



## Motivation in Learning Japanese language of Undergraduate students at Thai-Nichi Institute of Technology

Rina Matsuoka<sup>1</sup>, Bundit Anuyahong<sup>2</sup>

<sup>1,2</sup>College of General Education and languages,

<sup>1,2</sup>Thai-Nichi Institute of Technology, Thailand

<sup>1</sup>E-mail: rina@tni.ac.th, <sup>2</sup>E-mail: bundit@tni.ac.th

### Abstract

The purposes of this research were 1) to study motivation in learning Japanese of TNI students, 2) to compare motivation in learning Japanese according to genders, academic years, and faculties and, 3) to gather additional opinions and suggestions of TNI students.

Research samples were 189 undergraduate students at Thai-Nichi Institute of Technology in 2017 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, One Way ANOVA and content analysis.

Research findings were as follows:

1. TNI students had motivation in learning Japanese in overall at high level ( $\bar{x}=3.75$ ).
2. TNI students with different genders had no statistically significant differences at 0.05 level.
3. TNI students with different faculties had no statistically significant differences at 0.05 level.
4. TNI students with different academic year had no statistically significant differences at 0.05.
5. TNI students had various suggestions such as; Teachers should teach more slowly; Teachers should spend more time to teach Kanji in classes; Teachers should increase activities and games for using Japanese; and Teachers should use songs, dramas, or movies in classes for students' motivation maintaining.

**Keywords:** *Learning Japanese language. Motivation in Japanese learning.*

## 1. Introduction

Motivation is a significant factor determining the rate and success of second language acquisition (Dörnyei, 1990). Moreover, Oxford (1990) advocated that second language learning is a complex process which motivation plays a crucial role. Dörnyei (1990) stipulated that 99 percent of language learners who really motivate to learn a foreign language to be able to master a rational working knowledge of it. Learners are commonly highly motivated at the beginning when they decide to achieve some tasks.

College of General Education and Languages, Thai-Nichi Institute of Technology focuses on teaching English and Japanese. Japanese language is the core course which all undergraduate students have to learn to develop their language skills. Moreover, motivation in learning Japanese language of TNI students is very important to uplift their ability in Japanese language. In the present, TNI students seem to lack motivation in learning in higher level because they must study 5 core courses in Japanese language not only many subjects of major courses (Thai-Nichi Institute of Technology, 2016; Amatayakul, et al. 2016). Therefore, the researcher needs to study motivation in learning Japanese of TNI students.

In conclusion, the researcher created a questionnaire which passes checking from experts for survey motivation in learning Japanese of TNI students in first semester of 2017 academic year and results derived from research will be guideline in improvement Japanese instruction in next occasion.

## Research Purposes

- 1) to study motivation in learning Japanese of TNI students
- 2) to compare motivation in learning Japanese according to genders, academic years, and faculties
- 3) to gather additional opinions and suggestions of TNI students

## 2. Method

### Population and Sample

This research was survey motivation in learning Japanese of TNI students which consisted of population and sample as follows.

Population of this research was 1,600 TNI students from 3 faculties namely faculty of Business Administration, Faculty of Engineering, and Faculty of Information Technology in first semester of 2017 academic year.

Samples of this research were 189 TNI students derived through simple random sampling technique.



### **Instrumentations**

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on motivation in learning Japanese language of TNI students. This research questionnaire was employed as a research instrument for data based on an ordinal-scale measurement of motivation in learning Japanese of TNI students.

The first pan (Part 1) of this questionnaire asks for the demographic information on their genders, faculties and academic years. The second part (Part 2) deals with motivation in learning Japanese of TNI students. The third part (Part 3) asks for more suggestions and opinions of TNI students which bases on open-ended questions.

### **Data Collection**

Motivation in learning Japanese of TNI students was accessed through the questionnaire in first semester of 2017 academic year.

### **Data Analysis from Questionnaire**

Data analysis from questionnaire both single item and whole questionnaire which presented form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows.

$1.00 \leq \bar{x} < 1.50$  refers students had the lowest motivation in learning Japanese

$1.51 \leq \bar{x} < 2.50$  refers students had low motivation in learning Japanese

$2.51 \leq \bar{x} < 3.50$  refers students had moderate motivation in learning Japanese

$3.51 \leq \bar{x} < 4.50$  refers students had high motivation in learning Japanese

$4.51 \leq \bar{x} < 5.00$  refers students had the highest motivation in learning Japanese

### **The statistics used for analyzing the data**

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test and content analysis.

### 3. Results

#### Results of Data Analysis

##### Phase 1: The results of demographic variables of TNI undergraduate students.

The analysis of the data from the student questionnaire reported by TNI students in 2017 academic year was presented as following.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	N=189	Percentage
<b>1. Genders</b>		
1.1 Male	121	64.00
1.2 Female	68	36.00
Total	189	100.00
<b>2. Academic Years</b>		
1stYear	88	46.60
2nd Year	98	51.90
3rdYear	2	1.10
4thYear	1	0.50
Total	189	100.00
<b>3. Faculties</b>		
Engineering	87	46.00
Information Technology	46	24.30
Business Administration	56	29.60
Total	189	100.00

Table showed that percentages of TNI undergraduate respondents in genders ranged from 64.00% for male and 36.00% for female; in academic years ranged from 46.60% for 1<sup>st</sup> year, 51.90% for 2<sup>nd</sup> year, 1.10% for 3<sup>rd</sup> year and 0.50% for 4<sup>th</sup> year, in faculties ranged from 46.00% for Engineering, 24.30% for Information Technology, 29.60% for Business Administration.

##### Phase 2: The results of study motivation in learning Japanese language of TNI students

Table 2: Table of mean and standard deviation of motivation in learning Japanese language in overall and each aspect

components	$\bar{x}$	S.D.	Level
Japanese Language	3.45	0.88	moderate
Japanese Culture	3.64	1.22	high
Japanese language using	4.50	0.71	highest
Total	3.75	1.04	high

The table above indicated that TNI students had a high level of motivation in learning Japanese in overall ( $\bar{x}$ =3.75). When considered in each aspect, it was found that the students had highest level of Japanese language using ( $\bar{x}$ =4.50). Furthermore, Japanese culture aspect was at high level ( $\bar{x}$ =3.64). and Japanese language aspect was at moderate level ( $\bar{x}$ =3.45).

Table 3: Mean and standard deviation of motivation in learning Japanese of TNI students according to Japanese Language aspect

Components	n	$\bar{x}$	SD	level
1 I like the way of communication in Japanese.	189	3.88	0.79	high
2 I feel excited when I talk with Japanese people.	189	4.29	0.74	high
3 I have strong influence in business career.	189	3.84	0.83	high
4 I like Kanji.	189	2.78	1.09	moderate
5 I like Japanese written system.	189	3.43	0.88	moderate
6 I like pronunciation of Japanese language.	189	3.89	0.91	high
7 I have Japanese cultural background.	189	3.08	1.14	moderate
8 I like Japanese because of difference from Thai language.	189	3.38	0.98	moderate
9 I like Japanese because of similarity to Thai language.	189	2.49	0.94	moderate
10 I like Japanese thinking style.	189	3.93	0.98	high
11 I like Japanese because Japanese language is easy for me.	189	2.77	1.09	moderate
12 I like Japanese vocabulary.	189	3.56	0.89	high
13 I like Japanese dialects such as Kansai-Ben.	189	3.18	1.01	moderate
14 I like Japanese grammar.	189	3.03	0.91	moderate
15 I like Japanese people.	189	4.31	0.72	high
Total	189	3.45	0.88	moderate

The table above indicated that TNI students had a moderate level of motivation in learning Japanese on Japanese language aspect in overall ( $\bar{x}$ =3.45). When considered in each item, it was found that the highest item was from item15 *I like Japanese people*. ( $\bar{x}$ =4.31). The lowest item was from item9 *I like Japanese because of similarity to Thai language*. ( $\bar{x}$ =2.49).

Table 4: Mean and standard deviation of motivation in learning Japanese of TNI students according to Japanese culture aspect

Components	n	$\bar{x}$	S.D.	level
1 I like to study Japanese because I like Japanese life style.	189	3.83	0.89	high
2 I like to study Japanese because I prefer Japanese program.	189	3.04	1.26	moderate
3 I prefer Japanese history about castle and temple.	189	3.61	1.07	high
4 I prefer reading comic books about Japanese context.	189	3.60	1.29	high
5 I appreciate Japanese fashion.	189	3.25	1.14	moderate
6 I like Japanese cosplay.	189	2.70	1.42	moderate
7 I like Japanese traditional arts such as tea ceremony, flower arrangement and calligraphy.	189	3.65	1.10	high
8 I like J-POP.	189	2.71	1.30	moderate
9 I like Japanese movies.	189	3.70	1.30	high
10 I like traditional buildings of Japanese style.	189	4.21	0.91	high
11 I am interested in economics in Japan.	189	3.32	1.05	moderate
12 I am interested in spiritual things in Japan.	189	3.56	1.12	high
13 I am interested in modern crafts.	189	4.11	0.95	high
14 I am interested in politics in Japan.	189	3.09	1.30	moderate
15 I am interested in modern architecture in Japan.	189	3.93	1.03	high
16 I am interested in Japanese technology.	189	4.47	0.78	high
17 I like Japanese literature.	189	3.29	1.17	moderate
18 I like modern paintings in Japan.	189	3.61	1.16	high
19 I like Japanese comic cartoon.	189	4.16	1.07	high
20 I like traditional music in Japan.	189	3.17	1.15	moderate
21 I like traditional plays in Japan.	189	2.99	1.11	moderate
22 I am interested in seasonal events in Japan.	189	4.03	0.98	high
23 I am interested in Japanese cooking.	189	4.39	0.80	high
24 I like Japanese food.	189	4.55	0.73	highest
25 I like Kimono and Yukata.	189	3.85	1.04	high

26	I like Japanese Youtuber.	189	3.21	1.07	moderate
27	I like game of Japan.	189	3.85	1.23	high
28	I like Japanese animation character.	189	4.07	1.10	high
29	I like Japanese cars.	189	4.06	1.00	high
30	I like Japanese "Sake".	189	3.41	1.22	moderate
	Total	189	3.64	1.22	high

The table above indicated that TNI students had a high level of motivation in learning Japanese on Japanese culture aspect in overall ( $\bar{x}$ =3.64). When considered in each item, it was found that the highest item was from item24 *I like Japanese food*. ( $\bar{x}$ =4.55). The lowest item was from item6 *I like Japanese cosplay*. ( $\bar{x}$ =2.70).

Table 5: Mean and standard deviation of motivation in learning Japanese of TNI students according to Japanese language using aspect

Components	n	$\bar{x}$	SD	level
1 I am glad to talk with Japanese native speakers.	189	4.32	0.80	high
2 I would like to speak Japanese language fluently.	189	4.48	0.98	high
3 I think Japanese language will be important in the future.	189	4.54	0.71	highest
4 I would like to read Japanese language easily.	189	4.49	0.88	high
5 I would like to write Hiragana and Katakana.	189	4.51	0.80	highest
6 I would like to write Kanji professionally.	189	4.34	0.99	high
7 I would like to listen to Japanese concisely.	189	4.62	0.84	highest
8 I would like to communicate in Japanese fluently.	189	4.69	0.78	highest
9 I would like to study in Japan.	189	4.49	0.81	high
10 I would like to get N1-5.	189	4.58	0.78	highest
Total	189	4.50	0.71	highest

The table above indicated that TNI students had a high level of motivation in learning Japanese on Japanese language using aspect in overall ( $\bar{x}$ =4.50). When considered in each item, it was found that the highest item was from item8 *I would like to communicate in Japanese fluently*. ( $\bar{x}$ =4.69). The lowest item was from item1 *I am glad to talk with Japanese native speakers*. ( $\bar{x}$ =4.32).

### Phase 3: The results of comparing motivation in learning Japanese language according to genders, faculties and academic year.

Table 6: The results of the comparison of motivation in learning Japanese language of TNI students according to genders

Components	Male(M) n=121		Female(F) n=68		t	p
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Japanese Language	3.46	0.52	3.43	0.52	0.42	0.72
Japanese Culture	3.66	0.58	3.62	0.57	0.47	0.78
Japanese language using	4.46	0.57	4.58	0.51	-1.37	0.12
Total	3.75	0.47	3.74	0.46	0.15	0.46

\* Statistical significance at 0.05 level

The table illustrated that students with different genders had no statistically significant differences at 0.05 level in total and in each aspect.

Table 7: Table of comparison of motivation in learning Japanese language of TNI students according to faculties

Components		SS	df	MS	F	p
Japanese Language	Between Groups	0.006	2	0.003	0.011	0.989
	Within Groups	51.750	186	0.278		
	Total	51.757	188			
Japanese Culture	Between Groups	1.360	2	0.680	2.025	0.135
	Within Groups	62.456	186	0.336		
	Total	63.816	188			
Japanese language using	Between Groups	1.784	2	0.892	2.917	0.057
	Within Groups	56.868	186	0.306		
	Total	58.652	188			
sum	Between Groups	0.470	2	0.235	1.064	0.347
	Within Groups	41.060	186	0.221		
	Total	41.530	188			

\* Statistical significance at 0.05 level

The table illustrated that students with different faculties had no statistically significant differences at 0.05 level in total and in each aspect.



Table 8: Table of comparison of motivation in learning Japanese language of TNI students of according to academic year

		SS	df	MS	F	p
Japanese Language	Between Groups	1.455	3	0.485	1.784	0.152
	Within Groups	50.301	185	0.272		
	Total	51.757	188			
Japanese Culture	Between Groups	0.524	3	0.175	0.510	0.676
	Within Groups	63.292	185	0.342		
	Total	63.816	188			
Japanese language using	Between Groups	0.881	3	0.294	0.940	0.422
	Within Groups	57.772	185	0.312		
	Total	58.652	188			
sum	Between Groups	0.536	3	0.179	0.806	0.492
	Within Groups	40.994	185	0.222		
	Total	41.530	188			

\* Statistical significance at 0.05 level

The table illustrated that students with different academic year had no statistically significant differences at 0.05 level in total and in each aspect.

#### Phase 4: The results of study opinions and suggestions about motivation in learning Japanese language at TNI

Table 9: Table of frequency and percentage of number of opinions and suggestions of motivation on learning Japanese language of TNI students

Opinion and suggestions	n	Fre	%
		95	
<b>Opinions</b>	39		41.05
1. I need to study Japanese language for my future.		10	10.53
2. I appreciate to study Japanese language.		8	8.42
3. Japanese language is too difficult for me.		6	6.32
4. I can gain a lot of knowledge by studying Japanese language.		5	5.26
5. I would like to speak Japanese language fluently.		4	4.21
6. Studying Japanese language is useful for me in traveling to Japan.		3	3.16
7. I gradually learn to understand Japanese animation.		2	2.11

8. I can understand the lessons between classes, but I cannot use Japanese language after that.		1	1.05
<b>Suggestions</b>	56		58.95
1. Teachers should teach more slowly.		17	30.36
2. Teachers should spend more time to teach Kanji in classes.		10	17.86
3. Teachers should increase activities and games for using Japanese.		8	14.29
4. Teachers should use songs, dramas or movies in classes for our motivation maintaining.		7	12.50
5. Teachers should introduce Japanese culture in classes.		4	7.14
5. Teachers should reduce learning contents.		4	7.14
7. I want to practice listening Japanese more.		2	3.57
7. Teachers should increase review hours more.		2	3.57
9. Taking two classes in a week is too less.		1	1.79
9. I want to practice speaking Japanese more.		1	1.79

The table showed that TNI students have opinions and suggestions about motivation learning Japanese language as following:

Motivation in learning Japanese of TNI students revealed that the answers of 95 students were divided into 2 categories which were opinions and suggestions; 39 students (41.05%) and 56 students (58.95%) respectively. *I need to study Japanese language for my future* was equal to 10.53% (10 students); *I appreciate to study Japanese language*. 8.42% (8 students); *Japanese language is too difficult for me*. 6.32% (6 students); *I can gain a lot of knowledge by studying Japanese language*. 5.26% (5 students); *I would like to speak Japanese language fluently*. 4.21% (4 students); *Studying Japanese language is useful for me in traveling to Japan*. 3.16% (3 students); *I gradually learn to understand Japanese animation*. 2.11% (2 students); *I can understand the lessons between classes, but I cannot use Japanese language after that*. 1.05% (1 students).

Suggestions from 56 students (58.95%) were, *Teachers should teach more slowly*. 30.36% (17 students); *Teachers should spend more time to teach Kanji in classes*. 17.86% (10 students); *Teachers should increase activities and games for using Japanese*. 14.29% (8 students); *Teachers should use songs, dramas or movies in classes for our motivation maintaining*. 12.50% (7 students); *Teachers should introduce Japanese culture in classes*. 7.14% (4 students); *Teachers should reduce learning contents*. 7.14% (4 students); *I want to practice listening Japanese more*. 3.57% (2 students); *Teachers should increase review hours more*. 3.57% (2 students); *Taking two classes in a week is too less*. 1.79% (1 students); *I want to practice speaking Japanese more*. 1.79% (1 student).



#### 4. Conclusion

According to the study and data analysis, the results of this study were concluded as follows.

##### **Phase 1: The results of demographic variables of TNI students.**

The obtained data from Part 1 of the student questionnaire provided a profile of respondents: genders, academic years, and faculties. The frequency distributions of students' responses to the administered questionnaires were calculated using computer program, as presented as follows.

The percentages of the TNI students (N=189), in genders ranged from 64.0% for male and 36.0% for female; in academic year ranged from 46.60% for 1st Year, 51.90% for 2nd Year, 1.10% for 3rd Year, and 0.50% for 4th Year; in faculties ranged from 46.00% for Engineering, 24.30% for Information Technology, and 29.60% for Business Administration.

##### **Phase 2: The results of study motivation in learning Japanese language of TNI students.**

The table above indicated that TNI students had a high level of motivation in learning Japanese in overall ( $\bar{x}=3.75$ ). When considered in each aspect, it was found that the students had highest level of Japanese language using ( $\bar{x}=4.50$ ). Furthermore, Japanese culture aspect was at high level ( $\bar{x}=3.64$ ) and Japanese language aspect was at moderate level ( $\bar{x}=3.45$ ).

##### **Phase 3: The results of comparing motivation in learning Japanese language according to genders, faculties and academic year.**

1. TNI students with different genders had no different motivation in learning Japanese language in total and in each aspect.

2. TNI students with different faculties had no statistically significant differences at 0.05 level in total and in each aspect.

3. TNI students with different academic year had no statistically significant differences at 0.05 level in total and in each aspect.

##### **Phase 4: The results of study opinions and suggestions about motivation in learning Japanese language at TNI**

Motivation in learning Japanese of TNI students revealed that the answers of 95 students were divided into 2 categories which were opinions and suggestions; 39 students (41.05%) and 56 students (58.95%) respectively. I need to study Japanese language in my future was equal to 10.53% (10 students); I appreciate to study Japanese language. 8.42% (8 students); Japanese language is too difficult for me. 6.32% (6 students); I can gain a lot of knowledge by studying Japanese language. 5.26% (5 students); I would like to speak Japanese language fluently. 4.21% (4 students); Studying Japanese language is useful for me in traveling to Japan. 3.16% (3 students); I gradually learn to understand Japanese animation. 2.11% (2 students); I can understand the lessons between classes, but I cannot use Japanese language after that 1.05% (1 student).

Suggestions from 56 students (58.95%) were, Teachers should teach more slowly. 30.36% (17 students); Teachers should spend more time to teach Kanji in classes. 17.86% (10 students); Teachers should increase activities and games for using Japanese. 14.29% (8 students); Teachers should use songs, dramas or movies in classes for our motivation maintaining. 12.50% (7 students); Teachers should introduce Japanese culture in classes. 7.14% (4 students); Teachers should reduce learning contents. 7.14% (4 students); I want to practice listening Japanese more. 3.57% (2 students); Teachers should increase review hours more. 3.57% (2 students); Taking two classes in a week is too less. 1.79% (1 students); I want to practice speaking Japanese more. 1.79% (1 students).

## 5. Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

The results of motivation in learning Japanese language of TNI students in three areas were high. It might be because TNI students prefer to study Japanese culture and Japanese people. Furthermore, motivation has been extensively studied in psychology and concerning with primary role of motivation for human needs which related to the concept of Maslow (1954) who advocated that motivation has been widely explored in psychology which applies to every human conduct and executes human needs such as need for food and sleeping to rational needs.

Moreover, TNI students had motivation in Japanese language using at highest level ( $\bar{x}=4.50$ ). It might be because TNI students need to communicate in Japanese language and they want to work in Japanese companies both in Thailand and in Japan. Therefore, they have motivation in learning Japanese language which related to the idea of O'Malley and Chamot (1990) who stated that motivation in second language acquisition studies can enhance interests and enforcement in learning target language to achieve in their goal.

## 6. Acknowledgement

This research is supported by College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. I would like to express my deep gratitude to new generation researcher development project on intensive course in 2017 academic year for developing my research ability.

Moreover, I would also like to gratefully acknowledge to my research project leaders, Assistant Professor Dr. Bundit Anuyahong and Assistant Professor Dr. Wipanee Pengante, for their commitment of time and instructive guidance and comments through all the stages of my research writing and all my work and for being their mentors and supervisors.

Special thanks to Assoc. Prof. Dr. Bandhit Rojarayanont, the president of Thai-Nichi Institute of Technology, Assoc. Prof. Dr. Pichit Sukcharoenpong, Deputy of president of Thai-Nichi Institute of Technology, and Asst. Prof. Dr. Wanwimon Rungtheera, the director for their supporting in research funding and supporting in funding for publishing in all process.



## 7. References

- Amatayakul, P. et al. (2016). A Study of Satisfaction with Pair Teaching Method in Japanese Instruction for Thai-Nichi Institute of Technology Students. Proceedings in 3<sup>rd</sup> International Conference on Language, Innovation, Culture and Education (ICLICE) 20<sup>th</sup> & 21<sup>th</sup> February, 2016. pp.153-161
- Best, Johnson. W. (1981). *Research in Education*. 5th ed. New Jersey: Prentice-Hall Inc.
- Dörnyei, Z. (1990) Conceptualizing motivation in foreign language learning. *Language Learning*, 40, 45-78.
- Maslow, A.H. (1954) *Motivation and personality*. New York: Haper and Row.
- Oxford, R.L. (1990) *Language learning strategies*. Boston, Massachusetts/Heinle & Heinle Publishers.
- O'Malley, J. & Chamot, A. (1990) *Language learning strategies*. Cambridge: Cambridge University press.
- Thai-Nichi Institute of Technology. (2016). *Student Guideline*. Bangkok: TPA Publishing.

## Bio Data

Rina Matsuoka is Japanese lecturer of College of General Education and Languages at Thai-Nichi Institute of Technology and is also a Ph.D. student in studies Japanese Language and Culture of Graduate School of Language and Culture at Osaka University in Japan. She obtained Master of Arts in Japanese Language and Culture from Osaka University, Japan.

Assistant Professor Dr. Bundit Anuyahong is English lecturer at College of General Education and Languages, Thai-Nichi Institute of Technology. He got Ph.D. in Curriculum and Instruction-Teaching English at Silpakorn University. He also obtained double degrees for his master. One is Master of Education in TEFL from Silpakorn University and Master of Education in Educational Administration from Naresuan University, Thailand.