people's confidence in communicating in English (Koshino, 2024). Nonetheless, globalization has increased interest in learning English in Japan. There has been an increase in the number of courses and colleges offering English courses. English is now one of the popular majors in Japan (WeXpats, 2021). Even starting in 2020, the Japanese Ministry of Education has made it mandatory to start learning English from elementary school (Miura Yoshiaki, 2013). According to Weedy Koshino, there are many public places in Japan where the alphabet and English are written, such as at stations, signboards, restaurant menus, and more.

This study aims to examine the types of motivation of Japanese people in learning English. The author's informant is a Japanese native named Ami (nickname), who learns English by attending courses and studying independently. The focus of the research is to analyze the type of motivation Ami has in learning English. There are also facts about the change in Japanese people's thinking from being less open to foreign languages to more open to English.

REVIEW OF RELATED LITERATURE

(Tan et al., 2023) The research titled “Aplikasi Teori Motivasi Gardner Untuk Menganalisis Motivasi Belajar Bahasa Inggris Calon Guru Fisika” aims to find out which motivation is more dominant between instrumental motivation and integrative motivation, which is owned by 72 physics teacher candidates. The results of this study indicate that instrumental motivation is superior to integrative motivation because the existence of goals to be achieved makes the resource person more motivated to study hard.

(Siregar & Evangeline, 2017) The research titled “Kemampuan Berbahasa Inggris, Motivasi dan Sikap Terhadap Bahasa Inggris Mahasiswa Program Studi Ilmu Keperawatan (S1) STIKES Jenderal Achmad Yani Cimahi” aims to describe the motivation owned by 51 Nursing Science Study Program students. Based on the study results, respondents have higher instrumental motivation than integrative motivation because respondent's motivation to learn English is that by having good English language skills, they can compete more competitively in the world of work.

The difference between this research and the 2 studies above is in the title and data source, which is a native from Japan.

RESEARCH METHOD

The research method the author used is qualitative description research. According to Strauss and Corbin, qualitative research can be used to examine community life, history, behavior, functional organizations, social movements, or kinship relationships (Farida, 2014).

The data source used in this research is the interview results from the informant's experience while learning English. The steps taken are making interview questions, the interview process, and analyzing the interview results according to Gardner's Motivation Theory.

RESULTS AND DISCUSSION

1. Integratif Motivation.

This topic contains evidence about the characteristics of Integrative motivation owned by the informants. Integrative motivation encourages a person to master a foreign language with the aim of being a part of a community of foreign language speakers and being able to speak foreign languages fluently like native speakers (Siregar & Evangeline, 2017).

Data 1.

Q : Amiさんはいつ英語を勉強し始めますか？

When did you start learning English?

A : 英語を勉強し始めたのは、中学校で12歳からです。自分で英語を習い始めたのはJazzちゃんくらいの年かな？外国の映画が好きになったから。今は小学生から英語を習うけど、私の時は中学生からだったよ。でもその時の授業は英語で会話する内容じゃなかったから、それで喋れるようになる人は、まずいなかった。

I started learning English at 12 years old. Maybe I started learning English independently when I was about your age. I became interested in foreign movies (outside of Japan). Nowadays, English is already learned in elementary school, but in my day, English was learned in junior high school. Back then, because there was no conversation material in English lessons, it was scarce for people to be able to speak in English.

In this conversation, the informant said she started learning English in junior high school. Then, she started self-taught around college because she was interested in foreign movies.

Data 2.

Q : じゃその時、Amiさんの授業はなんかtheoryだけ？

At that time, was your class only taught on theory?

A : そう！ grammarとか、教科書を読むだけだった気がする。

Benar. Hanya tata bahasa dan membaca buku pelajaran saja.

Q : そっか。あの時他のクラスメイトも英語に興味がありますか？

I see. At that time, did your classmates also have any interest in English?

A : うーん、興味ある人もいるし、ない人もいたと思う。

Hmmm, some do, some do not..

Q : そっか。英語の授業は楽しかったですか？

Was English class fun?

A : 私の時はそんなに楽しいものではなかったかな。grammar習って本読むだけだからね！

It was not that fun because it was only about learning grammar and reading books.

Q : Amiさんは会話授業もほしいだね。

So you want a conversation lesson too.

A : そうだね。でも中学生の頃だと恥ずかしかったかも。

Yes, it was like that. But because it was still in middle school, I felt shy (not confident) in conversation.

Q : そっか。高校生の頃はどうかだった？

I see. How about in high school?

A : 高校生も同じ感じだったかなあ。

In high school, it felt the same (the lesson).

In this conversation, some of the informant's classmates were interested in English, while others did not. Because the English lessons given were only grammar and reading lessons, according to the informant, it was not fun because there was no conversation material. The informant desires to learn the practice of English through conversation.

Data 3.

Q : 英語に興味があるのはいつですか？

When did you become interested in English?

A : 興味を持ったのは、英語の授業が始まった中学生からだね。

I was interested in English at the start of English lessons in junior high school.

Q : すぐ興味があるね。なぜ英語に興味がありますか？

So, you have an interest right away. Why do you have an interest in English?

A : 英語だけではなく、世界には色々な言葉があることが面白いと思って。その中でも英語に興味を持ったのは、外国語の中では1番見たり聞いたりすることが多い身近な言葉だったから。

Not only English, there is a wide variety of languages in the world that are interesting to me. Among those, I became interested in English because it was the most familiar foreign language I saw and heard.

In this conversation, the informant said that she had been interested in English since she was taught English in junior high school. The reason is because the informant thinks that it is interesting that there are various types of languages in the world, and English is one of the most familiar foreign languages to the informant.

Data 4.

Q : じゃ他の理由がありますか？例えば外国人の友達ができたいとか、海外へ行きたいとか。

Then, are there any other reasons (for learning English)? For example, if you want to make foreign friends or go abroad,

A : もちろん！言語はcommunication toolだからね。外国の人と会話できたら世界が広がるし、例えばゲームでも外国の人とcommunicationできるのもとても楽しい体験です。

Of course! Because language is a communication tool, we can see the world more widely if we talk to foreigners; for example, being able to communicate with foreigners through games is a pleasant experience for me.

This conversation shows that by being able to speak English, the informant can see the world more widely. Also, being able to talk to foreigners through games is a pleasant experience.

Data 5.

Q : Amiさんは今の英語にもう満足していましたか?それとも、もっと勉強したいですか?

Are you satisfied with your current English? Or do you want to learn more?

A : いいえ、まだまだだよ。言語を学ぶのは終わりが無い。自分の言語でも。

No, not yet. Learning a language has no limits. Even with your own language.

This conversation explains that the informant is not yet satisfied with her English skills, considering that learning a language, even our mother tongue, has no limits. Not being satisfied is one characteristic of someone with Integrative motivation.

2. Changes in Japanese Thought.

This topic contains data on how Japanese people's thinking has changed from thinking they do not need English to being more open to English.

Data 6.

Q : 日本で以前より英語を意識するようになったと思いますか?

Compared to before, do you think Japan is more open to foreign languages (English)?

A : そう。現在も英語が必要で、小学校から英語が教えられていることからわかる。

Yes. Because nowadays English is important. It can be seen from the fact that English is now taught starting from elementary school.

Q : 理由は今、日本に来る外国人が多いからですか?それとも他の理由があるのか?

Is it because there are many foreigners coming to Japan now? Or is there another reason?

A : 小学生英語教育の目標の一つは将来グローバル社会で活躍できる人材の開発があるのだ。

One of the goals of English language education for elementary school students is to develop human resources that can play an active role in the future of global society.

This conversation shows that Japan is now aware of the importance of English. The government has also established a curriculum for learning English starting from elementary school so that Japanese human resources can compete in the global society.

Data 7.

Q : 現在、日本で英語を勉強する人が増えるらしい。それは本当ですか?

It seems like more and more people are learning English in Japan these days. Is that true?

A : それは本当だと思うよ。

I think that's right.

Q : そっか。じゃ、Amiさんの学生ごろはそうだった?

Is it the same as when you were in school?

A : あの時、インターネットもまだ普及しなくて、英語の授業は読み書きが中心で、受験科目のような印象だった。

At that time, the internet was not widespread, and English lessons only centered on reading and writing, so English seemed like a subject only for entrance exams.

In this conversation, the informant confirmed that the number of Japanese studying English is increasing. The informant said that the English taught in the past was only the material used for the college entrance exam, which is only for reading and writing lessons. It is written in research by Morrow, P.R., who said that the college entrance exam was a rigorous test of English grammar comprehension by translating complex items and a test of extensive vocabulary knowledge and grammatical structure. The focus of the exam is not directed at students' conversation and listening, so schools feel no need to teach students something that will not be tested. (Norris-Holt, 2001).

3. Informant's Learning Method.

This topic describes the informant's method of learning English.

Data 8.

Q : どうやって自分で英語を学ぶの？

How do you learn English by yourself?

A : あ、習いに行ったのは仕事を始めてからだだった。何年か英会話スクールに行ったよ。あとは参考書読んだり、ラジオ聞いたりもしたけどそれは長く続かなかった。

I've been self-taught since I started working. I went to an English conversation school for a few years. I also read reference books and listened to the radio, but that didn't last long.

Q : あ、すごいね！じゃ今はどうやって英語を勉強するの？

That's great! So now, how do you learn English?

A : 今はあまり勉強してないけど、いいアプリが沢山あるからね！オンライン英会話もしばらくやってない。

I don't study much now, but there are many good applications out there! I also haven't had an English conversation online for a long time.

Q : どうして今はあまり勉強しないですか？

Why aren't you learning so much now?

A : 一番勉強したのは中学、高校かな。テストがあったからね。今はテストのためじゃなくて、会話したいとか映画みたいとか英語を学ぶ本来の目的がある

から、勉強とは思ってないな。そして、やる気や明確な目標がなければ、やる気を維持するのは難しい。私はやる気になるのは、映画やドラマにはまったときとか、英語ペラペラな日本人を見た時です。

I studied the most in middle and high school because of the exams. Nowadays, I don't consider it as studying because my goal is to chat and watch movies, not for exams. Then, without motivation and a clear goal, it's hard to stay motivated. I get motivated by getting into movies and dramas or seeing Japanese people fluent in English.

Q : なるほど。でも、今は英語を忘れないように慣れられることをまだし続けていますか？

I see. Do you still familiarize yourself with English so you don't forget?

A : 映画をかドラマを見るくらいだけ。

Just watching movies and dramas.

In this conversation, the informant shared that she attended an English conversation school when she started working. Then, she also listened to the radio and read books as her self-learning method. But nowadays, she rarely improves her English skills because there is no definite target like when she was in school. However, until now, the informant has still familiarized herself by watching English movies and dramas to avoid forgetting English.

4. Informant's Self-achievement.

Topik ini membahas tentang pencapaian yang dimiliki Narasumber dalam mempelajari bahasa Inggris .

Data 9.

Q : そっか！じゃAmiさんはゲームから外国人の友達ができただけなの？

I see! So, did you make any friends through a game?

A : Jazzちゃんもそうでしょ。

So you are, right?

Q : そうだね。social mediaなら、どうですか？外国人の友達ができただけなの？

That's right. What about social media? Can you make friends from there?

A : チャットは翻訳できるし。会話となるとすぐ言葉が出ないし聞くのも難しい！

social mediaは関係が薄いというか、友達にはならないなあ。

I'm not really connected to social media, so I don't make friends from social media.

Q : そっか。じゃ、ゲームだけ外国人の友達ができるの？

I see. So did you make foreign friends just from gaming?

A : ずーっと前は、外国人の友達を募集できるwebサイトがあって、偶然高知に住んでる人がいて直接会ったこともあったよ。

There used to be a website where you could make foreign friends. Coincidentally, There was a foreigner who lived in Kochi, and I once met them in person.

In this conversation, the informant shared that she could make some foreign friends through games and friend-finding websites and even meet them in person.

5. Informant's Obstacle.

This topic explains the informants' difficulties in learning English.

Data 10.

Q : Amiさんにとって、英語の難しい点はなんですか？

What do you think is difficult about English?

A : 読むことは1番できて、話すことと聞くことが難しい。映画はいまだにほとんど分からない。

Reading is the most I can do. Speaking and listening are difficult. Until now, I still can't really understand (about the story) when I watch a movie.

Q : ああああ確かにね～。Amiさんの間に、英語ができる日本人がいる？

I see. Are there any Japanese around you who can speak English?

A : 職場に英語の先生がいるから。他にはあまりいないかなあ。

There is an English teacher at my workplace. The others, not so much.

Q : 英語に慣れるのは難しいですか？。

Is it hard to get used in English?

A : うん、普段の生活では英語はほぼ必要ないからね。

Yes, because English is barely needed in daily life.

Q : そうですね。それはAmiさんにとって問題になるの？。

I see. Is that become a problem for you?

A : 日常生活では使うことがないから、自分から使っていくようにしないと忘れるってことかな。

Because I don't use it in my daily life, so if I don't keep using it, I'll forget it (English).

In this conversation, the informant said that the most difficult thing about learning English is speaking and listening. Then, because English is not used daily in Japan, it is difficult to familiarize yourself with English. If you don't practice or use it on your own, you'll forget it.

6. Obstacles to English Development in Japan.

This topic explains the slow development of English in Japan based on the informants' opinions.

Data 11.

Q : 日本人が英語を学ぶのは難しいと思いますか？いくつかの研究論文を読むと、日本は英語の発展は結構遅いといわれていたから。

Do you think it is difficult for Japanese to learn English? When I read the article, it said that the development of English in Japan is relatively slow.

A : うん、それは難しいと思う。日常生活はほぼ日本語で使うので、英語を学ぶ場合はなんか「自分で英語を使う場をつくらないといけない」ということです。

Yes, I think it's difficult. Because our daily activities are mostly in Japanese, so if you want to learn English, you have to create a place (have your own way) where you can use English by yourself.

Q : そっか。で、そのことも日本社会文化の関係がある？

I see. So, does it have any connection to Japanese social culture?

A : そうねえ。日本人は恥ずかしがり屋だから、それが一つの理由だと思う。日本人はperfectionistで、人前で英語を話すのが苦手です。

Yes. Because Japanese people are shy, that's one of the reasons. Then, because Japanese people are also perfectionists, we feel uncomfortable speaking English in front of people.

Q : なるほど。それは日本人の性格の関係ね。Perfectionistだから、英語があまりできないなら、間違えると恥ずかしいから、使わないほうがいい ということですか？

I understand. It has connection with Japanese personality. Is it like "because of perfectionism, if you can't speak English well, it's better not to use it because it's embarrassing to make mistakes"?

A : そう、まさにその通りです。

Yes, exactly like that.

In this conversation, the informant mentioned the reason why the development of English in Japan is quite slow. The reason is because Japanese people's daily activities are in Japanese. Then, if we want to learn English, we have to have our own way of learning it. The difficulty of speaking English for Japanese people also has something to do with Japanese social culture, where Japanese people tend to have shy and perfectionistic characters. They feel embarrassed to show things they are not good at. The same goes for English. If they are not very good at English, they don't feel like using it because if they make a mistake, they are embarrassed about it. (Koshino, 2024)..

CONCLUSION

Based on the research that has been done, it can be concluded that the informant has Integrative motivation. This is shown by her interest in English, which has made her want to learn it since junior high school. According to the informant, being able to speak in a foreign language is an interesting and pleasant experience. In addition, the informant is not easily satisfied with her English skills and wants to continue learning because, for her, learning a language is something that has no limits. From learning English, the informant has the self-achievement of knowing the world more widely and being able to foreigner have friends, and even she can meet them in person. In the author's view, the informant has a good level of English in writing and understanding, which is also one of the informant's self-achievements.

The difficulty for Japanese people in learning English is because they do not use English in their daily activities, so it is difficult for them to familiarize themselves with English. A social culture that influences it is the characteristics of the Japanese, who tend to be shy and perfectionists, so they lack confidence in communicating in English.

There is also the fact that Japan is now aware of the importance of English. It can be seen from the educational curriculum regarding English which is currently taught since elementary school. Based on the informants' statements and the journals that have been studied, the number of Japanese people studying English has increased.

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