Learning Japanese *"Kaiwa"* Based on Strategy

Ferdy Dj. Rorong[1], Diane M. Tengker [2]
[1][2]Lecturer in Universitas Negeri Manado, Indonesia
ferdyrorong@unima.ac.id

Abstract: *This study regarding the learning Japanese "Kaiwa" based on strategy. The result shows that strategies are grouped into direct strategies and indirect strategies. By using strategies that are in accordance with the wishes and character of the learner, maximum results can be achieved in learning any language. In Quantum Teaching it is said that humans teach 10% of what is read, 20% of what is heard, 30% of what is seen, 50% of what is seen and heard 70% of what is said and 90% of what is said and done because education will be effective when we accept the theory and be accompanied by exercises. One thing that should be underlined is the natural situation in practice, there is a tendency to have a significant influence in the process of achieving language learning.*
Keywords: Strategy learning; Kaiwa; Japanese.

I. Introduction

Speaking skills are one of the language skills that a person needs to have. Bailey and Savage (1994: 7) state that speaking is the most skill that must be mastered in language activities. Furthermore Tarigan (1981: 15) defines speaking as the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings. The ability to speak is one of the language skills that a person needs to have. This ability is not a hereditary ability such as hair shape and skin color. Having the ability to speak is not as easy as people imagine. Many people are skilled at putting ideas into written form, but often they are less skilled at putting ideas into oral form. The subject is quite interesting, but because the presentation is less interesting, the results are less satisfying. Conversely, although the topic is less interesting, because it is presented in such a way that the topic can eventually attract the listener. Therefore each individual must equip himself by learning what strategies he must learn in order to communicate well with his social environment.

In general, the word "strategy" implies careful plans regarding activities to achieve specific targets (KBBI 1988). Meanwhile in the field of language teaching and learning, the terms "strategy" and "technique" are often used interchangeably. To understand the meaning of "strategy" or "technique", the explanation is associated with the terms "approach" and "method". According to Edward in Tarigan (1993) the links between the four concepts are arranged hierarchically, that is, the technique of carrying out methods that are consistent with the approach.

Edward more deeply (in Tarigan, 1993) explains that the approach is a set of correlative assumptions that deal with the nature of teaching and language learning. The approach is axiomatic. The approach provides the subject matter taught. The method is an overall plan for the presentation of language material in a neat and orderly manner, there are no conflicting parts because everything is based on the chosen approach. If the approach is axiomatic, the method is procedural. In one approach there may be many methods.

Techniques are imperlementational in nature which actually play a role in the classroom. Technique is a trick, or an invention used to complete and perfect an immediate goal. The technique must be consistent with the method, and therefore must be aligned with the approach.

II. Review of Literature

2.1 Strategy to Learn the Language

Strategy of Second language learning according to Oxford & Erman in Brown (2007: 127) are "specific actions, behaviors, steps, or techniques used by students to enhance their own learning". Strategies are used by students to enhance their own learning and as a "combat strategy" adapted to contexts that may vary from time to time, or from one situation to another, or even from one culture to another. Strategies vary within a person.

The role of the teacher is expected to be an imitated figure, as parents, instructors, directors, judges, leaders, evaluators, controllers, or even as doctors who must be able to cure learners with all the problems they face. According to Oxford (1990: 10), the teacher has a role as a facilitator, helping direct learners, advisors, coordinators, people who have ideas, diagnose if there are problems with learners, and as a communicator. Thus, becoming a teacher is a profession where it is required to always be creative and innovative so as to produce learners who understand the meaning of learning. Language learning strategies have several objectives, namely:

1. Refers to the main goal of communicative competence
2. Directing students to be self-directed
3. The new role of a teacher
4. Orientation to the problem
5. Action orientation
6. Cognitive and metacognitive functions
7. Encourage direct and indirect learning
8. Level of observation
9. Level of awareness
10. Teaching ability
11. Flexible
12. Influenced by many factors

2.2 Learning Style

Style is a term that refers to a consistent or rather long-lasting inclination or preference in a person. Style can also be interpreted as a general characteristic of intellectual work that concerns you as an individual, and that distinguishes you from others. Skehan (1991: 288) defines learning styles as "a general tendency, voluntary or not, to process information in a certain way". There are three types of learning styles namely visual learners, Auditorist Learners and Kinesthesis learners. Visual learners tend to like tables, pictures, and other neural information. Auditorist Learners prefer to hear teachings and audiotapes. And Kinesthesis learners show a fondness for demonstrations and physical activists that involve body movement.

2.3 Strategy of Language Learning

Much of the work of researchers and teachers on the application of learning and communication strategies in the classroom has been generally recognized as strategy-based instruction (SBI) (Mc Donough, 1999; Cohen, 1988), or as learner strategy training. Cohen (1998) likes to call it "SSBI" - styles and strategies-based instructions - to emphasize productive links between style and strategy. As we make language classes effective for

learning, it becomes increasingly clear that "teaching learners how to learn" is a crucial element. Wenden (1985), among others, was the first to state that learning strategies are the key to learning autonomy, and one of the important goals of language teaching should be to encourage such autonomy. Learning strategies are divided into direct learning strategies and indirect learning strategies. The strategy diagram can be seen as follows:
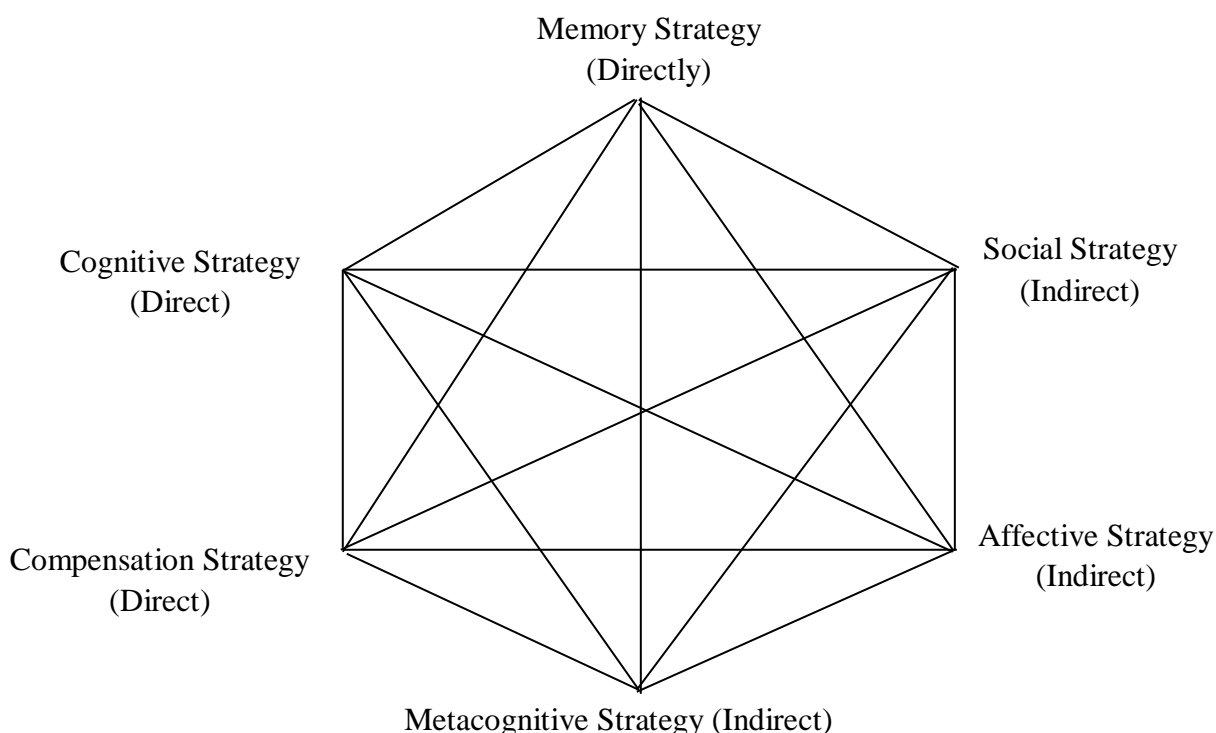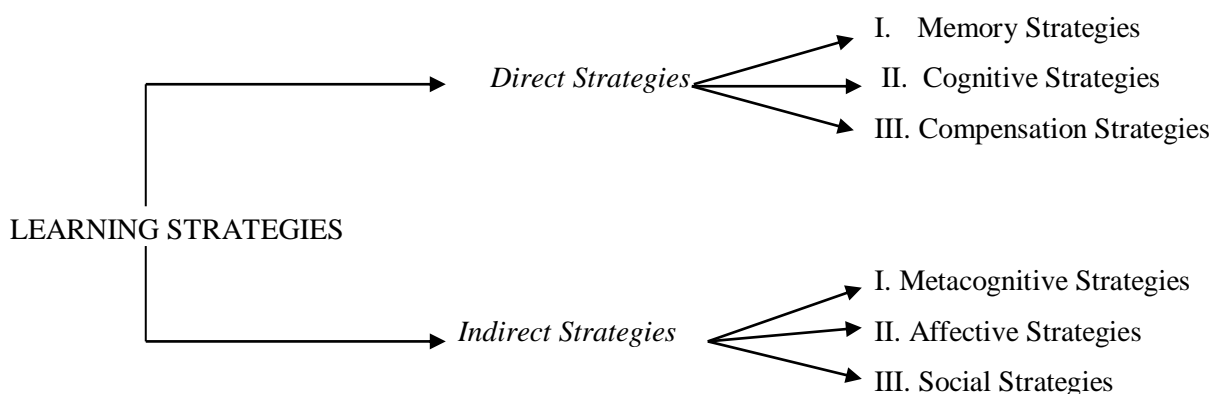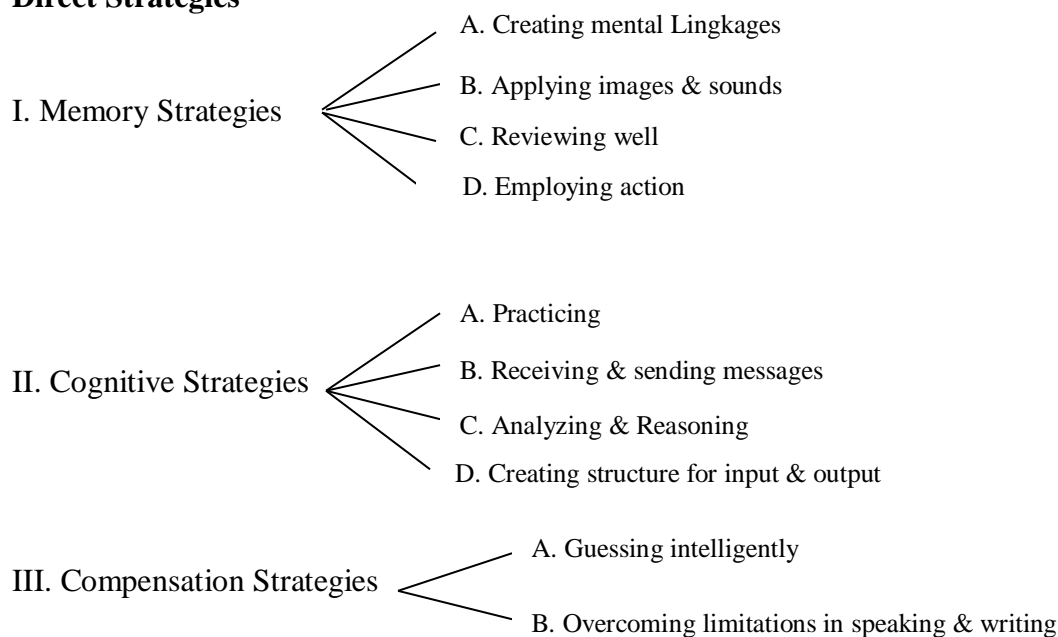

Figure 1. *Relationship between Direct and Indirect Strategies and Six Strategy Groups*

(Source: Language Learning Strategies, 1990)

Figure 2. *Strategy System Diagram: Overview*

Direct Strategies

I. Memory Strategies
- A. Creating mental Lingkages
- B. Applying images & sounds
- C. Reviewing well
- D. Employing action

II. Cognitive Strategies
- A. Practicing
- B. Receiving & sending messages
- C. Analyzing & Reasoning
- D. Creating structure for input & output

III. Compensation Strategies
- A. Guessing intelligently
- B. Overcoming limitations in speaking & writing

Indirect Strategies

I. Metacognitive Strategies
- A. Centering your learning
- B. Arranging & planning your learning
- C. Evaluating your Learning

II. Affective Strategies
- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. Social Strategies
- A. Asking questions
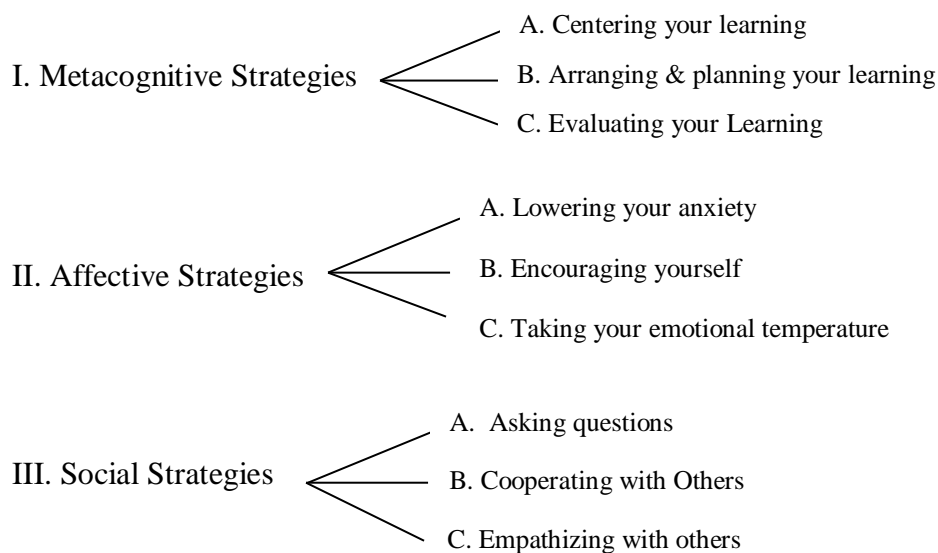- B. Cooperating with Others
- C. Empathizing with others

Figure 3. *Strategy Diagram of Two Classes System, Six Groups and 19 Sets*

2.4 Recognize Learning Styles and Strategies

Several options are available to help learners recognize their own style, bias, strengths and weaknesses. The most common method is a self-check questionnaire in which the learner responds to various questions, usually on a scale of agree and disagree. The Oxford style analysis survey (1995) and Learning Style Indicators from Wintergerst, DeCapua, and Verna (2002) offer a classic example of how to direct learners to recognize their own style of leaning. A similar questionnaire can be found in Brown's (2002) Strategies for Success, an independent guide for English learners.

Put a cross in the box for each item that best suits you. Boxes A and E indicate that the sentence is very suitable for you. Boxes B and D indicate that the sentence somewhat describes you. Box C indicates that you have no inclination in either direction.

	A	B	C	D	E	
1. I don't mind people laughing when I talk.	☐	☐	☐	☐	☐	I am ashamed when people laugh when I talk.
2. I like to practice new words and structures that I have not fully believed.	☐	☐	☐	☐	☐	I just like to use language that I believe is appropriate.
3. I feel very confident in my ability to succeed in learning this language.	☐	☐	☐	☐	☐	I feel not so sure about my ability to succeed in learning this language.
4. I want to learn this language because it benefits me personally	☐	☐	☐	☐	☐	I want to learn this language because other people require it.
5. 1. I really enjoy working with other people in the group	☐	☐	☐	☐	☐	I prefer to work alone than with others.

Figure 4. *Style bias questionnaire*

The style bias questionnaire in figure 4 is actually designed so that each item presents a "maxim" for good language learning. Item by item, from numbers 1 to 10, the questionnaire serves to present the following 10 suggestions: (1) Reduce shyness, (2) Encourage risk taking, (3) Build self-confidence, (4) Develop intrinsic motivation, (5) Get involved in cooperative learning, (6) Use right brain processes, (7) Increase tolerance for ambiguity, (8) Practice intuition.

III. Discussion

3.1 I Implementation of Direct Strategies in *Kaiwa* learning

The direct language learning strategy involves the target language. This learning strategy is divided into three strategies, namely the memory strategy, the cognitive strategy, and the compensation strategy (Oxford, 1990: 37).

a. Memory Strategy;

Memory strategies have been used for thousands of years in language learning. In the process of learning a second language, this strategy includes learning vocabulary, using pictures in learning a second language, and including a second language learning strategy with sound or movement. The application of memory strategies to speaking skills:

1) Creating mental relationships; three types of strategies are useful for creating mental relationships: grouping, decomposition, and placement of new words into a context. This is the most basic memory strategy and the foundation of a more complex memory strategy.

2) Grouping / grouping (L) (R); Grouping includes the classification or re-classification of what has been heard or read, into groups that have meaning, thereby reducing the encounter of unrelated elements. Then label these categories as pronominal, adjective and adverbial. Decomposition (L) (R). This memory strategy involves the acquisition of new language information with familiar concepts that are already in memory. Naturally, this decomposition is likely to strengthen understanding, also making the material easier to remember.

3) Application of Image and Sound: Four strategies for applying images and sound are useful for remembering new expressions that have been heard or read. This strategy includes the use of imaginary, semantic mapping, use of keywords and the provision of sound in memory. One of these strategies, namely semantic mapping, is also very useful for understanding too.

4) Review (A); The only strategy in this group is structured review, which is especially useful for remembering new material in the target language. Requires review / review at different intervals, initially very close and then gradually fades away.

5) Using Movement; Two memory strategies for using movement use physical response or sensation and use mechanical techniques. Using physical responses or sensations (L) (R) This strategy allows physical movement of expressions that have been heard. The teaching technique known as Total Physical Response is based on this strategy; students listen to commands / directives and do them physically (and later will be able to give orders to others).

6) Use the Memory Strategy to recall (A); Learners can use memory strategies to recall information in the target language quickly, so the information can be used to communicate using one of four language skills. The same mechanism that was originally used to obtain information in memory (for example, mental combinations) can be used later to recall the information.

b. Cognitive Strategies

This strategy varies greatly from repetition to summarizing activities. Learners often cannot understand the importance of this strategy. With learning activities using this strategy, learners will better understand the second language both in writing and in conversation. Application of Cognitive Strategies to Speaking Skills;

1) Practice; One of the uses of this strategy is to listen to native speakers (Japanese voices) in the form of *Kaiwa* repeatedly through tape, with or without practice by staying (training themselves mentally).

2) Formal training using the sound and writing system (LSW); In listening, this strategy focuses on the perceptive power associated with sound (pronunciation and intonation) rather than understanding the meaning of the sentence. Mimicking native speakers, learners can improve pronunciation and use of structure, vocabulary, idioms, intonation, gestures, and styles.

3) Recollection of sentence patterns and diction; students are faced with incomplete sentence expressions, with the hope that they can replace the existing sentence patterns with the right vocabulary (based on native speaker diction). Through listening and reading even in writing, the use of sentence patterns helps students understand the target language. This strategy can increase student confidence, increase student understanding, and ultimately be able to communicate actively.

4) Combination strategy S W; This combination strategy constructs the meaning of a sentence or long phrases combined with each other.

5) Exercise naturally; This strategy of course focuses on using each of the four language skills to improve actual communication competence. Of course the teacher's role as a facilitator gives students the opportunity to practice, which is commonly called instructional or teaching strategies. By using the same listening material as native both from the speed of speaking, intonation, etc. will be more helpful in improving the competency of students' language abilities.

6) f. Send and receive messages; Strategies for receiving messages and sending messages are divided into: strategies for getting ideas quickly and using resources to send and receive messages. Combining listening and reading skills according to student levels, for example by:

   1. Read a fair amount of text then answer with multiple choice or write
   2. Record the details as requested.
   3. Make problems that rely on visuals in the form of diagrams, pictures, maps etc.
   4. Respond quickly / briefly in the form of marking / checking lists, answering one or two words
   5. Tell a picture
   6. Students are told to practice with pantomime / movements after reading a story
   7. Role play with a calling theme.

7) Analyze and deduce deductively; think logically to help foreign language learners to be able to use and understand vocabulary, rules in grammar.

c. Compensation Strategies

This learning strategy is very useful for learners who are learning a little about second languages. Sometimes, with limited vocabulary and knowledge about second languages, learners will panic, not be able to speak or even very often look at the dictionary to ensure the right words. With compensation learning strategies, second language learners can use word guessing or grammar strategies and can also use help, body language, avoid conversation topics that are not mastered, and can also use word equations. Applying the Compensation Strategy to the Speaking Skills;

1) Smart Guess in Hearing and Reading: Strategies to maintain the ability to guess intelligently, divided into two, namely linguistically and non-linguistically: (1) Using linguistic guidelines: This strategy is used when the target language,

grammatical and other factors are sufficiently knowledgeable but lacking knowledge in listening, reading. Therefore to estimate the meaning linguistically necessary guidelines are used. For linguistic guidelines of the target language can also be obtained from other languages and the mother tongue of the learner. (2) Using non-linguistic guidelines. Non-linguistic guidelines are needed to use the target language, grammatical and other vocabulary about the lack of perfect knowledge. It is used to guess when listening or reading. There are a variety of non-linguistic guidelines which are so widely used. Knowledge of the context of sentences, situations, text, sentence structure.

2) Overcoming obstacles to speaking and writing activities; To overcome the limitations of speaking and writing, the following eight types of strategies can be used: 1. Changed to Mother tongue, (2) Asking for help, (3) Using body language: (4) Avoiding communication, (5) Choosing a topic, (6) Estimating the message, (7) Making new words, (8) Looking for the equivalent words.

3.2 Implementation of Indirect Strategies in *Kaiwa* Course

Indirect strategies are important because these strategies are generally tasked with regulating the course of learning activities in the brain. This strategy consists of (1) metacognitive strategies in charge of coordinating the learning process, (2) affective strategies in charge of regulating emotions, and (3) social strategies in charge of fostering collaboration with others in the learning process.

a. Metacognitive Strategies

The application of this strategy to the Speaking skill, its relation to organizing and planning learning activities, for example 4th semester students will speak in Japanese about education in Japan. He prepares every word that is often used such as past and present tense, comparative forms, words that are often used in elementary, junior high, university, vocational school, and so on. He also ascertained whether his insights were sufficient, if not yet he would complete them.

b. Affective Strategy

This strategy serves to regulate emotions, motivation, and attitudes. These strategies include Lowering your anxiety (reducing your anxiety), Encouraging yourself (giving yourself hope), and Taking your emotional temperature (controlling the temperature of your emotions). The application of this strategy to the Speaking skill is related to strategies to reduce anxiety, for example taking deep breaths before conducting interviews with his new supervisor.

c. Social Strategy

Social strategies help learners to continue learning through communication with other learners. This strategy is related to activities that are socially mediated and deal with others. This strategy consists of cooperation and questions for explanation. This strategy includes "Asking questions" or "Asking," Cooperating with others "or cooperating with others, and" Empathizing with others "or empathizing with others. The application of this strategy to speaking skills relates to strategies for asking for correction, while having a conversation, learners can ask for help from others to correct problems that are considered important that can cause confusion and mistakes. But however other people cannot be fully expected to be able to correct all the mistakes made by learners. Because this can frighten the learner himself, he will suddenly stop talking, and the talking partner will turn into a 'conversation organizer'.

IV. Conclusion

Strategies are grouped into direct strategies and indirect strategies. By using strategies that are in accordance with the wishes and character of the learner, maximum results can be achieved in learning any language. In Quantum Teaching it is said that humans teach 10% of what is read, 20% of what is heard, 30% of what is seen, 50% of what is seen and heard 70% of what is said and 90% of what is said and done because education will be effective when we accept the theory and be accompanied by exercises. One thing that should be underlined is the natural situation in practice, there is a tendency to have a significant influence in the process of achieving language learning.

References

Budiningsih, A. (2005). *Belajar Dan Pembelajaran*. Jakarta. Rineka Cipta

Brown, H., D. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa.* Pearson Education, Inc, Kedubes Amerika Serikat: Jakarta.

Dryden, G., Vos, J. (2000). *Revolusi Cara Belajar*. Bandung. Kaifa

Hastuti P.H., Sri. (1997). *Strategi Belajar Mengajar Bahasa Indonesia*. Depdiknas: Jakarta

Huda, N. (1999). *Implikasi Kajian Strategi Belajar Bahasa Kedua*. Depdikbud: Malang.

Iskandawassid, Sunendar. (2008). *Strategi Pembelajaran Bahasa*. Bandung. Rosdakarya

Oxford Rebecca. (1990). *Language Learning Strategies*. Massachusetts: Heinle Dan Heinle Publishers.

(1990). *言語学習ストラテジー*. Massachusetts: Newbury House (Japanese Translation).

Tarigan, H., G. (1993). *Strategi Pengajaran Dan Pembelajaran Bahasa.* Bandung. Angkasa