Japanese Language Learning Strategies Based on Gender by Japanese Learners in North Sulawesi Indonesia

Sherly Ferro Lensun

Abstract—Strategies influence the language abilities of both male and female learners in the learning process. Therefore, learning strategies are one of the critical factors for improving language learning and are essential as part of the initial learning effort. In general, language learning strategies differ between boys and girls. Therefore, this research aims to obtain a model that investigates the relationship between the selection of learning strategies, their frequency of use, and the learner's gender. In addition, we found differences in strategy use and their impact on language ability between males and females. 137 students participated and completed the questionnaire. There were 48 males (35%) and 90 females (65.7%). It was clear that most of the Japanese learners were women. Findings show that most Japanese learners in North Sulawesi used cognitive and social strategies and methods of involving others in learning Japanese.

Keywords—Learning strategies, Japanese Language, Gender by Japanese Learners, North sulawesi.

I. INTRODUCTION

LANGUAGE learning strategies are one of the most critical aspects of language acquisition since it affects the decision to a particular application. The primary objective of every language learning strategy is to increase one's language proficiency. Language learners can develop their awareness in planning, concentrating, and assessing their development of communicative language abilities with metacognitive methods. Affective techniques help students gain the self-assurance they need to actively participate in their language acquisition. Social techniques are employed in the meantime to promote interaction and empathy. There are a number of strategies that can be used with pen and paper during the process of learning a language, including: repetition strategies, elaboration strategies, organizational strategies, metacognitive strategies, and metacognitive and socio-affective strategies. Direct strategies extend beyond cognitive processes, which focus on using new languages. Planning, assessing, and creating individual, emotional, and social learning styles are also included in this technique. In terms of developing learner capacities, both direct and indirect tactics are crucial and complement one another. Directly or indirectly, language learning strategies aid in the learning process. Several learning techniques, such as remembering, cognitive, and compensating, require direct learning. In contrast to social strategy, metacognition is a tactic that is used covertly [1]. Females and

males typically utilize different language learning techniques, or there are gender variations in the use of specific techniques that may impact language abilities [2]. Moreover, language use is a social practice that shapes other practices in society. The relationship between existing social conventions is a reciprocal or two-way relationship. That is, language influences and is influenced by social rules, including matters related to gender. Thus, language plays a significant role in gender issues. Research on language and gender and theoretical change is the result of changes in the current global environment, resulting in differences in academic perspectives on gender and language [3]. The results show that the utilization of language and the relationship between students' gender and Japanese language are high [4]. Language learning strategies are behaviors or techniques employed by learners to facilitate learning and acquiring a language [5]. These learning strategies can be used as policy input for teaching Japanese at the university level.

A. Research Objectives

This study aimed to obtain a model that examines the relationship between student gender, choice of learning strategies, frequency, and language proficiency to explore how the two genders differ in how they apply the approaches and how they affect them.

II. THEORETICAL STUDIES

Everything people do when they speak is always influenced by their surroundings and conditions. Language sociology and sociolinguistics are two distinct academic disciplines. However, even where there are differences, there are also parallels. For instance, both highlight the connection between language and society while the study's field allowed for the observation of the difference. Sociolinguistics is an interdisciplinary science that deals with linguistic problems about social, situational, and cultural factors. Therefore, linguists say that sociolinguistics stems from the assumption that language is related to social factors due to an inhomogeneous community [7]. Sociolinguistics aids a teacher or student in language acquisition by providing a description of the status of the language in the classroom and the linguistic differences that develop in schools as a result of societal patterns of language use. Sociolinguistics gives us communication instructions by indicating the language, dialect,

S. L. is with the Universitas Negeri Manado, Indonesia (phone: +61-811-4322-109; e-mail: sherlylensun@ unima.ac.id).

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or linguistic style to adopt while speaking to particular people. It is fascinating to investigate language usage from a sociolinguistic perspective, which does not isolate language from the social, situational, and cultural context in which it is used. The novelty of the current research can be seen from its contribution to the study of gender and language development. The fundamental contribution of this research lies in improving the Japanese language skills of students in North Sulawesi through the use of different language learning strategies according to gender by analyzing the language learning strategies used by different genders.

Research on gender relations and Japanese language skills and the use of learning strategies will be very helpful for both students and university-level Japanese teachers, so research is needed on the relationship between gender and students' knowledge and use of Japanese in North Sulawesi. Using this correlation, sociolinguists have been interested in the connection between language and gender since the 1970s, and they have claimed that cultural factors like socially built gender disparities can account for all behavioral diversity, including success in learning a foreign language [8]. Gender plays a big part in social interaction since it influences how people are perceived. Additionally, gender norms in society are used to evaluate people's behavior. The existence of language learning and specific aspects of it, such as the superiority of women in language acquisition and the predominance of men in gender-mixed classrooms, are contested by research that looks at gender from this perspective [8]. Gender variables influence language and language usage variations based on these gender differences. The language difference according to gender in Japanese has resulted in a language specifically spoken by men called "*danseigo*" (and a language specifically spoken by women) called "*joseigo*", both of which differ in their use [7]. On the other hand, since the 1970s, study in this area has expanded due to the fact that second language learners employ several learning strategies that can impact their learning results [5], [6], [9].

Educators can build learning environments that support the achievement of learning objectives by using this technique, therefore teaching and learning activities should take place in the classroom. Apart from this, instructors may encourage students to actively engage in learning activities in the classroom by selecting and implementing effective teaching and learning tactics. By examining the relationship between Japanese language proficiency and language learning techniques employed by students depending on different genders, this research builds on earlier studies.

According to Oxford [4], the classification of language learning processes is consistent with the traits of effective language users. In SILL (Strategy Inventory for Language Learning), he describes these methods in detail and separates them into six categories: memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, emotional strategies, and social strategies (SILL). A language learning strategy that is directly connected to the target language is indicated by the term "direct strategy." The three categories of direct methods are namely remembering,

cognitive and compensation. The three types of strategies above are carried out with special handling procedures used for their respective purposes, and the direct language learning strategy requires an overall understanding of the language. The strategy of remembering is done by dividing groups, using pictures or sounds, and others with specific functions, such as helping to remind and enrich new information. The target language is used in the direct strategy for language learning. Three different learning techniques are included in this strategy: memory techniques, cognitive techniques, and compensating techniques [4]. A tactic that helps language acquisition indirectly is called an indirect technique. When used with direct strategy, indirect strategy has more significant meaning. The metacognitive, affective, and social strategies comprise the three essential components of the indirect strategy.

III. RESEARCH METHODOLOGY

The research subjects for this mixed-method study were North Sulawesi university students. With the use of quantitative methods, this study is descriptive. Using a purposive sampling technique, the population in this study consisted of all students and Japanese language learners in universities and institutes for specialized courses for Japanese apprenticeships in North Sulawesi. Each university will sample third-level Japanese Language Education Department students since they are thought to have a solid grasp of the language following two years of instruction.

Interviews, written records, and study notes from field notes were conducted to gather data [10], [11]. The face-to-face debriefing between the interviewer and the respondent/person being questioned, with or without the use of an interview guide, is another approach of gathering information for research. The third category is written records. Field notes typically include two parts: a descriptive component and a reflecting part. This demonstrates that the third source of field notes, in addition to observation and interviewing, comes from written materials. In order to gather information in the field for qualitative research, observations and interviews are used. The researcher kept field notes while he was out in the field and after he got back home or to his residence. Strategy Inventory for Language Learning (SILL) [6] was used in this study. The usage of language learning strategies by students will be evaluated using the SILL instrument, which was created and developed by [4] and [12]. This questionnaire is a self-report tool that assesses how frequently each student uses various learning tactics. It has six sections based on several categories, and the rating system is based on a Likert scale.

IV. RESULT AND DISCUSSION

In order to determine the differences in the usage of strategies by the two genders and their impacts on their language skills, this fundamental research investigated the connection between the gender of students, their choice of learning techniques, their frequency of use, and their language skills. The issue is restricted to how students' gender affects their choice of learning tactics and how frequently they are used, and it

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identifies disparities in how the two genders use strategies. Different motivations for each learner can affect the achievement of learning objectives. Different physical circumstances will result in a different mindset as well. Because every one of them comes from a distinct background in terms of their family lives, the social environment has a significant impact as well. In the home and social milieu, in general, parents become accustomed to their girls handling household tasks like cooking, cleaning, and laundry, whereas sons are not. The difference in the motivation of each student is caused by various factors, including student aspirations, student abilities, student conditions, and student environmental conditions. In addition to these factors, gender also affects the motivation of each student, because the motivation of girls and women is different. Questionnaires were distributed to 137 participants, with a gender ratio that filled out the questionnaires: 48 men, 35% and 90 women, 65.7%; here, it appears that Japanese language learners are primarily women. The questionnaire used was an inventory of language learning strategies (SILL). 31 questionnaire items were divided into the following categories: social, memory, cognitive, compensatory, metacognitive, emotional, and compensating techniques. Surveys are used by SILL to choose learning techniques based on inputs.

The degree of criterion for each method is established using the average value of the statistical analysis of respondents' responses. Induction thinking is a cognitive approach. When using affective social learning methodologies, students collaborate with others to learn while also learning to develop generalizations based on established facts or concepts. Students' emotions and actions while learning were highly correlated with affective social learning strategies. The following is an explanation of each strategy: Memory strategy as many as six questions, Cognitive strategy as many as six questions, Compensation Strategy with four questions, Metacognitive strategy as many as six questions, Affective Strategy as many as five questions, and Social Strategy four questions. Therefore, there would be a presentation of the data findings, ranging from memory strategy to social strategy. The categories specified in the free listing job were used as the basis for the memory technique at this stage. Six questions were provided and the results are presented in Table I.

Table II represents the classifications, total and percentage from six given questions of Cognitive strategy. Table III represents the classifications, total and percentage from six given questions of compensation strategy. Table IV represents the classifications, total and percentage from six given questions of metacognitive strategy.

TABLE I
MEMORY STRATEGY

Classification	Total	Percent
very high	24	17.60%
high	49	36.03%
medium	43	31.50%
low	17	12.65%
very low	3	2.32%
Total	136	100%

TABLE II
COGNITIVE STRATEGY

Classification	Total	Percent
very high	31	22.52%
high	55	40.17%
medium	30	22.18%
low	17	12.57%
very low	4	2.57%
Total	137	100%

TABLE III
COMPENSATION STRATEGY

Classification	Total	Percent
very high	22	16.08%
high	48	35.40%
medium	42	30.68%
low	21	15.10%
very low	4	2.75%
Total	137	100%

TABLE IV
METACOGNITIVE STRATEGY

Classification	Total	Percent
very high	27	19.87%
high	54	39.65%
medium	41	29.63%
low	12	8.65%
very low	3	2.20%
Total	137	100%

TABLE V
AFFECTIVE STRATEGY

Classification	Total	Percent
very high	27	19.58%
high	39	28.50%
medium	37	26.86%
low	25	18.22%
very low	9	6.84%
Total	137	100%

TABLE VI
SOCIO STRATEGY

Classification	Total	Percent
very high	32	23.35%
high	55	40.15%
medium	34	25.03%
low	13	9.48%
very low	3	2.00%
Total	137	100%

Table V represents the classifications, total and percentage from six given questions of affective strategy. Table VI represents the classifications, total and percentage from six given questions of socio strategy.

The results in Table VI show that most Japanese language learners in North Sulawesi use cognitive and socio-strategies in learning Japanese. Table VII is a table of the respondents who took part in this research.

TABLE VII
JAPANESE LANGUAGE LEARNERS IN NORTH SULAWESI

Higher Education/School/Course Agency	
LPK matahari terbit	13%
UNIMA	40%
UNSRAT	1%
SMKN 3 Tondano	1%
SMA 2 Palopo	1%
SMA N 2 Poso	1%
SMK Kristen T2 Girian	1%
Politeknik negeri manado	36%
LPK julian	4%
LPK cahaya matahari	2%

V. CONCLUSION

The idea of gender is used to describe the disparities in socio-cultural influences between men and women. The mental and cultural perception of male and female sex differences is known as gender. Language is a product of culture and is one of its determinants. Gender differences cannot be isolated from language, a tool for communication. Men and women speak differently when speaking. Women typically speak more than men do. Comparatively speaking to males, women utilize a more extensive vocabulary to explain things. Men typically express themselves in more general ways with their words. 137 participants who filled out the questionnaire were 48 males, 35%, and 90 females, 65.7%. It can be seen that most of the Japanese learners were women, and most Japanese students in North Sulawesi use cognitive and socio strategies, namely involving other people in learning Japanese.

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