Using Anime to Enhance Learning Motivation and Japanese Listening Skills

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	ABSTRACT
Keywords: Anime; Learning motivation; Listening ability; Learning media.	Teaching and learning activities Japanese listening skills need the motivation to support learning. However, learning motivation sometimes fluctuates, and the use of learning methods and media is not precise. This study aims to analyze the level of motivation and listening ability of students after using anime learning media. This study used a qualitative method with a note-taking technique and the sample used in this study is 16 students Department of Japanese Language in Bandung State West Java. The results of the data showed that the use of *anime* in listening comprehension learning was able to increase learning motivation and listening skills. This is evidenced by the activities carried out by students when learning takes place and the value of assignments obtained by students has increased.

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A. INTRODUCTION

Learning motivation is needed to support teaching and learning activities in Japanese listening skills. However, learning motivation does not always run smoothly, sometimes there are obstacles caused by the situation or the methods and learning media used. Motivation is a driving force in a person or a person's psychological condition to do something to achieve a goal (Fadillah, 2013; Emda, 2018). This learning motivation has a very important position in a learning activity. In learning activities, motivation can be said as the overall driving force in students that creates, ensures continuity, and provides direction for learning activities, so that the goals are expected to be achieved. Anden (1957) in Emda (2018) states that the strength or weakness of the efforts made by a person to achieve goals will be determined by the strength and weakness of the motivation possessed by a person.

The role of this motivation is essential in learning. According to Gardener and Lambert (1959) which states that the effort and enthusiasm of the learner in learning a language becomes a measuring tool for the motivation scale. Students' level of motivation reflects on their engagement and contribution in a learning environment and the theory of the importance of learning motivation supports that learning motivation has a necessary position (Gardner, R. C. & Lambert, 1959). Changing teaching and learning environment from teacher-centered approach to learner-centered learning environments secure, safe and non-threatening learning experiences that

maximize learners' enthusiasm and motivation to learn (Moghaddam, A. N., & Araghi, 2013). However, sometimes this learning motivation has declined.

Based on a questionnaire distributed in April 2021 to UPI Japanese Language Education students, it was revealed that 97% of students experienced a decrease in learning motivation. In addition, in February 2022, the questionnaire was distributed again to determine the level of student learning motivation, with the results revealing that as many as 85.7% of students experienced a decrease in motivation caused by various factors. The factors that cause a decrease in motivation are due to lack of enthusiasm, increasingly difficult lessons and material lags that make them unmotivated. More difficult this learning is, it causes a decrease in learning motivation. Thus, it can be said that the increase in learning motivation is very important, including the motivation to learn listening skills.

One of the cultures that is quite popular among the Indonesian people is Japanese pop culture (Aisyah, 2019). The Association of Japanese Animations (AJA) stated that the number of contracts for the Japanese animation industry with various countries throughout 2015 showed an increasing number. The Kyoto Review of Southeast Asia (2007) also states that Japanese popular culture products are dominating the markets of East and Southeast Asian countries because of the massive export rush of these products (Nissim Kadosh Otmazgin, 2007) . Enthusiasm and learning motivation are highly important in learning Japanese Pop Culture (Wisniawati & Rasiban, 2021). The use of Japanese Pop Culture, especially anime as a medium of learning, was chosen by many students. Anime/manga as learning media can improve Japanese language skills (Mamat et al., 2018; Wahidati & Kharismawati, 2018). This is because most of the students first got to know Japanese through anime/manga.. Because the use of *anime* as a learning medium makes learning more fun and can improve students' listening skills. In addition, many students are attracted to *anime*, making learning more interesting. There is a close relationship between motivation and interest. Motivation is something that encourages the student to achieve a certain goal and interest is the desire the student has to give attention to something. Motivation and interest are important in language learning and when a student is learning listening comprehension he/she must be stimulated (Goctu, 2017).

Several previous studies regarding the use of anime in increasing the effectiveness of learning show a significant relationship and a positive impact (Chan et al., 2017; Mamat et al., 2018; Purba, 2019; Wahidati & Kharismawati, 2018; Wisniawati & Rasiban, 2021). Chan, Wong & and Ng (2017) say that anime is a useful Japanese language teaching tool that can attract learners' interest and attention in the classroom, the educator's role in the teaching and learning processes is equally important (Chan et al., 2017). Continuing the results of Chan, Wong & Ng's (2017) research, this study focuses on the use of anime learning media to increase motivation and Japanese listening skills. This study focuses on the use of anime learning media to increase motivation and ability to listen to Japanese. The purpose of this study was to analyze the level of motivation and ability to listen to Japanese students after using anime as media learning. Chan, Wong & Ng (2017) say that anime is a useful Japanese language teaching tool that can attract learners' interest and attention in the classroom, the educator's role in the teaching and learning processes is equally important (Chan et al., 2017). Continuing the results of Chan, Wong & Ng's (2017) research, this study focuses on the use of anime learning media to increase motivation and Japanese listening skills. However, this study was to analyze the level of motivation and listening ability of Japanese language students after using anime as a learning media.

B. METHODS

The research method used is Creswell (2013) qualitative research. The research was carried out at Universitas Pendidikan Indonesia, with the research subjects being 16 students who took intermediate listening comprehension (*Chuujoukyuu Choukai*) courses. Data collection techniques in this study were observation, questionnaires, interviews, and listening projects.

The questionnaire used is a modified questionnaire from Pintrich's (1990) motivation questionnaire called MSLQ (Motivated Strategies for Learning Questionnaire) (Pintrich, P.R., Smith, D.A.F., Garcia, T. & McKeachie, 1991). The MSLQ is a self-report diagnostic instrument or tool designed to assess student orientation and use strategies on different learning strategies (Lawson, 2019). This instrument answers the relationship between motivation and cognition. Measurement with this MSLQ using a Likert scale of one to five. Furthermore, in-depth interviews were conducted to strengthen the answers obtained and to know more about students' learning motivation. The last is documentation, the documentation carried out is on the task of listening projects and mind mapping projects to determine the increase in the value of students' listening skills.

The data collection is done through observation, questionnaires, interviews and documentation. Observations were made when the learning took place. Then the distribution of a modified questionnaire from Pintrich's MSLQ (Motivated Strategies for Learning Questionnaire) (1990), which consists of 5 aspects, Self Efficiacy for Learning and performance, Intrinsic Goal, Anxiety, Control of Learning Belief, and Self Regulatation. Furthermore, interviews were conducted to strengthen the answers obtained and to know more about students' learning motivation. And the last is documentation, the documentation carried out is on assignments and listening projects to find out the increase in student scores.

C. RESULT AND DISCUSSION

Data collection to find out the activity and role of students in the class by observing the class. Then, a questionnaire was distributed based on the modified MLSQ (Motivated Strategies for Learning Questionnaire) Pintrich (1990) questionnaire. Then to strengthen the answers and find out students' opinions regarding the use of anime in learning listening skills at the intermediate level in-depth interviews were conducted. Furthermore, the last is an analysis of the results of student homework.

1. Learning Motivation after Using *Anime* Media

Data collection was carried out through observation, distributing MLSQ motivation questionnaires, and in-depth interviews. The following are the results of the data analysis, First, the results of observing Japanese listening lectures are that students carry out various activities such as paying attention to the lecturer's explanation, showing interest and interest in learning Intermediate Listening Comprehension course using anime, carrying out lecturer orders, collaborating with friends, paying attention to explanations from lecturers and friends, and dare to give their own opinion. The motivating factor for learning motivation comes from oneself and outside oneself (Hamalik, 2004; Cahyani et al., 2020). The existence of a learning motivation can be seen in the treatment and actions taken by someone (Sawyer, 2007). Likewise, when the Intermediate Listening Comprehension learning took place, many students were interactive in learning as shown in Figure 1.

Figure 1. Interaction of Listening Comprehension
Lectures via the Application Zoom

Second, the results of Pintrich's (1990) MSLQ (Motivated Strategies for Learning Questionnaire) motivation questionnaire can be concluded as a whole in Table 1 reveals that out of 87.5% of students have a high level of self-confidence, 93.8% of students have a high drive in achieving something, as many as 50.1% of students commit to keep on learning and as many as 68.8% of students have a high level of initiative, as shown in Table 1.

Table 1. Percentage Motivation Questionnaire

No	Motivation Category	Percentage
1	Self-Confident	87,5
2	Extrinsic Goal	93,8
3	Intrinsic Goal	50,1
4	Control of Belief Learning	68,8

The motivation value analyzed there are five parts of the motivation factor, namely self-efficacy. The following is the average value of each part of the motivation category in Table 2.

Table 2. The Average MLSQ Value from the Motivation Category

No	Motivation Category	Mean	SD
1	Self-Efficacy for Learning & Performance	13,9	17,7
2	Intrinsic Goal	36,1	12,5
3	Anxiety	2,8	0,77
4	Control of Learning Belief	5,6	0,88
5	Self-Regulation	2,8	0,77

The first category of motivation Self-efficacy is the ability to recognize oneself. The results from each of the statements assessed are as follows, it can be obtained that as many as 62.5% always follow the learning well in class, 75% of students understand the ideas that exist in Intermediate Listening Comprehension learning, as many as 66.3% of students always do their best in class. class, as many as 87.5% of students feel that they are better than other students, as many as 50% of students always try to do their best on the problems and assignments given, as many as 87.5% of students always think that getting good grades in Intermediate Listening Comprehension class, 93.8% of students feel that their abilities are better than others, as many as 81.3% of students know about Intermediate Listening Comprehension learning, and as many as 87.3% of students feel that they can learn the material presented in lectures.

It can be said that Self Efficacy states that students have a high level of optimism and self-confidence, which is stated based on the results of a questionnaire as many as 93.8% of students

feel that their abilities are better than others. This opinion is by Gowing's theory in Cahyani (2020) which states that these aspects of learning motivation consist of encouragement to achieve something, commitment, initiative, and optimism, and also according to the theory of Schunk, Meece, and Pintrich (2014) which states that the components of learning motivation (Cahyani et al., 2020) . This is the expectancy component, which is related to the ability to do the task.

Second, related to intrinsic value. It can be said that 31.3% of students like challenging assignments, 12.5% of students try to learn what is learned in class, 75% of students like what they learn in class, and 68.8% of students use what they learn. in the Intermediate Listening Comprehension class in other classes, as many as 75% of students often choose or study the material being studied even though sometimes there are many assignments, as many as 56.3% of students always learn from mistakes, as many as 100% of students feel that what is learned in this class is useful to know, as many as 81.8% of students feel that whatever is learned in the Intermediate Listening Comprehension lesson is interesting, as many as 93.8% of students say that understanding the Intermediate Listening Comprehension lesson is very important.

Intrinsic value is a value that is attached to oneself. The result states that students have value in themselves and that what is learned in listening skills is useful to know and very important. This is in accordance with Kumala study (2018) which states that this learning media encourages learning motivation, clarifies and facilitates learning, and is by the theory of Schunk, Meece, and Pintrich, (2014) which states that there are things that are obtained in learning.

Third, that is related to the anxietyin motivation category. Anxiety is a sense of worry and fear of what someone is doing or doing. It can be concluded that as many as 31.3% of students feel nervous when taking an exam, as many as 12.5% of students feel uncomfortable and annoyed when taking the Intermediate Listening Comprehension exam, and as many as 62.6% of students feel worried when taking a test or exam, and as many as 56, 3% of students feel that when taking the Intermediate Listening Comprehension test the results are very bad or bad. The results of this questionnaire show that 62.6% of students feel worried when taking a test or exam. This is to Cahyani's study (2020) which states that the internal factors of learning motivation are indicated by the feelings that a person has in learning and following the theory of Pintrich, Schunk, and Meece (2014) which states that there are reactions and affective experiences to tasks or forms of evaluation.

Fourth, the motivation category is related to cognitive strategies. Cognitive strategies are stages used by students to acquire, reduce, and gain various kinds of intelligence. It can be concluded that as many as 68.8% of students always collect information from lessons in class and from books, as many as 68.8% of students always try to remember what the lecturer said when learning in class, as many as 31.3% of students find it difficult to find the main idea In what they read, 62.5% of students feel that they always put important ideas into their own words, 81.3% of students always try to understand what the lecturer says even though they don't understand it, 68.8% of students always try to study as much as possible for the exam, as many as 12.5% of students record material to be recalled, as many as 50% of students practice repeatedly for themselves, as many as 68.8% of students do assignments from textbooks and old homework, as many as 56, 3% of students try to make all the material match each other, as many as 43.8% of students say words repeatedly to remember a material, as many as 25% of students describe the previous chapters in the book to study, and as many as 87.5% of students try to connect the things they have learned with what they know.

The results in the fourth part of the questionnaire mention the amount of effort or hard work done by students to collect information related to the intermediate-level listening comprehension

course. In the fourth part of the questionnaire, it is by Gowing's theory in Cahyani (2020) states that the motivational aspect of learning is an urge to achieve something. The fifth questionnaire is related to self-regulation. Self-regulation is a form of self-control. In this fifth questionnaire, the results stated that students always prepare themselves before learning begins, recheck the material that has been studied, and always try hard to get good grades. The fifth part of the questionnaire follows the theory according to Gardener and Lambert (1959) which states that the motivation scale can be seen from the amount of effort and enthusiasm that a person makes in learning. Fifth, related to self-regulation. It can be concluded that as many as 62.5% of students always make sure to know the material that has been studied, 12.6% of students always give up when they find something difficult, and 25% of students do the available exercises even though no one tells them to, as much as 50.1% If students feel that the subject matter is uninteresting, they continue to follow the lesson, as many as 43.8% of students prepare themselves before the lesson begins, 31.3% of students feel that they have read but still do not understand, as many as 31.3% of students do not pay attention to the lecturer when In the learning process, 75.1% of students re-checked what they had read, and 43.8% of students worked hard to get good grades.

Based on the explanation above, it can be said that students have a high level of optimism in participating in Intermediate Listening Comprehension learning. Then this student took the initiative, as indicated by the number of students who used the knowledge gained in Intermediate Listening Comprehension lessons in other courses, Then students took the initiative in studying the lessons that had been studied independently. Hereafter, the results of the questionnaire showed that the encouragement to achieve something was shown in the efforts of students who always tried hard to do their best when learning the Intermediate Listening Comprehension course took place. Finally, it is shown that this student has a strong commitment, where students continue to follow the lesson even though the material being taught is not according to their interests, There is preparation before learning, and there is an effort to get good grades.

Furthermore, the increase in learning motivation after using *anime* as a learning media is also shown by the results of interviews. The results of this interview stated that the use of *anime* as a learning media for the Intermediate Listening Comprehension course was able to increase students' learning motivation. Because the use of *anime* as a learning media is interesting, gives a different air than before, and consists of images and audio, making it easy to get bored and bored. This is also supported by the Purba (2019) study which states that *anime* in this learning media has the function of attention, affective function, and cognitive function (Purba, 2019). The results of the interview also stated that the use of *anime* as a learning medium is highly recommended. Because the use of *anime* can improve various abilities, such as listening, listening, and being able to help remember and add new vocabulary. The use of *anime* not only trains hearing but can add new vocabulary, *yakuwarigo*, language expressions, *onomatope*, and many things that are not learned in lectures (Wahidati & Kharismawati, 2018).

2. Japanese Listening Comprehension Ability after Using *Anime* Media

The measurement of listening ability is carried out by taking data from the results of the students' listening project results. The tasks given are 4 from listening projects and 4 tasks from making mind mapping. Based on the value of this assignment, the results of the increase in value were obtained. This can be seen from the difference in the value of task 1 to the next task. Obtained a value that continues to increase, there is also a fixed value. However, most of the value obtained is increasing. It can be said that the use of *anime* in Intermediate Listening Comprehension course learning can be said to be successful.

One of the first Listening projects was given on March 9, 2022, entitled "*Kimi no Nawa*" with the subject matter "便利？不便？電子メール" (*Benri? Fuben? Denshi mēru*). The *anime* "*Kimi no Nawa*", tells the story of two couples who have long-distance relationships and send messages to each other via email. In giving this listening project, there are obstacles, in which students who fill out the listening project are too close to the time provided, so the author has problems checking the results. In addition to being given *anime* as a listening project material, students are also given a Google form that needs to be filled out. The *anime* used in this listening project 1 is shown in Figure 2.

Figure 2. *Anime* Listening Project 1

After the students listened to the *anime*, to see the content of the anime comprehension, the students made a summary of the *anime* content through mind mapping. The following is an example of mind mapping from *Anime Listening Project* 1 as shown in Figure 3.
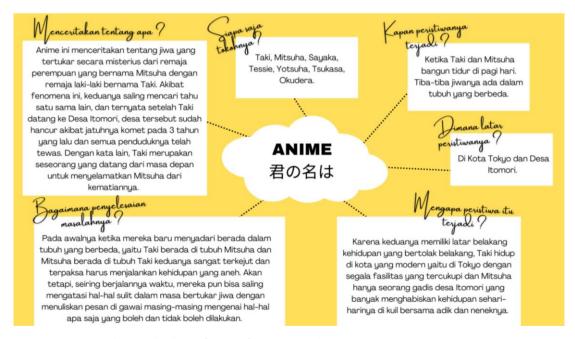

Figure 2. Sample Mind Mapping *Anime* Listening Project 1

Based on The results of the student listening project analysis, show that this increase in grades occurred because of the effort made by students in doing assignments, as well as the level of creativity of students in making mind mapping. Some have the same value. some have increased

in value. This happens because of the motivation to learn. Because when there is motivation to learn, the results will be maximized. The factors that affect listening skills are motivational factors (Lawson, 2019). These motivational factors affect listening skills, including the existence of a strong motivation to do something, especially listening and involving an assessment system.

D. CONCLUSION AND SUGGESTIONS

The findings show that students' learning motivation and listening ability have increased after learning using anime media. The use of anime as a learning medium can improve listening skills in Japanese. Giving Listening Project assignments through anime media outside of lecture hours has a positive impact on students because they are more flexible in understanding the content of anime that is listened to without being limited by time, and working in the form of mind mapping makes it easier for students to understand the content of anime that is listened to and fosters creativity. This proves that learning motivation affects learning outcomes. Because when learning motivation is high, the learning process also increases.

The limitation of this research is that the interaction and activities of the student learning process cannot be seen directly, because online learning. Then in this study, there was no data on initial motivation and data on students' initial listening skills before the research was carried out. Based on these findings, several recommendations are offered. First, the listening teacher must start the lecture activity with brainstorming to build student schemes and motivation through anime. Second, further research is expected to be able to carry out observation activities and the learning process of observation is carried out directly (offline) learning. Then the research method used is the experimental method to compare before the treatment and after the treatment.

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