Linguistic Environment in Japanese Speaking Classroom

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Abstract: The aim of the study was to get deeply the development of a linguistic environment in Japanese speaking classroom at senior high school. The research method used qualitative using direct observation. The process of collecting data used documentation, video record, field note, and the interview. The results indicated that the taxonomy of the linguistic environment in Japanese learning consists of three taxonomies. The first was inside the classroom pattern that referred to the cross-culture understanding. The second was native speaker teacher position that referred to the habituation of Japanese speaking in daily life. The third was outside classroom pattern that referred to the Japan club activity, study tour program, Japan culture practice, and Japanese competition like a Japanese speech contest (*Nihongo Bentontaikai*).

1 INTRODUCTION

Developing of Japanese education in Indonesia has some phases. The first phase is the colonial phase which is the development phase of Japanese language education. Thesecond phase is informal education that refers to the learning process in non-formal institutions. The third phase is the influence of early economic development. In this phase, the formal Japanese language education process is developed from the secondary school level to university level. In the third phase, there is a great interest from students in learning Japanese. Moreover, the rapid development of Japan industry and technology requires competitors and workers to have good Japanese language skills (Danasasmita, 2012).

The survey results from the Japan Foundation Tokyo showed the number of Japanese language students in Indonesia in 2012 was 872,406 students spread across 2,346 institutions with a total of 4,538 teachers, this number had increased by 21.8% from 2009 data. Initial data in 2009 were 716,353 students in 1,988 institutions, with a total of 4,089 teachers, but in 2015 it declined slightly due to the government's 2013 curriculum policy on foreign language subjects other than English including the specialization of local content subjects, thereforethere were several secondary schools which excluded Japanese.

The results of research from Oshima and Harvey in New Zealand showed a decrease in the number of Japanese students at the secondary school and university levels. The cause of the decrease in the number of Japanese students in schools or universities is due to the level of difficulty in mastering Japanese, especially for academic material. In addition, the process of learning Japanese in non-formal educational institutions is easier to manage than formal education(Oshima& Harvey, 2017). So, it was concluded that many students were interested in learning Japanese in Indonesia. However, behind this condition, it is known that the process of learning Japanese in Indonesia still has various problems. These are; 1) the number of learners and instructors are not balanced, 2) Japanese language skills are still low and Japanese learners do not have the opportunity to speak Japan. Other things are the lack of infrastructure, textbooks, Japanese language methodologies, lack of Japanese cultural understanding.

Another problem in Japanese speaking learning is the unfavourable condition of the language environment. Students rarely used Japanese to communicate with friends on campus. This means that students find it difficult to use Japanese in their daily lives. While the language is part of culture, language embedded in culture, language and culture cannot be separated from language teaching

(Atamna, 2008). Li and Umemoto (2010) state that when we learn a language, we cannot be separated from the language culture. Although they learn Japanese but are rarely used. This is because Japanese is a foreign language that is not used as a language of daily communication. Thus, it gave an impact on Japanese students' ability. Students still have difficulty to speak as formal in Japanese

Speaking as one of the four language skills has a very important role in communication. Speaking means actively expressing ideas or messages. In conveying the message, the information conveyed must be easily understood by others so that communication can occur smoothly. Takamizawa explained that the most important abilities in communicating using foreign languages are: (1) Competence (言語能力) which includes grammar knowledge, vocabulary, and composition of discourse; (2) Performance (言語運用) which includes the ability to understand, pronounce, operate, choose and nonverbal; (3) Strategy (交渉技術能力) which includes adjustment and persuasion (Hajime, 2012).

In other words, it can be said that speaking skill is a skill to communicate ideas, and thoughts verbally. To facilitate this skill, it needs to be supported by communicative abilities. Communication skills are not just "skills to communicate verbally in the target language", but more than it. A good communicative ability is "knowledge of the forms of language and the meaning of those forms, and the ability to use them when and to whom to use these forms naturally" (Dahidi, 2008). The forms of language that are very influential toward Japanese speaking skills are speech, vocabulary, structure, and understanding of the cultural factors of the target language.

This is different from the conditions in Japan itself, the results of research from Minoura concluded that the Japanese learning process has been focused toward aspects of student attendance at school, the pattern of teacher-student interaction in the daily learning process has been rated as less than optimal. Because teachers often feel tired of interacting with students both in the classroom or outside the classroom (Anderson-Levitt, 2012). Kobayashi (2016a) in his research explained that language groups can improve students' ability to communicate because students can help each other improve their speaking skills through drama, debate, discussion or practice public speaking. Inomata (2008) concluded that regardless of the arrangement inside or outside the school, school values are dominant that they constantly regulate all EFL learning. School values are shared and reproduced by the school-based discourse community. Meanwhile, Mertin (2014) concluded that concluded that culture influences students in the process of acquiring target languages.

Therefore, speaking learning requires an appropriate language environment that is relevant with students' needs. Teachers must not only pay attention to the inside aspect but also outside aspect in the classroom. This understanding can lead to the establishment of an appropriate learning environment system. Language environment influences the process of language communication. Thus, the language environment for language acquisition and mastery is very important. Related to the role of the environment in language acquisition, Ellis (1988) suggests that the environment in terms of language acquisition is classified into two, namely the formal environment and the informal environment. This is confirmed by Krashen (2006) which states that there are two types of language environments, namely artificial and natural. Artificial environments are formal environments with learning situations in the classroom, while natural environments are informal environments that occur naturally without being formed. According to Eddy (2011) in a natural environment students can fully immerse themselves in the target language by listening to native speakers, shopping in public places such as shops or restaurants. They talk to their friends, watch television, listen to the radio, or even read road signs and food labels and other products. This is different from the formal environment in which the language learning process takes place in the classroom, by giving formal instructions about the rules of language and their use. Milburn (2004) adds place position, not only as a concept of geographical or physical closeness, but the way members build a sense of place as a shared location (as actual space or metaphor for community boundaries) remains the main concern. Because the increasingly lack of closeness between the groups requires a form of mediated communication so that the linguistic environment continues to be needed and is useful to help identify how members use local knowledge and to understand what is happening around them. The main way this is done is through communication.

Thus, the purpose of this study is to examine more deeply the linguistic environment of the Japanese speaking learning process.

2 METHODS

This study used a qualitative approach using direct observation. A researcher who conducts qualitative research is usually oriented towards existing theories. In qualitative research, the theory is limited to the notion of a systematic statement relating to a set of prepositions derived from data and retested empirically. Data and sources of data in this study were in the form of descriptive data which includes decomposed data.

The process of collecting data used interviews, observation, and documentation. The informant is Japanese teacher, native speaker teacher and students from Senior High School 75 Jakarta. In addition, the supporting documents are syllabus, photos, videos, and student work. In accordance with the research methods and procedures chosen, data analysis was carried out directly with the researchers.

J. Moleong defines data analysis as the process of organizing and sorting data into patterns, categories, and basic units so that themes can be found and working hypotheses can be formulated as suggested by the data (J. Moleong, 2004). Emzir (2007) says that in qualitative research, data analysis tends to (1) consist of text analysis (2) involving the development of description and themes, and (3) contains a broader statement of the finding meaning. The procedure for analyzing the data of this study uses the Spradley data analysis model (Spradley, 1980), namely: 1) domain analysis 2) taxonomic analysis 3) component analysis and 4) theme analysis.

3 RESULT AND DISCUSSION

The interview results concluded that the language environment was well developed in the Japanese learning process. Some of activities developed include reading competitions, *Shiratori* competitions, Japanese cultural festivals, and presentations. In addition, poster design became one of the targets for creating Japanese language learning in accordance with the Japan atmosphere. These activities can build habits using Japanese.Language learning will be more effective if a linguistic environment is created that supports students to express themselves and be creative. In Japanese speaking skills, it is necessary to strive for a language environment. The difficulty of Japanese learning in Indonesia is the lack of a supportive language environment. If we learn Japanese, but our environment speaks Indonesian, it is very difficult to use it. If we learn Japanese in Japan, we probable must speak Japanese. Japanese language learning curriculum development in schools is done through face-to-face learning activities, interacting directly with the Japanese learning environment. The Japan Nation Tourism Organization Sakura Network program sent 18 students to Japan in early March 2017 for 1 week, they can see directly how Japan, its environment, its people, its youth, its culture etc. It is expected that this program will continue every year so that students have the opportunity to use Japanese which has been taught at school. The goal is to be used in the real world.

There are many Japanese language learning activities outside the classroom through Japan Club which are greatly assisted by the teachers. Japan Club members are students who are interested in Japanese. Students are interested in learning Japanese and joining Japanese clubs is because they like anime, want to go to Japan, like Japanese fashion, and love Japan. Japan Club's routine activities can improve Japanese language skills including watching Japanese films, remembering Japanese songs, getting acquainted and chatting with Japanese friends. In March 2017 several Japanese language club members at State Senior High School 75 Jakarta attended training in Japan with Ms Marta.

This activity shows that students can use Japanese language directly. In addition, students can also speak with Japanese people, thus they can improve their Japanese speaking skill. Extracurricular activities in Japan Club schools are guided by Japanese teachers who are sometimes assisted by senior/*senpai*. Interest of learning Japanese for alumni at State Senior High School 75 Jakarta is always increasing every year. Among them, some have even worked in Japan or become Japanese language teachers. In addition, students practice teaching skills since 2009 at Jakarta State University and Jakarta Muhammadiyah University. They were sometimes also participating in Japan Club activities by sharing experiences, exchanging information about Japan, watching Japanese films or dramas, introducing Japanese culture and others. The existence of native speaker teachers also greatly helps Japan Club activities. Students ask questions about Japan, practice Japanese, and learn about Japanese culture.

Students are free to use the Japanese language with anyone both in class and outside the class. The teacher usually uses the Japanese language everyday like greeting (*aisatsu*) or asking for news (*o genkidesuka*) when they meet teachers, native speakers, and internship students. If there are students who are wrong in saying or wrong in pronunciation directly correct at that time. In principle, they were using Indonesian at the beginning, however over time, in Japanese conversations, students could explain, talk to each other, and answer. When in the classroom, the teacher always introduced the theme of learning by showing the real conditions of Japan through images, photos, videos, or explanations directly from native speaker teachers, so that there is an intercultural understanding.

From the results of observations and interviews conducted by researchers, it was found that the development of the linguistic environment at State Senior High School 75 Jakarta was good in supporting Japanese learning.The important things related to the development of the language environment are: fostering a positive attitude toward language, motivating students to speak, holding activities to improve language skills, and language discipline

In growing the positive attitude of students in Japanese, it can be seen from the students' views about Japanese. They assume that Japanese is one of the most wonderful foreign languages in the world besides English and other foreign languages. They are aware that Japanese is very important to add insight into technological, learning opportunities in Japan with scholarships, and also work in Japanese companies in Indonesia and in Japan.

In motivating students of State Senior High School 75 Jakarta, teachers often use Japanese. Especially for students who are highly motivated towards Japanese. Besides that, he exemplifies himself as a role model, for example, native speaker teachers who ask a lot of questions. Initially, many asked questions about Indonesia, then after having confidence, they began to explain in Japanese and Indonesian. The teacher also sometimes gives some

subject matter using a singing system to make it easier to remember the subject matter. Teachers often motivate with various games that make students interested in learning Japanese.

In conducting activities to improve language skills, teachers often speak Japanese. The process of learning Japanese culture is done directly, such as cooking Japanese food, writing calligraphy (*shodo*), making bento etc. Then it includes linguistic competition students in the Japanese cultural festival (*bunkasai*), Japanese speech contest (*Nihongobenrontaikai*), magazine competition, quiz, shiritori, etc. The first objective is to build student interest in always trying to learn Japanese. Secondly, students' awareness of Japanese language skills of other students outside their school is better. Many other students from different schools have very good Japanese language skills. This can help students to practice speaking. They can exchange information, talk about Japanese culture, have friends who like to speak Japanese. Before participating in a language competition, teachers and native speakers train students, although it is not every time due to busyness and many other study hours.

According to teachers at State Senior High School 75 Jakarta that it is important to uphold the discipline of language because there are no rules regarding the use of Japanese in schools, but sometimes the teacher asks students to speak Japanese if they ask permission to do something or ask for help. From the observations of researchers, the culture of using Japanese is not only done by Japanese language teachers in the classroom but teachers in interacting outside the classroom also use Japanese so that the language environment becomes maximal. Overall the teacher is able to arouse the interest of students to speak Japanese with the topic of conversation that concerns themselves and the surrounding environment. Thus learning to speak Japanese is presented in a more real context and can be used in everyday life.

Here is linguistic environment that has been developed to increase students' Japanese speaking skills at State Senior High School 75 Jakarta.
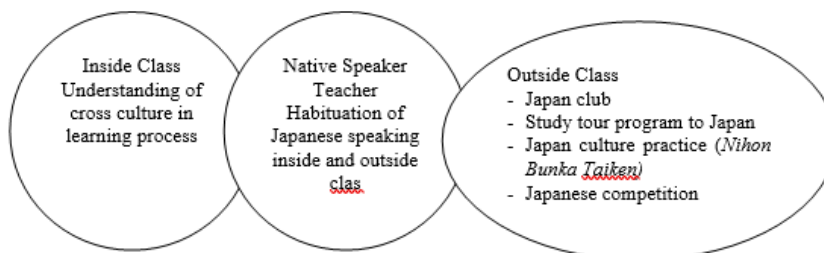

Figure 1: Linguistic Environment at State Senior High School 75 Jakarta

A good linguistic environment provides opportunities for students and teachers to practice speaking. Thus, students can feel how the conversation in Japanese. So that it can be used for everyday conversation. Several factors that support this linguistic environment are: 1) Japan Nation Tourism Organization Sakura Network program dispatches 18 students to Japan in early March 2017 for 1 week, see firsthand how Japan, its environment, its people, young people, culture etc., 2) There are lots of Japanese language learning activities outside the classroom through Japan Club, which is greatly assisted by teachers. Japan Club members are students who are interested in Japanese. Japan Club routine activities can improve Japanese language skills including watching Japanese films, remembering Japanese songs, getting acquainted and chatting with Japanese friends, 3) The existence of native speaker teachers, students ask questions about Japan, practice Japanese, and learn about Japanese culture.

Inan (2012) stated that classroom interaction patterns and their significance and contribution to learners' level of proficiency have been one of the most important issues in EFL settings with the increasing concern for socio-cultural theories of education, represented by Lev Vygotsky. The findings of this study suggest that the common interactional pattern in the classrooms is IRE (Initiate, Response and Evaluation), native speaker teachers of English are more tolerant than non-native speaker teachers of English in terms of error correction and alternative questions technique is the most common scaffolding technique used by both groups of teachers. 4) Students can communicate in Japanese freely in the classroom and outside the classroom. 5) Learning themes are given in accordance with the real conditions in Japan through pictures, photos, videos or native speakers so that the learning process provides a clear understanding of Japanese culture, 6) The process of learning Japanese culture is done through direct practices of Japanese culture, such as cooking Japanese food, writing calligraphy (*shodo*), making bento and others. It means that the context of the Japanese language has the main role in speaking practice.

The preliminary study concluded that there were three categories in foreign language learning, including a focus on pragmatic student learning in the target language community, formal classroom environments where pragmatics were not the target of teaching, and contexts that were digitally mediated where communication took place in a virtual environment (Taguchi, 2015).7). Examples of activities in a linguistic environment are involving students in language competitions at Japanese cultural festivals (*bunkasai*), Japanese speech contests (*Nihongobenrontaikai*), magazine competitions, quizzes, *shiritori*, and others

It can be concluded that the culture of using Japanese is not only done by Japanese language teachers in the classroom, but also it used in interacting process outside the classroom so that the language environment becomes maximal. Overall the teacher is able to arouse the interest of students to speak Japanese with the topic of conversation that concerns themselves and the surrounding environment. Thus, learning to speak Japanese is served in a more real context and can be used in everyday life. This is in line with Li and Umemoto (2010) that in foreign language learning, the rules of grammar and vocabulary are explicit knowledge, which is transferred from the teacher to students in the classroom. However, language cannot be used only in such explicit contexts. Implicit knowledge, such as the way the language is used, or the implicit meaning according to time, place and situation is also needed (Li & Umemoto, 2010). Thus, many policies were issued to support the Japanese learning environment so that learning activities became more leverage. Unfortunately, the literature says very little to help us understand why students speak their L1 outside the classroom. Analyze identified a variety of sociocultural, linguistic, individual, and psychological factors that affect students' language use outside the classroom. The article concludes with the discussion of recommendations regarding the development of language use plans and self-regulation as a means of facilitating language development (Shvidko, Evans, &Hartshorn, 2015).

4 CONCLUSIONS

The things that support this linguistic environment are Japan Club, the existence of native speaker teachers, habituation of students using Japanese starting from small things they want to do inside and outside the classroom, study tour programs to Japan, intercultural understanding through learning activities, direct practice of Japanese culture (*bunkataiken*), participating in various competitions in Japanese cultural festivals *(bunkasai)*, Japanese speech contests (*Nihongobenrontaikai*), competition mading, quiz, *shiritori* and others.

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