

**STUDY IN JAPAN AND INVESTMENT IN
JAPANESE LANGUAGE LEARNING:
Narratives of Indonesian Learners of Japanese**

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ABBREVIATIONS

ADB	Asian Development Bank
AGBJI	<i>Asosiasi Guru Bahasa Jepang Indonesia</i> (Indonesia Japanese Language Teacher Association)
ASEAN	Association of Southeast Asian Nations
APSJI	<i>Asosiasi Program Studi Jepang Indonesia</i> (Indonesia Japanese Study Programs Association)
ASPBJI	<i>Asosiasi Studi Pendidikan Bahasa Jepang Indonesia</i> (Indonesia Japanese Language Educational Studies Association)
AusAID	Australian Agency for International Development
BAN-PT	<i>Badan Akreditasi Nasional Perguruan Tinggi</i> (National Accreditation Board of Higher Education)
BAPPENAS	<i>Badan Perencanaan Pembangunan Nasional</i> (Indonesian Ministry of National Development Planning)
BJT	Business Japanese Proficiency Test
BKPM	<i>Badan Koordinasi Penanaman Modal</i> (Investment Coordinating Board of the Republic of Indonesia)
DPPN	<i>Dana Pengembangan Pendidikan Nasional</i> (National Education Development Fund)
D3	<i>Diploma Tiga</i> (three years diploma program); also for D1, D2, and D4
ELF	English as Lingua Franca
EMI	English as Medium of Instruction
EPA	Economic Partnership Agreement
GDP	Gross Domestic Product
GPA	Grade Point Average
IELTS	International English Language Testing System
IPA	<i>Ilmu Pengetahuan Alam</i> (Natural Sciences)
IPS	<i>Ilmu Pengetahuan Sosial</i> (Social Sciences)
JASSO	Japan Student Services Association
JENESYS	Japan-East Asia Network of Exchange for Students and Youth
JET	Japan Exchange and Teaching
JF	Japan Foundation
JLPT	Japanese Language Proficiency Test

JTEPA	Japan-Thailand Economic Partnership Agreement
KBI	<i>Kurikulum Berbasis Isi</i> (Content-based Curriculum)
KBK	<i>Kurikulum Berbasis Kompetensi</i> (Competence-based Curriculum)
KKNI	<i>Kerangka Kualifikasi Nasional Indonesia</i> (Indonesia National Qualification Framework)
KPT	<i>Kurikulum Perguruan Tinggi</i> (Higher Education Curriculum)
K-13	<i>Kurikulum 2013</i> (Curriculum of 2013)
LLH	Language Learning Histories
LPDP	<i>Lembaga Pengelola Dana Pendidikan</i> (Indonesia Endowment Fund for Education)
MA	<i>Madrasah Aliyah</i> (Islamic Upper Secondary School)
METI	Ministry of Economy, Trade, and Industry
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MGMP	<i>Musyawarah Guru Mata Pelajaran</i> (Subject Teacher Colloquium)
MOFA	Ministry of Foreign Affairs
NHK	<i>Nippon Housou Kyoukai</i> (Japan Broadcasting Corporation)
OECD	Organization for Economic Cooperation and Development
PIRLS	the Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PPI	<i>Perhimpunan Pelajar Indonesia</i> (Indonesian Student Association)
RPJMN	<i>Rencana Pembangunan Jangka Menengah Nasional</i> (National Medium Term Development Plan)
SBMPTN	<i>Seleksi Bersama Masuk Perguruan Tinggi Negeri</i> (Joint Selection of Public Universities Entrance)
SDGs	Sustainable Development Goals
SELHi	Super English Language High School
SNMPTN	<i>Seleksi Nasional Masuk Perguruan Tinggi Negeri</i> (National Selection of Public Universities Entrance)
SMA	<i>Sekolah Menengah Atas</i> (Upper Secondary School)
SMK	<i>Sekolah Menengah Kejuruan</i> (Vocational School)
S1	Strata 1 (undergraduate program); also for S2 (Master program) and S3 (Doctoral program)
TDB	<i>Teikoku Data Bank</i>
TIMSS	the Trends in International Mathematics and Science Study

TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
TOT	Training of Trainers
UGM	<i>Universitas Gadjah Mada</i>
UI	<i>Universitas Indonesia</i>
UM	<i>Ujian Mandiri</i> (Independent Entrance Exam)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPI	<i>Universitas Pendidikan Indonesia</i>
U to U	University to University
UU	<i>Undang-Undang</i>
VET	Vocational Education and Training

CHAPTER 1

INTRODUCTION

1.1. Background

"Banyak orang Indonesia yang memiliki impian ingin pergi, kuliah, tinggal bahkan bekerja di Jepang, tapi berapa banyak yang berhasil mewujudkan impiannya? Mengapa tidak semua orang bisa mewujudkan impiannya ke Jepang? Karena tidak semua mengetahui cara mewujudkannya. Ada banyak cara untuk dapat pergi ke Jepang selain hanya dengan berwisata, tidak hanya pergi bahkan anda dapat tinggal, kuliah dan bekerja di Jepang. Akan tetapi bagaimana caranya? Banyak informasi yang tidak benar dan menyesatkan tentang cara ke Jepang. P.T. Java didirikan dengan visinya untuk memberikan informasi tentang Jepang yang sebenar-benarnya."

There are many Indonesians who have a dream to visit, to study, to live, even to work in Japan, but how many of them could make their dream come true? Why cannot everyone realize their dream to go to Japan? It is because not everyone knows how to realize it. There are many ways to go to Japan besides traveling. Not only to visit, but also you even can stay, study, and work in Japan. But how? There are many false and misleading information about how to go to Japan. Java Inc.¹ was established with a vision to provide the actual, accurate information about Japan.

(quoted from the homepage of Java Inc., translated by the author)

The quotation above was found in the opening page of Java Inc., a Japanese-owned company located in Indonesia, who promotes studying Japanese language, internship programs, and working in Japan, targeting Indonesian students in upper secondary and higher educational institutions, as well as the graduates. It promises the realization of Japanese dream of many Indonesians to go to Japan, be it for studying or working in Japan, by providing the actual information and their full support to make the dream comes true. The company was established in 2012, has a partnership agreement with 22 Japanese language schools across Japan and has sent more than 300 Indonesian students to Japan. One of the programs it has to offer is the Japanese Language Study

¹ Pseudonym

Program for graduates of Japanese Language Program of Indonesian universities, to study at Japanese language schools in Japan with the student visa for one to two years while doing a part-time job. This program claims to offer Japanese language learners the opportunity to improve their Japanese language proficiency and communication skills, thus preparing them to be ready to work in Japan and to get a working visa.

The emerging of this new pattern of study in Japan has made me rethink my own experience of studying in Japan, since the first time I set foot in Fukuoka for one-year homestay program during my high school years, until today when I am living in Tokyo and pursuing my doctoral study. Being a Japanese language learner myself, I remembered of all efforts I have done to bring myself back to Japan again. The scholarship is the only option I had at that time; therefore, I prepared myself to deal with all those competitive scholarship screenings. Being a scholarship recipient, I have the privilege to focus on my own study, to connect with various communities and join many activities, to have access to certain facilities, and the most important thing, to not being worried about my well-being during my study in Japan. I wondered what was on the minds of other Japanese language learners who are willing to invest a significant amount of their money, time, and energy to study in Japan through this new study-abroad program, and what do they expect in return. I was also curious to know the contributing factors to their investment. The curiosity became the starting point of this study.

The case of Java Inc. is part of the phenomenon of study abroad packaged with part-time job and internship programs in Japan which revolves around Japanese language education. Recent studies show a remarkable, progressive upsurge of the phenomenon over the last few years (e.g., Sato, 2016; Shiho, 2015), including students from Indonesia. This emerging trend indicates how global student mobility and labor migration as two prominent issues in the era of globalization are becoming significantly related to each

other and the borderline between the two issues has become more and more obscure. According to the Asian Development Bank (ADB) Institute (2014), students and labor migrants from Asia have been a major and growing population in the Organization for Economic Cooperation and Development (OECD) countries. More than three-quarters of Asian students concentrated in four OECD countries: United States, Australia, United Kingdom, and Japan (ADB Institute, 2014). The competitiveness and high demand of skilled human resources in the job market, in addition to the salary and networks benefits, have motivated many people to pursue education and to acquire specific skills by study abroad (ADB Institute, 2014; Varghese, 2008). In accordance with the phenomenon, the promotion of study abroad has been widely conducted by a large number of governments in the world, in order to cultivate competent and skilled human resources to drive their national economy, provides more opportunity for students to study and work abroad (ADB Institute, 2014; Chiavacci, 2012).

As a tool for communication and a medium for knowledge and information transfer, language competence has become indispensable for people and nations in the globalized era (Block and Cameron, 2002; Shibata, 2011). Thus, many countries with growing needs for international human resources has put language education as one of their main focus of national policies and planning. English language, for example, is considered an essential tool to serve the educational and job market purposes for many countries, which are to attract international students and high-skilled labors. International programs in higher education institutions have been established in many universities around the world, including Asia, and English as a Medium of Instruction (EMI) has been widely used to facilitate the internationalization of education (e.g., Jiang, Zhang and May, 2016; Iino, 2012; Morizumi, 2015; Rose and McKinley, 2018; Shimauchi, 2016; Zacharias, 2013). Not only in academic context, the use of English as a medium of

communication has also been widely promoted as well in business context, based on the premise of English as Lingua Franca (ELF) and a global communication tool, with emphasis on border-crossing communication competence to promote mutual understanding in sustainable global society (e.g., Ehrenreich, 2016; Kubota, 2013, 2015). On the other hand, national language education is getting equal attention and has been used to promote national culture as well as national education. The dual-language approach, national language and English as the international language, has been part of the policy and planning of many non-English speaking countries (e.g., Gill, 2005; Gottlieb, 2008, 2012; Rahmi, 2015; Spolsky, 2014; Cheung, 2010).

In the case of Japan, the promotion of international program with EMI goes side by side with the promotion of Japanese language education, both inside and outside Japan. Inside Japan, the internalization of academic staffs and the increased number of English programs through government policies, such as Top Global Universities launched by Ministry of Education, Culture, Sport, Science, and Technology since 2014 (MEXT, 2018), were equally promoted together with the encouragement to improve Japanese language proficiency as part of the preparation for study in Japan. Meanwhile, outside Japan, the promotion of study in Japan and Japanese language education had even started much earlier, taking advantage of the widespread expansion of Japanese industry and pop cultures around the world. In May 2018, Japanese diet groups have also drafted a bill to promote Japanese language education in Japan and overseas (The Japan Times, 29 May 2018). According to the survey on Japanese language educational institutions abroad conducted by the Japan Foundation in 2015, the number of Japanese language learners in the world has reached 3,655,024 learners. Eight of the top ten countries with the largest number of Japanese learners in the world consisted of five South East Asian countries and three East Asian countries. China and Indonesia have become the representatives of each

region, ranked first and second with 953,283 and 745,125 learners (Japan Foundation, 2017a). In sum, Japanese learning has gained popularity in Asian regions and Japanese language learners might as well be considered as highly prospective students for studying in Japan.

In 2008, Prime Minister Fukuda² formulated a plan to accept 300,000 international students (留学生 30 万人計画, *ryugakusei sanjuu man nin keikaku*) by 2020. This new plan is a revised version of the previous plan launched in 1983 by Prime Minister Nakasone³ which aimed to host 100,000 international students by 2003 (留学生 受け入れ 10 万人計画, *ryugakusei ukeire juu man nin keikaku*). The 1983 plan focused on educational aid to developing countries, especially in Asia, by providing an opportunity to the international students to study in Japan, then go back home to serve their country after graduation. The new plan in 2008, however, put more focus on Japan's national interest (国益, *kokueki*). This plan was considered as one of the solutions to several issues of concern, such as economic recession, decreased number of Japanese university students, lack of labor forces, as well as low birth rate and aging society (少子高齢化社会, *shoushi koureika shakai*). These national issues became the underlying reasons for inviting more international students as prospective skilled labors. This time, they are expected to work in Japan after graduation and contribute to Japan's social and economic prosperity (Shao, 2008).

1.2. Statement of the problem

The implementation of language education and study-abroad policies and planning has brought significant changes in the number and composition of international

² Yasuo Fukuda, 58th Prime Minister of Japan (26 September 2007 – 24 September 2008)

³ Yasuhiro Nakasone, 45th Prime Minister of Japan (27 November 1982 – 6 November 1987)

students as well as the pattern of study-abroad in Japan over the years, and moreover, after the Great Earthquake in East Japan in 2011 (Japan Students Service Organization/JASSO, 2017). Due to the 2011 Great East Japan Earthquake, the number of students from East Asian countries decreased significantly. One of the efforts made by the Japanese government to increase the number of international students is to invite more students from the South East Asian region. Between the period of 2011-2015, students from South East Asian countries are increasing in number, following the implementation of new policies as well as the widespread of Japanese language education in the South East Asia region (Sato, 2016). Japanese language education in this region has flourished along with the growth of Japanese industry and the popularity of Japanese popular culture, a situation which leads to the increased need for Japanese language skills.

Language skills have also become a determinant of the global mobility regime (Salter, 2006; Vigouroux, 2017). For instance, the regulation of mobility is commonly based on the language competency measured by language testing (Vigouroux, 2017: p. 320). Moreover, the issue of social integration of foreign nationals into the native speakers' community is frequently associated with language skills (Kobayashi, 2014; Vigouroux, 2017). The continuing trend in study abroad to acquire specific language skills also shows the significance of language competency in the global mobility (e.g., Dewey, 2007; Handley and Wang, 2018; Lafford and Collentine, 2006; Morita, 2010; Pinar, 2016). Therefore, the investment in foreign language learning is considered a meaningful process for language learners. In the case of Japanese language, the growing number of Japanese language learners in Japan and overseas indicates the significant investment people put in Japanese learning to acquire Japanese language skills.

Previous studies have discussed the increasing needs of accepting international students and hiring them in the Japanese labor market after their graduation (e.g.,

Henning and Mintz, 2015; Iwasaki, 2015; Shiho, 2015). Recent studies also investigated factors behind the growing number of students from South East Asian regions in Japan, showing a significant correlation between the development of Japanese language education and socio-economic contexts in the home countries (e.g., Sato, 2016). In Vietnam, for instance, the difficulty to find employment after graduating from university and the expansion of Japanese industry into Vietnam's market with a good salary offer became the background of the booming of Japan and study in Japan (Sato, 2016: p. 16). Other studies have been focusing as well on the spread of Japanese popular culture and Japanese language education in South East Asian regions. Toyoshima (2011, 2013) found the significant relationship between Japanese language learning and the consumption of Japanese cultural products in Thailand. Meanwhile, Kobari (2014) as well as Furukawa, Kitani, and Nunoo (2015) focused on the motivation of Japanese language learners in secondary and higher education institutions in Indonesia). To study in Japan and to work at Japanese companies are two things that have motivated many Indonesians to learn Japanese language.

Regarding the issue of study in Japan, Sato (2002, 2010) found the positive impact of study in Japan on the attitudes of Indonesian students toward Japan. She also found the strong correlation between Japanese language ability and the level of satisfaction with the study environment and students' participation in activities to promote friendship with Japanese people. Another study using ethnographic perspective with a 20-year span was conducted by Arikawa (2016) to investigate the study abroad experience of Indonesian students in Japan. The study found a significant difference of the type and the quality of experience between students who have Japanese language ability and have spent more years in Japan, and those who came to Japan and study in an English program without knowledge of Japanese language. In the field of Japanese language education,

many studies have been focusing on the meaning-making process of Japanese language learning with regard to the identity of language learners living in Japan (e.g., Chung, 2011; Miyo, 2010; Ushikubo, 2010). During their stay in Japan, language learners develop their language awareness of what they consider as ‘mother tongue’, ‘native language’, and ‘foreign language’, in which they gradually learned to express themselves using Japanese language and to make it part of their identity (Chung, 2011: p. 37-38). The process of claiming the ownership of Japanese language is what Wertsch called as ‘appropriation’ (1998: p. 53).

To sum up, previous studies have shown a significant relationship between the issues of international education and language learning. The policies and planning regarding both matters have been changed over the years due to the effect of globalization and internationalization. In Japanese language context, the development of Japanese language education inside Japan and overseas is driven and supported by various policies and planning, to facilitate international student and human resources mobility as well as the mutual understanding between Japanese and foreign nationals. Still, little is known about the impact of the policies and planning implemented in Japan and overseas on students' investment in Japanese language learning and their decision making to study in Japan. The term of ‘investment’ in this study, which is coined by Norton (Norton Peirce, 1995), refers to students’ commitment to learning Japanese language both at home and host countries. Furthermore, how prior experience in Japanese language learning at home country, particularly in higher education, along with the socio-economic contexts have influenced their investment in study abroad is still under-examined.

Studies on Japanese language education in Indonesia is concentrated considerably on the development of learning resources, learning methods, and teachers' competency (e.g., Furuuchi, Mimoto, Igarashi, Hatta and Lusiana, 2017; Lusiana, Ozaki and Akiyama,

2013; Munqidzah, 2014). Furthermore, the development of Japanese language in secondary education received more focus compared to higher education, since the largest proportion of Japanese language learners is observed in upper secondary schools. There is a lack of empirical studies on the sustainability of Japanese language learning, particularly in higher education with regards to demand-driven education and lifelong learning. Demand-driven education is part of the new wave of higher education reform which focuses on ensuring graduates' readiness for labor market, adapting to the needs of both learners and employers (Deegan and Martin, 2018: p. 7). The first wave centered on the access of higher education, while the second wave paid attention to the improvement of academic success (Deegan and Martin, 2018: p. 7). The third wave of higher education reform emerged in response to the economic and geopolitical trends, including globalization, demographic shifts and technological change (Bakhshi, Downing, Osborne, and Schneider, 2017). Japanese language learning in higher education is no exception. The upward trend of participation in programs of study-and-work in Japan among university students and graduates indicates the new wave in the field of Japanese language education as well. Therefore, this study will analyze these issues of concern by focusing on students' narratives of Japanese language learning experiences, during their study in higher education institutions in Indonesia and Japanese language education institutions in Japan.

This study also revolves around the new pattern of study in Japan emerged after 2011, by examining several cases of Japanese language learners who went to study in Japan during or after their graduation from Japanese Language Program of Indonesian universities.

1.3. The aim and objectives of the study

The present study aims to critically assess Indonesian students' investment in Japanese language learning, through their learning experiences in higher educational institutions in the home country and study-abroad in Japan. The objectives of the present study are to answer the following research questions:

1. What factors from both host country (Japan) and home country (Indonesia) are involved in students' investment in Japanese language learning and study in Japan as experienced by Japanese language learners?
2. How does the implementation of the language education and study abroad policies and planning in both home and host countries influence learners' investment?

1.4. Expected research outcomes

Based on literature review, previous studies, and theoretical framework, the following outcomes are anticipated from this study:

1. Factors involved in students' investment in Japanese language learning and study abroad to Japan are coming as push and pull factors from both home and host countries, with simultaneous effect on learners' decision to invest.
2. The implementation of policies and planning in language education and study abroad in both home and host countries brought a significant effect not only to the educational system but also to the way learners respond to both the opportunities and the challenges they offer, through their investment in Japanese language learning and study in Japan.

1.5. Overview of research methodology

This study will employ a multi-method approach to gain a comprehensive view of students' investment in language learning and study abroad from the perspective of Indonesian learners of Japanese language. The first research method employed an open-ended questionnaire study. The application of the method aims to get comprehensive data on the perspectives of Japanese language learners at Indonesian higher educational institutions toward Japanese learning and study in Japan. It was conducted by collecting empirical data from five Japanese language programs in four universities in Indonesia. The samples for data collection were varied regarding the type of the universities and Japanese language programs. They consist of three public universities and one private university, four regular four-year undergraduate programs and one three-year vocational diploma program, and also one Japanese language education program. The questionnaire consisted of four parts: (1) the explanation of the study and the rights as the participant, (2) the consent form signed by the participant, (3) the participant data, including Japanese learning experience prior to university, and (4) the questionnaire items which consisted of 19 questions (see Appendix F).

The second research method employed a narrative inquiry which was considered to be the most appropriate approach for collecting data related to the learning experience (Connelly and Clandinin, 1990). In order to understand a phenomenon from the perspective of people who experience it, the narrative inquiry focuses on how people use stories to make sense of their experience (Barkhuizen, Benson, and Chik, 2014: p. 2). The method application aims to collect the narrative data of Japanese learners' experiences from two different learning sites: Indonesia and Japan. The first set of data came from the narratives of 17 participants of third grade who were studying at Japanese language program of an Indonesian university when the interviews were conducted. Meanwhile,

the second set of data was the narratives of 10 participants who were participating in study-abroad programs in Japan. In addition to oral narratives, the written narrative method was also conducted in the form of self-reflective writing of language learning history titled "My Story with Japanese Language" with minimum length of one A4 page, where learners reflect their past, present, and future in relation with Japanese language (see Appendix E). Questionnaires on learners' backgrounds and language learning histories were also distributed to all participants to gather information on learners' prior language learning experiences. The analysis of these qualitative data will include the process of description, analysis of key factors and their relationships, and interpretation to make sense out of the issue of concern (Wolcott, 1994: p. 10). Thematic analysis will also be employed (Barkhuizen, Benson, and Chik, 2014: p. 76) where emerging themes will be recognized as the analysis proceeds (see Chapter 3 for details).

1.6. Significance of the study

The result of this study provides significant insights into the current issue of study-abroad and the impact of Japanese language education and study abroad policies and planning in Japan and overseas, particularly Indonesia, as well as enhance the understanding of the pivotal role Japanese language education play in the global student and labor mobility, through the experiences of Japanese learners. Furthermore, this study will highlight significant issues need to take into consideration and make some recommendations for the development of Japanese language education, both in Japan and Indonesia, through critical assessment of the policies' implementation from Japanese learners' point of view.

1.7. Definitions of key terms

The study is informed theoretically by the following key terms: 'investment in language learning,' 'motivation in language learning,' 'language policy and planning,' 'study abroad,' and 'narrative inquiry.' The term *investment in language learning* has been a complement to the construct of 'motivation' in the field of language learning and teaching. *Investment in language learning* refers to learners' commitment to language learning with the expectation to acquire a wider range of symbolic resources and material resources, which will, in turn, increase the value of their cultural and social power (Norton, 2013: p. 6). Furthermore, this study also defines *investment in Japanese language learning* as learners' commitment to continue to learn Japanese language after graduated from the Japanese Language Program at Indonesian universities by studying in Japan. The focus of this study also very much relates to the term *motivation in language learning*, which is understood as a combination of effort, desire to achieve the goal of learning the language, and favorable attitudes toward learning the language (Gardner, 1985: p.10).

Another term employed in this study is *language policy and planning*, which is sometimes used almost interchangeably, but have an implicit distinction (Carroll, 2013: p. 12). The term *policy* refers to “the plan of action adopted or pursued by various agencies” while *planning* refers to “the activity which results in the formulation of the policy” (Carroll, 2013: p. 12). Gottlieb defines *language policy* as “the specific strategies formulated and implemented by the planners to achieve their objectives” (1995: p. 1-2). Meanwhile, the term *language planning* was defined by Cooper (1989: p. 45) as “deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes.” According to Hornberger (2006: pp. 28-29), there are three types of language policy and planning (LPP):

- 1) status planning, introduced by Kloss (1969), which focuses on the use and the function of the language in a given speech community
- 2) acquisition planning, introduced by Cooper (1989), which focuses on users and the distribution of the language by creating the opportunity to learn it
- 3) corpus planning, introduced as well by Kloss (1969), which focuses on the structure of the language

This study will cover the issues of status and acquisition planning of Japanese language as the main focus of analysis, by presenting the phenomenon of Japanese language education in Japan and Indonesia.

The meaning and the scope of *study abroad* used in this study also needs to be clarified. *Study abroad* in this study refers to the short-term (6 months) and long-term (one to two years) study programs at Japanese language schools and vocational school in Japan attended by Japanese language learners of Indonesian universities, whether during their university years or after graduating from university.

The term *narrative inquiry* is employed as well in this study as part of the research methodology. This term meant both as a phenomenon and a method, characterizing the phenomena of human experience and its study (Connelly and Clandinin, 1990: p. 2). *Narrative inquiry* refers to “the way to understand the experiences of individuals within the social, cultural, and institutional narratives where the experiences are constituted, shaped, expressed, and enacted” (Clandinin and Rosiek, 2012: p. 10). As a narrative inquirer, a researcher is not only required to understand the participants’ experiences but also his/her own experiences and the co-constructed experience developed through the interaction between researcher and participant (Clandinin, 2006: p. 47).

1.8. Overview of the dissertation

The dissertation consists of seven chapters. Chapter 1 discusses the background of this study, the problem, the research questions, the overview of the methodology, the significance of the study, and some key definitions used in this study. This chapter is followed by literature review in Chapter 2, which presents the theoretical frameworks in the fields of second language acquisition, applied linguistics, and international education underpinning this study. This study employs L2 motivational self-system proposed by Dörnyei (2005, 2009), the theory of investment in language learning by Darwin and Norton (2015), and the push-pull factors of international student mobility. This chapter also discusses the implementation of several important policies and planning with significant relevance to Japanese language education and study-in-Japan program, both in Indonesia and Japan. The overview of the outbound mobility of Indonesian students to Japan and the new pattern which has been developed in recent years will be presented as well.

Chapter 3 discusses the multi-method approach employed in this study, which are the narrative method of qualitative approach and the cross-sectional survey method of quantitative approach. This chapter also provides a detailed description of the participants involved in each research method, consists of 444 questionnaire respondents and 27 narrative participants. Additional interviews with seven local Japanese language teachers were also included to enrich the data and to provide a different point of view from Japanese language learners.

Chapter 4 presents the findings of the analysis of questionnaire study on Japanese language learners' perspective on Japanese learning in higher educational institutions in Indonesia. This chapter also discusses findings from the additional interviews with seven local Japanese language teachers. Chapter 5 presents the findings of the analysis of

learners' narratives on their Japanese learning experiences at an Indonesian university. Chapter 6 presents the findings of the analysis of learners' narratives on their study-abroad experiences in Japan. Chapter 7 provides a discussion of the data findings presented in Chapter 4, Chapter 5, and Chapter 6 concerning the research questions, based on the theoretical frameworks of L2 motivational self-system, investment in language learning and the push-pull factors of international student mobility from both home and host countries. It also discusses the conclusion of the study, including the contributions, the constraints and limitations, and recommendations for future research agenda.

CHAPTER 2

LITERATURE REVIEW

This chapter sets out important conceptual and theoretical frameworks for motivation and investment in language learning and study abroad. As the study aims at understanding factors that motivated students to invest in Japanese learning through participation in a study-abroad program, this chapter will begin by exploring three theoretical frameworks in the fields of second language acquisition, applied linguistics, and international education underpinning the study. The first theoretical framework is language learners' motivation as part of individual differences in second language acquisition study (Section 2.1), the second one is the investment in language learning in applied linguistics study (Section 2.2), and the third one is push-pull factors in international student mobility (Section 2.3). By employing these theoretical frameworks, this study intends to understand language learners' participation in study-abroad from both the individual perspective and sociocultural milieu in which learners live in, both in Indonesia and Japan.

Furthermore, this study also aims at understanding how power and ideologies reflected in policies and planning related to language education and study-abroad has shaped the way learners invest in Japanese language learning and study in Japan. Therefore, the discussion will continue to explore the implementation of several important policies and planning with significant relevance to Japanese language education and study-in-Japan program took place in both countries, Indonesia and Japan (Section 2.4). In addition to it, an overview of the outbound mobility of Indonesian students to Japan and the new pattern which has been developed in recent years will be explored as well (Section 2.5). Japanese language education in higher educational

institutions will be the main focus of this study. However, in discussing the related policies and planning as well as the current situation of student mobility in both countries, secondary educational institutions, and informal education will also be taken into consideration.

2.1. Motivation in language learning

Research on the motivation in language learning had been initiated by social psychologists, Gardner and Lambert, in 1959 (Guilloteaux, 2007) and followed by numerous studies on the subject ever since. Learning a foreign language is an activity significantly affected by various sociocultural factors, hence is considered as a different task compared to other subjects, such as math, economics, and so forth (Dörnyei, 2005; Gardner and Lambert, 1972; Williams, 1994). Understanding students' motivation in learning a foreign language, therefore, requires insights into those sociocultural factors as well. Motivation is defined as "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985: p. 10). Motivation in language learning reflects the significant relationship between one's identity, the language, and the social context. Ushioda (2009; 2011) has proposed a person-in-context relational view of motivation which put more focus on the way language learner be seen as a person in relation with his/her identity and the social context he/she lives. Regarding this view, Ushioda (2011) points out that:

[It is] a focus on the agency of the individual person as a thinking, feeling human being, with an identity, a personality, a unique history, and background, with goals, motives, and intentions; a focus on the interaction between this self-reflective agent, and the fluid and complex web of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded, moves and is inherently part of. (pp. 12-13)

Researches on second/foreign language motivation have gone through three significant periods (Dörnyei, 2005):

- 1) The social psychological period during 1959-1990, characterized by Gardner's theory of Socio-Educational Model of Second Language Acquisition, which explains the relationship between motivation, other individual differences variables and language achievement (Gardner, 1985). He proposed the theory of integrative motivation which reflects the willingness and interest of language learners in having social interaction with second/foreign language community members. Another theory from this period is the self-confidence construct proposed by Clément, Gardner, and Smythe (1977), which refers to language learner's belief of his/her ability to be able to perform tasks and accomplish goals. This linguistic self-confidence will determine learner's desire to pursuit intercultural communication with second/foreign language community members.
- 2) The cognitive-situated period during 1990s-early 2000s, characterized by the application of cognitive theories in educational psychology into motivational researches, resulted in Self-Determination theory and Attribution theory. Self-determination theory focused on intrinsic and extrinsic motivation and was developed into Language Learning Orientation Scale to measure various components of self-determination theory in second language learning (Noels, Pelletier, Clément and Vallerand, 2000). Attribution theory proposed by Weiner (1992) argued that the way learner attributes his/her success or failure in the past will significantly shape the motivational disposition of his/her future action. William, Burden, and Al-Baharna (2001) found that attributional factors also related to the classroom environment, language exposure, interest in the language, language learning strategy, and support from other people.

- 3) The process-oriented period since the 2000s, focusing on the dynamic characteristic of motivation over periods of time and its relation to self and identity, which is inspired by Dörnyei's L2⁴ Motivational Self System and Ushioda's person-in-context relational view (Dörnyei and Ushioda, 2009).

L2 Motivational Self System

The L2 Motivational Self System is developed from Gardner's construct of integrative motivation with its core aspect of identification. Integrative motivation refers to learner's positive disposition toward L2 community and his/her desire to be affiliated with the community members, which involves the identification process with the community as well as the cultural and intellectual values related to L2 (Dörnyei, 2005). In the globalized world, identifying oneself with L2 speakers also involves the recognition of one's identity as a global citizen. Language learners who show interest in international affairs and desire to study or work abroad have what Yashima (2000) called as 'international posture' trait. Arnett (2002) argues as well that globalization has led young people to develop 'bicultural identity,' nurtured especially by television media and internet, in which:

[P]art of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture. ... [A] global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles and information that are part of the global culture. (p. 777)

As language learners identified themselves as part of global citizen, who share the similar sense of belonging to the global culture with other members of the world, learners

⁴ L2 refers to second language learning

also developed their possible selves as a representation of the person "they might become, they would like to become, and they are afraid of becoming" (Dörnyei, 2005: p. 98) that might be the powerful source of their motivation. This sense of belonging helped learners shape their imagined identity and create their L2 possible selves. There are two types of possible selves, the 'ideal self' which represents one's hope and aspiration that he/she would like to possess, and the 'ought self' which represents one's responsibility or obligation that he/she ought to possess (Higgins, 1987).

L2 Motivational Self-System has employed this self-concept to explain the motivational dynamics in language learning. The L2 Motivational Self System is a convergence between theories of self and motivation, focusing on the interaction between future-oriented L2 selves and learning experience (Dörnyei, 2005, 2009). The construct of L2 Motivational Self-System is the integration between two L2 motivational concepts: the language learning orientations proposed by Noels (2003) which consists of intrinsic, extrinsic, and integrative reasons, and the motivational dimensions proposed by Ushioda (2001) which are clustered into the actual learning process, the external pressures/incentives, and integrative dimension. L2 Motivational Self-System was synthesized from these two concepts and consists of three dimensions as well (Dörnyei, 2005: pp. 105-106):

- 1) Ideal L2 self refers to the L2 person one would like to become, relates to integrative dimension for language learning, such as personal goals, the desired level of language competency, academic interest, and feelings toward native speakers or the country.
- 2) Ought-to L2 self refers to the L2 person one ought to become in order to avoid possible negative outcomes, which relates to extrinsic reasons for language learning which might be in the form of external pressures or incentives.
- 3) L2 learning experience, which relates to intrinsic reasons for language learning and

the actual language learning process that includes language-related enjoyment/liking, positive learning history, and personal satisfaction.

L2 Motivational Self System attempts to explain not only the motivational characteristics of students who decide to study a second/foreign language and their learning outcomes but also the process of the language learning itself. According to Ushioda (2001) and Dörnyei (2005), learners' visions for the future, which closely related to the ideal and the ought-to L2 selves, along with positive L2 learning experiences might become two potential successful motivational routes for language learners. The construct of L2 Motivational Self System found common ground with the concepts of 'imagined communities' and 'imagined identities' proposed by Norton (2000, 2013). The term 'imagined communities' was first coined by Anderson (1983) to define a nation as an imagined community:

because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the mind of each lives the image of their communion. (1983: p. 49)

The involvement in communities of practice is not only through direct engagement but also through imagination (Wenger, 1998). Through this imagination, learning a language also involves a desire to be affiliated with imagined communities, which Norton (2013) defined as 'groups of people, not immediately tangible and accessible, with whom we connect through the power of imagination' (p. 8). Having imagined communities help learners develop their range of possible selves (Kanno and Norton, 2003) which also represent learners' imagined identities they would like to become. These concepts also became the foundation for the construct of investment in

language learning, a sociological construct which was developed as a complement to the existing motivational theories.

2.2. Investment in language learning

The framework of investment in language learning attempts to explain what the motivational studies failed to explore, which is the relationship between language learner identity and the power mechanism in the social world. This framework argues that highly motivated language learners do not necessarily make an equally big investment in their language practices, because of the complex relationship between language learner identity, language learning commitment, and relations of power (Norton Pierce, 1995; Norton, 2013). The definition of investment in language learning is explained by Norton (2013, p. 50) as follow:

If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Learners expect or hope to have a good return on that investment, a return that will give them access to hitherto unattainable resources.

The symbolic resources might be in the form of language, education, friendship, and so forth, while the material resources might be in the form of money, capital goods, and so on. Cultural capital refers to the term used by Bourdieu and Passeron (1977) to describe the knowledge, credentials, and modes of thought characterize different classes and groups (Norton, 2013: p. 6). The framework of investment in language learning has been widely used, mostly in English language learning, as a way to understand how language learners participate in various contexts of language learning (e.g., Norton 2015; Barse and de Jong, 2008; Skilton-Sylvester, 2002). Some studies have investigated the

investment of Chinese-speaking students in various contexts of English medium instruction (e.g., Gao, Cheng, and Kelly, 2008; Gu, 2008). In the case of Japanese language learning, Haneda (2005) investigated the investment of two Canadian university students in Japanese writing and found how it closely intertwined with their life history, identities, and agency. This framework is especially useful to examine how language learners were able to participate in various contexts and gain access and ownership to valuable resources, as they move across borders and integrate into a new community (Norton, 2015).

In response to the changing global economic order, increased global mobility, and advanced information technology, a model of investment in language learning was proposed by Darwin and Norton (2015) to explain the relationship between identity, capital, and ideology, in order to examine the way power manifests in classroom, workplace or community of practices, the positioning of interlocutors, the structuring of habitus, and how the capital values shift across space and time (p. 42).

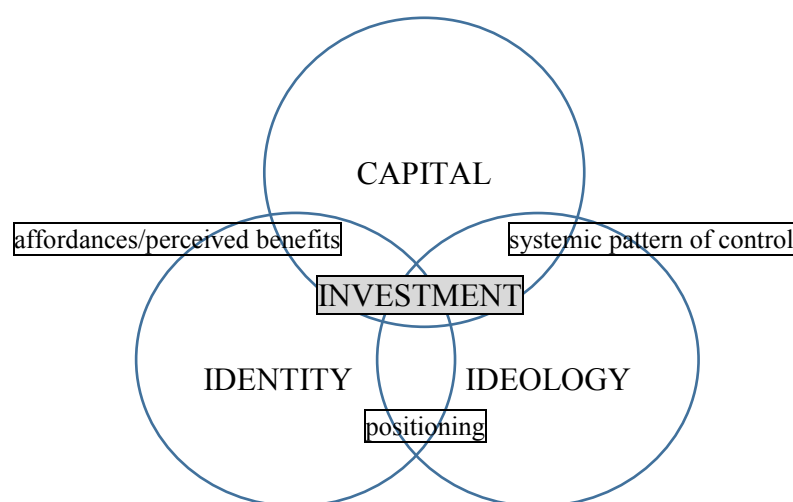


Figure 2.1. Model of investment in language learning (Darvin and Norton, 2015)

There are three key constructs of the model of investment in language learning: ideology, capital, and identity. Ideology is a normative set of ideas, constructed and imposed by structures of power and reproduced through hegemonic practice and consent, with control over how other ideas, people, or relation are being treated in the society (Darvin and Norton, 2015, p. 44). The ideology might be in the form of educational institutions, learning, and work sites, as well as the language itself and language education policies. Capital is a valuable resource one has in forms of economic, cultural, or social capital. Once the capital is perceived and recognized as legitimate, it becomes symbolic capital. The value of the capital that one possesses may change as he/she moves across space and time, and is determined by ideological structures (Darvin and Norton, 2015, p. 44-45). Identity is “the way one understands his/her relationship with the world, how it is structured across time and space, and how one understands possibilities for the future” (Norton, 2013, p. 4). Within this concept of identity, how learners position themselves and are positioned by others is closely examined, as well as their desire and imagined identities of how they want to become in the future (Darvin and Norton, 2015, p. 46).

Three elements connect each of key constructs of investment’s concept explained above, namely systemic patterns of control, affordance/perceived benefits, and positioning (Darvin and Norton, 2015). Systemic patterns of control explain the relationship between ideology and capital, of how ideology determines the value of learners’ capital. For instance, language ideology has been acted as systemic patterns of control to determine the inclusion or exclusion of a person in educational institutions, workplace, and communities. A certain level of language proficiency test is employed in schools and universities admission process as well as job recruitment to filter out the best candidates for the institutions or communities. Hence, the capital one possesses might has

different values in different environments, depending on the prevailing ideology in the environment.

The element of affordance/perceived benefits explains the relationship between capital and identity. In the case of Japanese language learning, for example, this element explains what Japanese learners perceived as the benefit(s) of their investment. Their willingness to participate in the process of learning Japanese language directly in Japan might be seen as one way to increase their cultural capital, such as advanced Japanese knowledge and communication skills, which might lead to the realization of their ideal self, an identity as a competent Japanese language user. On the other hand, another cultural capital that they already possessed, in the form of educational credentials as a university graduate from Japanese language program in the home country, might serve as an affordance for learning advanced Japanese language in Japan. Here, their identity as a persistent Japanese learner might help them gain access to a more difficult level of Japanese language.

Lastly, the element of positioning in the investment model explained the relationship between identity and ideology, of the way learners position themselves and are positioned by others in various contexts. Ideologies related to foreign language proficiency, for instance, might have shaped the way learners position themselves within a particular community and vice versa. Learners might position themselves as inadequate language user when they are applying for a study-abroad scholarship or a job with a high level of the language requirement. A certain level of TOEFL/IELTS/TOEIC tests for English proficiency or JLPT N1/N2 for Japanese language proficiency, as well as assumption of having the language certificate also reflects good language communication skills, might act as an ideology which determines the way learners are positioned, either as competent or incompetent language users.

As Darvin and Norton (2015) argued, this model of investment was designed to understand how learners move between spaces and transform their identities, influenced by the complexity of structure and agency, within the mobility and diversity of the globalized world. It allows macro analysis of how power within the structure have shaped learners, the dominant practices and the way of thinking in the society, as well as how learners perform 'their agency and capacity to invest in learning that not only allow them to acquire material and symbolic resources but also to question and resist dominant practices and ways of thinking that have become systemic' (Darvin and Norton, 2015: p. 51).

Other researches in the field of international education have focused on the student mobility issue as well, especially in higher education. One of the prominent theories in the field is 'the push-pull factors' which examines the factors from both home and host country that motivate students to study abroad. It is significant to examine students'/learners' motivation from not only the identity perspective but also from the home-host countries point of view, in order to better understand the issues of structure and agency within different ideological sites.

2.3. Push-pull factors in student mobility

Most literatures with the keywords of 'cross-border student mobility' and 'international student mobility' refer the term of 'student mobility' as 'the mobility of students at higher educational institutions across nations' (e.g. Choudaha, 2017; Münch and Hoch, 2013; Shields, 2013; Varghese, 2008; Xu, 2015). Within this classification, there are several different types of student mobility described by Cornet (2015), Junor and Usher (2008), as well as De Moor and Henderikx (2012) as follow:

- 1) Horizontal mobility, where students move from home university to host university for

a short period and the courses they take at host university is recognized as part of the curriculum at home university (Cornet, 2015).

- 2) Vertical mobility, where students finish a degree in a university and move to a different university to continue their study at the next level (Cornet, 2015).
- 3) Diploma/degree mobility refers to mobility for the entire program or study (Junor and Usher, 2008).
- 4) Credit mobility, which is mobility for only part of the program (Junor and Usher, 2008).
- 5) Exchange mobility, where students themselves choose study-abroad for a short or more extended period, at a host institution, according to an individual mobility arrangement between the host and the home institution (De Moor and Henderikx, 2012).
- 6) Network mobility and curricula, where a university makes a network with several partners and the university itself is in the center of the network (De Moor and Henderikx, 2012).
- 7) Embedded mobility and curricula, where a limited number of institutions partner up in a consortium of strategic partnerships, and students rotate and follow parts of their educational trajectory subsequently in two or more partner institutions (De Moor and Henderikx, 2012).

'Exchange mobility,' or in the more popular term 'exchange program,' and the term 'study-abroad' are often used interchangeably, although both are different in the operational and philosophical definition (Massey and Burrow, 2012). An exchange program is defined as 'a short period of study (one semester/year) at host university through a prearranged agreement between home and host universities' (Barnick in Massey and Burrow, 2012: p. 84). Meanwhile, study-abroad is defined as 'any academic student

program conducted outside the home country, arranged by or conducted through an institutional entity, such as a university or nonprofit organization' (Ho in Massey and Burrow, 2012: p. 84).

Factors influence the flow of international students from home country to host country, whether in an exchange program or study-abroad program, are called the 'push-pull factors.' The term 'push factors' is defined as factors cause the outbound student mobility, while factors cause the inbound student mobility is known as 'pull factors' (McMahon, 1992). The theory of push-pull factors in migration studies originated from the theory of migration by Lee (1966) who proposed four factors related to the decision to migrate and the process of migration: (1) factors associated with the area of origin, (2) factors associated with the area of destination, (3) intervening obstacles, and (4) personal factors. The push-pull framework has been employed to examine significant factors that influence some populations to leave their home countries and move to the country of their choice. In general, push factors associated with outbound mobility and factors within a home country which initiate students' decision to study abroad, while pull factors are associated with inbound mobility and factors that make a host country attractive to international students (Mazzarol and Soutar, 2001; McMahon, 1992).

However, Kim and Sondhi (2015) stated that push and pull factors relate as well to both the home and the host countries. Home push factors might include political tensions (Glaser and Habers, 1974), lack of economic opportunities (Chandras, in Kim and Sondhi 2015), as well as educational opportunities (Mickle, in Kim and Sondhi 2015), while home pull factors included living separately from family and friends and financial issues (Glaser and Habers, 1974). Host push factors included students' language concerns and apprehension toward the program (Glaser and Habers, 1974). Meanwhile, host pull factors might include academic benefits, employment experience, the prestige of

international education at home countries, and the possibility of permanent migration (Glaser and Habers, 1974; Neice, in Kim and Sondhi, 2015). Parents' influence in students' decision to study-abroad (Li et al., 2012) and students' desire for cross-cultural learning environment (Massey and Burrow, 2012) were also found to be another push factors from home country.

Using this framework of push-pull factors, previous studies had investigated the migration of various populations, from asylum seekers (e.g. European Asylum Support Office, 2016), international students (e.g. Mazzarol and Soutar, 2001; Wilkins, Balakhrisnan, and Huisman, 2011; Beibei, 2014; Xiong, 2017), labor migrants (e.g. Kainth, 2010; Shrestha, 2017), academic professionals (e.g. Kajiura, 2008), and immigrants (e.g. European Communities, 2000). In the case of international student migration, most studies focused on the discussion of the migration in higher educational institutions (e.g., Brooks and Waters, 2013; Gribble, 2008; Mazzarol and Soutar, 2001; Oliveira and Soares, 2016; Wiers-Jenssen, 2003). Kim and Sondhi (2015) found that policies in both home (origin) and host (destination) countries influence the mobility of international students and the way it changes reflects how the demand-side (the motivation of students and their parents as well as the influence of social capital and class) is adapting to the fluctuation within the supply-side (governments, organizations, and academic institutions). From the individual perspective, student mobility is also resulted from 'the combination of technological development, such as telecommunication, media, and transportations, and the expanded social imaginaries nurtured by one's prior traveling experience as well as the experiences of family members or friends living or traveling abroad' (Brooks and Waters, 2013: p. 163-164).

To gain international experience is another motivation for students to study-abroad (Llwelllyn-Smith and McCabe, 2008), which relates to foreign language learning

and future professional career (Eder, Smith, and Pitts, 2010; Lam, Ariffin, and Ahmad, 2011) and is considered by students as a significant point to be valued by future employers (Sison and Brennan, 2012). The international experience is expected to give contribution on one's personal, academic, and professional development, by strengthening their respect to different cultures and ways of thinking, giving them opportunity to learn and practice foreign languages, and also providing them with new perspectives on research and work competence which will be highly valued by future employers (Oliveira and Soares, 2016). However, there is also a contrast between the imagined experience and the reality of study-abroad itself (Kim and Sondhi, 2015). Successful learning, especially in language learning, did not always equally related to educational system quality in the host country. The experiences of social exclusion and discrimination lead to more cohesiveness with co-nationals and less interaction with native people (Kim and Sondhi, 2015: p. 3).

A study conducted by Mihi-Ramirez and Kumpikaite (2014) shows that economic reasons, such as expectation for a bigger salary or better job, is a significant factor that encouraged student migration. The study also shows that the family and scholarship became the primary support for educational mobility and the economic indicators that affect them, such as income per capita and gross domestic product (GDP), might give insight into academic mobility and tendencies in the future (Mihi-Ramirez and Kumpikaite, 2014: p. 526).

Sources of information on study-abroad might come from three sources: internal sources, external sources, and interpersonal sources (Oliveira and Soares, 2016). Internal sources, such as official websites of the institutions, are often used by students (Gomes and Murphy, 2003), while external sources, such as information from the third party, are the least relevant (Briggs and Wilson, 2007). Interpersonal sources, especially former

students and teachers, are considered to be more relevant and trustable (Briggs and Wilson, 2007; Simões and Soares, 2010).

The impact of international student migration on the host and home countries has some positive and negatives sides. On the positive side, international students benefited host countries through school fees and the availability of skilled international labors after their graduation (Gribble, 2008), as well as the availability of part-time workers to support service business during their study in the host country, such as Japan (Chiavacci, 2012). For home countries, international student migration might benefit them from the financial remittances, transfer of knowledge and technology, as well as networks and diplomatic relations (Hugo, 2009). On the negative side, the unexpected consequences are faced by the host countries, such as the case of Japan with the phenomenon of *dekasegi ryugakusei*, in which many international students who came to Japan under the status visa of 'student' has a real intention to work, mostly in low-skilled jobs, instead of study (Chiavacci, 2012; Henning and Mintz, 2015). Meanwhile, the problem of 'brain drain' for academic labors (Nunn, 2005) and the loss of skilled human resources are some detrimental impacts of international student migration for home countries (Gribble, 2008).

Regarding the regulation of international student migration, Gribble (2008) pointed out three types of policies employed by home countries. The first one is the retain type, in which the government retained students at the tertiary level of education in the home country by ensuring the capacity and capability of their tertiary education. The second one is the return type, by promoting the study-abroad in tertiary education and facilitating students' repatriation upon graduation. The third one is the engage type, by facilitating students' engagement and contribution to their home country's development from overseas. In the case of Indonesian government policies, the first and the second types have been the most common ones. Besides retaining students at the tertiary level of

educational institutions in Indonesia, Indonesian government also actively promotes study-abroad through several scholarship programs, including Indonesian government scholarships LPDP⁵ and BAPPENAS⁶.

Concerning the case of Indonesian student migration to Japan, there are also three types of student migration (Ikegami, 2009). The first type of student migration is Indonesian students who received a scholarship from either Japanese government or Indonesian government to pursue their graduate studies in Japanese universities, went back home upon graduation, and pursue career development in Indonesia. The second type is Indonesian students who pursue their study at the undergraduate level of Japanese universities, regardless of the availability and the type of scholarship, and plan to go back home upon graduation. The third type is Indonesian students who studied in Japanese undergraduate/graduate programs with a private fund or with their own money and expect to work in Japan upon graduation. As discussed in the previous sections on the three peak of Indonesian student mobility to Japan with emphasis on government scholarship program, the first type has been the common type so far. However, the third type is showing an upward trend in recent years (Ikegami, 2009), supported by Japanese government's policy and planning to attract many international students to study and to work after graduation in Japan as highly-skilled professionals.

2.4. Japanese language education and study-in-Japan program: Japan and Indonesia

The year 2018 marked 60 years of Japan-Indonesia diplomatic relations. Since the signing of Japan-Indonesia Peace Agreement on 20 January 1958, the cooperation

⁵ Lembaga Pengelola Dana Pendidikan (Indonesia Endowment Fund for Education), established in 2012 under the management of Indonesian Ministry of Finance.

⁶ Badan Perencanaan Pembangunan Nasional (National Development Planning Agency).

between the two countries has been increased in various fields, not only in economics and politics but also in social and cultural fields. According to the data of Indonesia Investment Coordinating Board (*Badan Koordinasi Penanaman Modal/BKPM*, 2017), Japan has the second biggest investment in Indonesia after Singapore, reached the total number of more than five billion US dollars during the fiscal year 2017. On the other hand, Japan has become the third largest export destination country for Indonesia. In December 2015, Japan and Indonesia even held the first 'Two Plus Two' meeting between Foreign Ministers and Defense Minister of both countries, discussing strategic bilateral issues and regional developments between both countries (Ministry of Foreign Affairs of Indonesia, 2015).

In the field of education, the number of Indonesian students who went study-abroad to Japan has increased significantly with the establishment of Japanese government scholarship (MEXT) program since 1980s (Arikawa, 2016; Gondo, 1991; Ikegami, 2009), as well as scholarship program from Indonesian government which has started since 1985 (Sato, 2010). According to JASSO data from 2004-2017, the number of Indonesian students in Japan has been in the top ten list, even though it is still a small percentage compared to international students from China, Vietnam, Nepal, and Republic of Korea. Sato (2010) has pointed out two periods of rapid increase in the number of Indonesian students in Japan: between the period of the mid-1980s – early 1990s and the period of mid-1990s – 2000s. The first surge of Indonesian students in mid-1980s – early 1990s resulted from the Japanese government's policy to accept 100,000 international students and the scholarship initiation from the Indonesian government (Sato, 2010: p. 56). Meanwhile, the second surge in the mid-1990s – 2000s have resulted from the increase of privately-funded Indonesian students (Ikegami, 2009; Sato, 2010).

Regarding the development of Japanese language education, Indonesia has become the second country in the world after China with the biggest number of Japanese language learners, surpassing the Republic of Korea which has shown the significant decrease in recent years (Japan Foundation, 2017a). Japanese language education started to flourish in Indonesian higher education since the 1960s, but the focus had shifted gradually to secondary education since 1980s when language and Japanese popular culture became very popular among Indonesian high school students, following the expansion of Japanese industry into Indonesian market (Japan Foundation, 2017b).

Japan and Indonesia have developed a symbiotic mutualism relationship over the decades. For Japan, Indonesia has become one of the main overseas markets for its industry, providing Japan with the big consumer of its industrial products and popular culture, as well as the potential human resources in various fields, including education. For Indonesia, Japan has become one of the main investors and donor countries for Indonesian development since its Declaration of Independence in 1945, providing Indonesia with the assistance in the development of technology as well as the labor market opportunities for its large population. Within this growing mutual relationship, Japanese language education has come into the spotlight to bridge the also growing popularity and interest in Japan, Japanese culture and the people itself. Over the years, various Japanese language policies and planning have emerged to facilitate the exchanges between Japan and foreign countries, including Indonesia, and vice versa. Study-abroad to Japan is one of the essential exchanges that has a robust and direct connection with Japanese language policies and planning. Even though this study does not focus solely on Japanese language policy and planning, it is important to have a better understanding on the ideology behind the making and the implementation of language policy and planning, which substantially reflects the national identity and is intertwined with national self-

image and the image to be projected to the outside world (Carroll, 2013: p. 21). The next section will further discuss the issue by focusing on the ideology of Japanese language, from the perspectives of Japanese as a national language and as a second/foreign language.

2.4.1. The ideology and the promotion of Japanese language

Previous studies came up with several definitions of the term 'language policy' and 'language planning.' Carroll argues that 'language policy' refers to the plan of action adopted or pursued by various agencies, while 'language planning' refers to the activity results in the formulation of the policy (2013: p.12). Regarding the term 'language policy,' Gottlieb (1995: p. 2) defines it as 'the specific strategies formulated and implemented by the planners to achieve their objectives.' Christian (1988: p. 197) defines 'language planning' as 'an explicit and systematic effort to resolve language problems and achieve related goals through institutionally organized intervention in the use and usage of languages.' Regardless of the slight difference definition, both terms have been used sometimes interchangeably and synonymously (Carroll, 2013; Cooper, 1989).

In the context of Japanese language, the term 'language policy and planning' commonly refers to '*genko seisaku*' (言語政策). Regarding this term, it is important to bear in mind that there are two different terms in the discussion of Japanese language policy and planning. The first term '*Kokugo*' (国語) refers to Japanese as the national language; thus it is learned by Japanese people, while the second term '*Nihongo*' (日本語) refers to Japanese as a second/foreign language. The concept of *Kokugo* was first appeared during the late period of Meiji and shows the link between language and national identity (Carroll, 2013: p. 34). Other specific terms related to Japanese language are '*hyojungo*' (標準語) or 'standard Japanese language' and '*kyotsugo*' (共通語) or

'common Japanese language.' The standard Japanese language covers the official variety of Japanese language used in education, broadcasting, written communication, and other public domain across Japan and is considered as an ideal language (Carroll, 2013: 30) and a sophisticated means of communication (Katsuragi, 2011: p. 214). It is contrasted to the other term of Japanese language as 'common language,' which refers to Japanese language used to communicate in daily life (Shioda, 1973), including when speaking with foreigners (Katsuragi, 2011: p. 214).

Christian (1988) argues that language is not merely a communication tool, but also has symbolic functions within a society. Since language policy relates significantly to the symbolic value of language, therefore language planning is not based only on linguistic considerations, but also on political, social and economic concerns (Christian, 1988). Language policy and planning reflect ideologies (beliefs, ideas) within the society, aim to reach several goals, including inter-lingual communication both in regional and worldwide contexts, language spread, and standardization (Nahir, 1984). The ideas of 'rich Japanese language' (豊かな日本語) and 'beautiful Japanese language' (美しい日本語) which have been used officially by language planning agencies in Japan, such as Agency for Cultural Affairs of Japan, reflects how Japanese language is functioning as a carrier of Japanese culture with a strong link to national identity, and led to the ideology of linguistic purism of Japanese language (Carroll, 2013: p. 32). One form of the linguistic purism is 'elitist purism' which was concerned with Japanese language correctness or '*tadashii Nihongo*' (正しい日本語) and has driven the officials to raise the issue of language awareness (Carroll, 2013: p. 33). The ideology of linguistic purism attempted to maintain the privilege of Japanese language as well as Japanese culture and society, by restricting the freedom to adapt the language and to use it to gain access to the culture and society (Carroll, 2011: p. 191). The idea of 'Japanese language as a rich and

beautiful language, therefore must be used in a correct and proper way' relates to the ideology of Japanese identity known as '*Nihonjinron*' (日本人論), a view of Japan as 'linguistically and culturally homogeneous country, with Japanese as homogeneous people (単一民族) who constitute a racially unified nation (単一国家)' (Liddicoat, 2007: p. 34). In *Nihonjinron*, Japanese language is viewed as 'so unique in its structure that it creates the condition for the Japanese to think in a peculiar and vague way. Foreigners may speak it fluently, but could never be perfect in its usage' (Ando, 2009: p. 35).

However, as the number of Japanese language learners and also the level of contact between Japanese and foreigners were increased as an evitable part of internationalization, the tolerance attitude toward non-native speakers started to be considered, along with strategies for the internationalization of the Japanese language to promote knowledge about Japan and the Japanese language, as an effort to make it a better instrument for international communication (Carroll, 2011: pp. 193-194). The ideology of elitism in Japanese language—in the form of language structure and its extremely difficult or even nearly impossible characteristic for foreign learners to master—and how they represent national identity, and then changed course to be an instrument for internationalization, are needed to be taken into consideration in analyzing the implementation of Japanese language policy and planning.

Under the Ministry of Education, Culture, Sport, Science and Technology (文部科学省, MEXT), there are three departments with direct responsibility to the research, establishment and implementation of language policy and planning in Japan: National Language Deliberative Council (国語審議会), National Language Section (国語課) as part of Agency for Cultural Affairs (文化庁), and National Language Research Institute (国立国語研究所). Each department has its specific role regarding language policy and

planning. National Language Deliberative Council is responsible for the policy decision making, National Language Section is responsible for the policy implementation, while National Language Research Institute is responsible for the background research of the policy-making (Carroll, 2013: 41).

Besides the three departments mentioned above, other departments have their roles related to Japanese language policy and planning, such as the Ministry of Foreign Affairs (外務省). In its official website, Ministry of Foreign Affairs of Japan expresses its awareness toward the significant role the Japanese language education overseas has to create a friendly relationship between Japan and foreign countries, as a medium to cultivate people in their exchanges with Japan as well as deepen their understanding toward Japan. The promotion and support of Japanese language education overseas is mainly conducted by the Japan Foundation (国際交流基金)—which was used to be under the jurisdiction of the Ministry of Foreign Affairs before it became an independent administrative agency in 2003—through many programs, including the dispatch of Japanese language education specialists overseas, training programs for overseas Japanese language teachers and students, the development of Japanese language teaching materials, and the conduct of Japanese language-related events overseas, such as Japanese speech contests and Japanese Language Proficiency Test. These programs are defined by three keywords which become the main focuses of the Japan Foundation activities: culture (文化) focuses on 'art and cultural exchanges', language (言語) focuses on 'Japanese language education overseas', and dialogue (対話) focuses on 'Japanese studies and intellectual exchange' (Japan Foundation, 2018a). The policy of Japanese language spread implemented by the Japan Foundation aims to foster international understanding of Japan, by providing access to the charming Japanese culture (魅力ある日本文化) and its craftsmanship culture (ものづくり文化) for Japanese learners (Liddicoat, 2007: p.

39). It reflects the idea of how Japanese language and culture is considered a significant, powerful tool for adequately communicating particular Japanese views with international people.

Meanwhile, the promotion of Japanese language education for foreign residents in Japan is also conducted by other governmental agencies, such as the Agency for Cultural Affairs. According to their official website, there are several Japanese language education programs for foreigners living in Japan which has been started since 2007 and was modified in 2012. The programs aimed to 'enable foreign residents in Japan to attain the level of Japanese language required for daily living' (Agency for Cultural Affairs, 2018). These include practical programs for community Japanese language education, which consist of Japanese language classes and the promotion of Japanese language education system for foreigners who are living in Japan. There is also training courses program for coordinators and Japanese language trainers of Japanese language education communities, in prefectural and municipal levels, started since 2008. Through these training of trainers (TOT) programs, Japan's Agency for Cultural Affairs is trying to establish a system where foreigners could learn Japanese language as a social communication tool which is considered as 'essential to integrating foreign residents as member of Japanese society, and preventing social marginalization due to limitation in language skill' (Agency for Cultural Affairs, 2018). In 2009, Agency for Cultural Affairs (in Kobayashi, 2014: p. 32) has also issued a paper regarding Japanese language education for foreign residents in Japan, stating several goals of Japanese language education, which are to be able to live a healthy, safe, independent, and cultured life as a member of society and have mutual understanding using Japanese language, indicate the function of Japanese language as an indispensable tool for the integration into Japanese society. The growing awareness of the importance of Japanese language skills for long-term foreign residents was shown as well

in other governmental institution, that is Immigration Bureau, in their policy of Basic Plan of Immigration Control in 2005 (Gottlieb, 2012: p. 133).

2.4.2. Internationalization and globalization in Japan

The term 'internationalization' or '*kokusaika*' (国際化) was first emerged in the 1970s to replace the previous term 'modernization' or '*kindaika*' (近代化) and became popular since the 1980s following the implementation of educational policy made by Prime Minister Nakasone and his cabinet (Burgess, Gibson, Klaphake, and Selzer, 2010). In 1983, plan to host 100,000 international students by the year 2003 was launched. A year later in 1984, Prime Minister Nakasone pledged the transformation of Japan into an 'international country' or '*kokusai kokka Nihon*' (国際国家日本). Also in the same year, the Educational Reform Council (臨時教育審議会, *rinji kyoiku shin'gikai*) was established and then produced several proposals of educational reform, including one that state the need to respond to the changing era of internationalization and information, of which became the drive for Ministry of Education to internationalize Japanese education (Burgess, Gibson, Klaphake, and Selzer, 2010: p. 465). The result of the 1983 plan eventually exceeded the target, mostly due to the simplified immigration regulations for international students' admission at Japanese language schools (Maruyama, 2011).

The term 'internationalization' was gradually replaced by the term 'globalization' or '*gurobaruka*' (グローバル化) which became popular in Japanese media since 2006 (Burgess, Gibson, Klaphake, and Selzer, 2010). Still, the spirit of 'internationalization'—particularly in Japanese higher education—for making Japan an open country by bringing in excellent human resources has driven Prime Minister Fukuda to formulate a plan in 2008 to accept 300,000 international students by the year 2020 (Burgess, Gibson, Klaphake, and Selzer, 2010). To facilitate international students who did not have

adequate Japanese language ability to pursue their study in Japanese universities, the international program using English as Medium of Instruction (EMI) instead of Japanese language—also known as the English-only program—were established.

However, the fact that English has become indispensable to Japanese society, who has considerably strong national identity and self-image, became a dilemma for Japan (Burgess, Gibson, Klaphake, and Selzer, 2010; Hashimoto, 2000; Iwabuchi, 2005; Okada and Okada, 2013). In one side, Japan has a strong urge to keep foreign culture that might affect the purity of national culture at bay. On the other hand, it is also indispensable for Japan to conform to the global standard. For Japan, the term 'internationalization' itself reflects a specific view that recognizes Japanese identity with its unique qualities, which differentiates Japan with other nations in the world (Hashimoto, 2000: pp. 39-40). This term became prevalent in the era when Japan has raised from their loss in the World War II and gained its economic power (Iwabuchi, 2005: p. 104). While 'internationalization' indicates that Japan had the active control in preserving its national identity, the discourse of 'globalization', on the other hand, was recognized as a period where Japan needs to readjust to the global economic order (Iwabuchi, 2005: p. 105) which leads to the standardization by means of unified system, centered in Western societies (Hashimoto, 2000; Okada and Okada, 2013: p. 27). In this sense, 'globalization' demands conformity to external norms of which Japan has no control (Burgess, Gibson, Klaphake, and Selzer, 2010: p. 464). The period of 'lost decades' (失われた 10 年) in the 1990s through 2000s, where Japan dealt with an economic recession, structural breakdown, and change in Japanese institutions and societies, had brought pessimism and confidence loss (Burgess, Gibson, Klaphake, and Selzer, 2010; Iwabuchi, 2005). It was the period where the term 'globalization' also took place in Japan.

Internationalization and globalization were seen as an extension of colonialism and imperialism, which was represented in the teaching of English as a foreign language in primary and secondary education and the using of EMI in higher education in Japan (Hashimoto, 2000: p. 40). The implementation of 'English-only' for the English classes at upper secondary schools—following the English language policy revision in 2008 which aims to improve English proficiency of Japanese students—is an example of Japan's interpretation of internationalization and globalization (Hashimoto, 2013: p. 26). For instance, the policy of Super English Language High School (SELHi) became the background for the inclusion of English subject in the secondary education curriculum along with the provision of native English teachers through the Japan Exchange and Teaching (JET) program (Fujita-Round and Maher, 2008: p. 397).

In higher education, the implementation of 'Global 30 Project' (2009-2014) through English program in 30 elite Japanese universities in order to attract 300,000 international students—which was continued with Top Global Universities Initiative (2014-2023)—is also another example of how Japan is conforming to the global society standard where English is considered as a lingua franca (Hashimoto, 2013: p. 27). Still, the 'English-only' policies were conducted within the framework of Japanese national identity, which highlighted the segregation between English and Japanese language in Japan's educational system (Hashimoto, 2009, 2013). They indicate the view of English as merely a tool to cope with globalization and for the international students to pursue an education in Japan and contribute to its internationalization. Hashimoto (2009, 2013) who conducted studies using critical discourse analysis on Japanese government documents regarding the English language policy found how this view is reflected in the way the international students are treated as 'resources', English is presented as something to be owned for generating profit, and the effort to create 'Japanese who can use English' (英語

を操る日本人) as global citizen. The implementation of the policy in higher education through English-medium degree programs has created several models of English program (Shimauchi, 2016):

- 1) 'global citizen model' for Japanese students in order to develop their English proficiency and communication skills as well as their awareness toward multicultural understanding,
- 2) 'crossroad model' using dual-language approach (English and Japanese) to accommodate different needs of Japanese and international students within the same program,
- 3) 'Dejima model' of English program which is intended for international students or attended only by very few Japanese students who are willing to learn in English.

On the other hand, besides the expansion of English-only programs, the promotion of Japanese language and culture—by providing high-quality instruction for Japanese learners—is also included in the four main pillars of the action plan for Global 30 Project. The using of Japanese language is considered as one of the significant values of internationalization for Japanese higher education, that is to promote international recognition toward Japanese culture and society (Yonezawa, Akiba, and Hirouchi, 2009: pp. 131-132). Shimauchi (2016: pp. 150-151) called this phenomenon as '*risou doukagata*' (離層同化型) or 'delaminated assimilation model,' which refers to academic programs using Japanese language as a medium of instruction which are attended only by international students. The nationalistic view is not the only reason. Some private Japanese universities are also using this model to attract many international students, especially those from China who prefer Japanese language rather than English, in order to maintain their student intake and university management (Shimauchi, 2015: p. 152).

The nationalistic view toward Japanese language was clearly reflected when the plan to accept 300,000 international students in 2008 was soon followed by Ministry of Foreign Affairs' plan to expand the number of Japanese language facilities overseas (Burgess, Gibson, Klaphake, and Selzer, 2010) as well as the bill draft for the making of unified policy on Japanese language education to cope with the increased foreign nationals with diverse backgrounds (Japan Times, 29 May 2018). In this sense, the widespread use of English is counterbalanced by the spread and the promotion of Japanese language inside Japan and overseas. In recent years, the term 'simple Japanese' or '*yasashii Nihongo*' (やさしい日本語) is gradually recognized within the Japanese society as a tool of communication and a common language between Japanese people and foreign nationals in Japan from various backgrounds, such as foreign residents, tourists, and trainees, as the preferable option compared to the use of English (Mainichi Japan, 5 November 2017). This phenomenon is also part of internationalization strategies of Japanese language to become an instrument for global communication (Carroll, 2011; Heinrich and Galan, 2011).

In recent years, cross-border mobility and diversity have become more prevalent in all parts of the world, including Japan, who is experiencing continuously increased foreign residents from various backgrounds of nationality, languages, immigration status, and so on. Japanese society is now facing super-diversity, a term first coined by Vertovec (2007), showing a complex and dynamic interplay of variables and categories among migrants in nationality, language, motives, patterns, process of insertion into educational or labor market of host societies, their legal status, and so forth (Blommaert and Rampton, 2011: p.1; Vertovec, 2007, 2010, 2017). In May 2018, Japanese diet group have drafted a bill to systematically and strategically promote Japanese language education in Japan and overseas, in order to cope with the increase of international nationals living in Japan

under various categories, such as intern trainees, students, and highly skilled professionals (Japan Times, 29 May 2018). The bill is considered as an urgent matter, proposing several points regarding the needs of a unified policy to strengthen Japanese language education, including proper Japanese language training for different categories of non-Japanese residents, the establishment of a consultative body of language experts that will coordinate all governmental agencies involved, and support for Japanese language institutions overseas (Japan Times, 29 May 2018). One of the aims of the bill draft is to provide an opportunity for foreign residents to study and acquire Japanese language proficiency that will enable them to bring their talents, skills, and knowledge into play in Japanese society.

A survey shows that around 80% of Japanese companies are still looking for international staffs with Japanese language proficiency (Burgess, Gibson, Klaphake and Selzer, 2010) and it seems that the implementation of the English-only program has a consequence of its own. English-only program might provide international students with a bigger chance to study in Japan without even having any Japanese language skills, but eventually with limited opportunity to be recruited by Japanese companies once they graduated from Japanese universities. It also reflects the fact that Japanese language—as the only national and official language in Japan—is still considered as an essential variable for full integration into Japanese society, although needless to say that Japanese language proficiency is not the only variable that can fully guarantee the process. The readiness and willingness of Japanese society to embrace the super-diversity, as the inevitable consequence of internationalization and globalization, also comes into the equation. Japan is facing a push-pull dilemma between the desire to protect and strengthen national identity and the need to embrace global trends and standards (Burgess, Gibson, Klaphake and Selzer, 2010: p. 471), and Japanese language education is playing

a significant role to bridge the gap. The next section will further discuss Japanese language education in relation to the international student phenomena in Japan.

2.4.3. International students and Japanese language education in Japan

As mentioned in the previous section, in 2008, Japanese government Prime Minister Fukuda formulated a plan to receive 300,000 international students by 2020. This new plan is a revised version of the previous plan launched in 1983 by Prime Minister Nakasone which aimed to host 100,000 international students by 2003. Even though both plans look similar in pattern, there are some contrastive aspects differentiate between the two plans. The 1983 plan focused on educational aid to developing countries, especially in Asia, by providing an opportunity to the international students to study in Japan, then go back home to serve their country after graduation. The new plan in 2008, however, put more focus on Japan's 'national interest.' Concerns of economic recession, decreased number of Japanese university students, lack of labor forces, as well as low birth rate and aging society 「少子高齢化社会」 are main reasons for Japan to invite more international students. This time, they were expected to work in Japan after graduation and to contribute to Japan's social and economic prosperity (Shao, 2008).

The plan to have 300,000 international students by the year 2020 has five main focuses: (1) the promotion of study in Japan, (2) the facilitation for entry and enrollment, (3) the globalization of Japanese universities, (4) the creation of a better studying environment for international students, and (5) the possibility for status changes (from student to worker) after graduation (Asian Development Bank/ADB Institute, 2014). Two of them are dealing with the encouragement of study-in-Japan programs and the opportunity to work in Japan after finishing the study. Regarding the language policy and planning, Japan is employing the dual-language approach to arise interest toward Japan

and to attract international students to come to Japan, with the promotion of Japanese language education, both domestic and overseas, and English as a medium of instruction (EMI) in higher educational institutions (ADB Institute, 2014). The promotion of Japanese language education is conducted through support on Japanese language education in secondary and higher education institutions worldwide, as well as the establishment of Japanese language educational institutions, including Japanese language schools (*Nihongo gakkō*), in Japan.

The promotion of study-in-Japan in overseas countries is conducted mainly by Japan Student Service Organization (JASSO). It has four branch offices overseas, three of them are located in South East Asian region (Indonesia, Thailand, and Malaysia), and one is located in the East Asian region, which is the Republic of Korea (Lim, 2008). These countries are indeed among the top ten countries in the world with the high number of Japanese learners (see Table 2.1).

Table 2.1. Top ten countries in the world with high number of Japanese learners (surveys of 2009, 2012, 2015)

Country	2015 (rank)	2012 (rank)	2009 (rank)
China	953,283 (1)	1,046,490 (1)	827,171 (2)
Indonesia	745,125 (2)	872,411 (2)	716,353 (3)
Republic of Korea	556,237 (3)	840,187 (3)	964,014 (1)
Australia	357,348 (4)	296,672 (4)	275,710 (4)
Taiwan	220,045 (5)	233,417 (5)	247,641 (5)
Thailand	173,817 (6)	129,616 (7)	78,802 (7)
United States	170,998 (7)	155,939 (6)	141,244 (6)
Vietnam	64,863 (8)	46,762 (8)	44,272 (9)
Philippines	50,038 (9)	32,418 (10)	22,362 (12)
Malaysia	33,224 (10)	33,077 (9)	22,856 (11)

Source: The Japan Foundation

Furthermore, Indonesia and the Republic of Korea, together with China, are considered as significant players in the promotion of Japanese language education overseas, as they positioned themselves on the top-three list of Japanese learners' number worldwide. Meanwhile, among the four JASSO overseas branches, three of them were established in ASEAN (Association of South East Asian Nations) countries, indicating the important role of South East Asian region in enhancing the promotion of Japanese language education abroad. The number of Japanese learners in Indonesia and Thailand are the highest in the region, closely followed by Vietnam, the Philippines, and Malaysia. It also indicates the shifting focus of Japan's international student market from East Asia to South East Asia countries, following the rapid population growth of Japanese learners in the region. The number of Japanese learners in China, Republic of Korea, and Taiwan have continuously decreased around 18.1% since 2012 (Japan Foundation, 2017a).

Despite the fact that the ups and downs of Japan relationship with other East Asian countries (Cheng, 2015; Ence, 2013; Kono and Hara, 2011; Mukoyama, 2014; Smith, 2009; Wan, 2016) might contribute as well to the shifted focus of Japan to South

East Asian region, the Great Earthquake in East Japan in 2011 also had a significant impact on the number and composition of international students in Japan. The number of students from China and the Republic of Korea had decreased to a certain extent. Between 2011-2015, contrary to the decreasing number of students from East Asia, students from the South East Asian region, especially Vietnam and Nepal have rapidly increased (Sato, 2016). In 2016, the number of Chinese and Korean students started to increase again in 2016, but the ratio of the growth was relatively small compared to that of other Asian countries (see Table 2.2).

Table 2.2. The number and countries of origin of international students in Japan in 2015 and 2016

Country	2015	2016	Increase
China	94,111	98,483	4.6%
Vietnam	38,882	53,807	38.4%
Nepal	16,250	19,471	19.8%
Republic of Korea	15,279	15,457	1.2%
Taiwan	7,314	8,330	13.9%
Indonesia	3,600	4,630	28.6%
Sri Lanka	2,312	3,976	72%
Myanmar	2,755	3,851	39.8%
Thailand	3,526	3,842	9%
Malaysia	2,594	2,734	5.4%
Other countries	21,756	24,706	13.6%

Source: The Japan Foundation

Overall, around 80% of the total population of Japanese learners in the world is concentrated in East Asia and South East Asia regions. Therefore, it is necessary as well to take the Japanese language education policy and planning into consideration, in order

to examine the current situation of Japanese language learning and study-in-Japan. In 2004, an appeal was made by the President of the Japan Foundation, Kazuo Ogura, to the Japanese Prime Minister, Junichiro Koizumi, regarding the significance of Japanese language education overseas (Japan Foundation, 2004; Liddicoat, 2007). The document reflected two functions of Japanese language education overseas: (1) as a vehicle to disseminate understanding of Japan, and (2) as an essential strategy to enhance Japan's international presence (Liddicoat, 2007). Furthermore, Kazuo Ogura, who was also a Japanese diplomat, emphasized the basic policy of promoting Japanese language education as follow (Japan Foundation, 2010):

日本への留学生の増大、日本と外国との技術協力の推進といった点を考えても、日本語教育はその重要な触媒であると考えられる。とりわけ日本社会の将来を考えた場合、介護、医療、観光業、あるいは飲食業、色々な側面で外国人技術者や技能者を必要としてきていると考えられ、そうした人々が日本社会の活性化や日本社会の将来に貢献していくためには、それらの人々の日本語の能力の向上が大切な時代となっている。Japanese language education is considered to be an essential catalyst for the increase of international students in Japan and the promotion of technical cooperation between Japan and foreign countries. Especially when we are considering the future of Japanese society, foreign engineers and technicians in various fields, such as nursing care, medical care, tourism, food, and beverage industry are becoming essential. In order to contribute to the future of Japanese society, it is crucial to improving the Japanese language skills of those people.
(Translated by the author)

It indicates that the promotion of Japanese language education will be essential for the 'internationalization' of Japan, with the increasing number of international students and foreign workers in Japan, and improving their Japanese language skills is considered as an important tool for them to be able to contribute to Japanese society. As explained in the previous chapter as well, an article in Japan Times on 29 May 2018 revealed that Japan's diet group has also drafted a bill defining Japanese government's responsibility to

create a unified policy to systematically promote Japanese language education in Japan and overseas, stating the aim of the bill as follow:

"Be they migrant workers or highly skilled professionals, those who want to be successful in Japan are now fast moving here, becoming a huge wave. Our hope is for them to study and acquire the Japanese language so they can make full use of their talent in our society. ... The law aims to spell out how to realize the domestic environment that will make this possible." (Japan Times, 29 May 2018)

As indicated as well in the article, the language barrier is considered as a significant obstacle to retaining international students and highly-skilled foreign nationals to work in Japan and integrating into the Japanese society (Kobayashi 2014; Liu, 2016). The strengthening of Japanese language education has become part of the Japanese government's policies and planning which goes side-by-side with the promoting of the use of English in academic and business contexts in Japan.

2.4.4. Japanese language education in South East Asia

In recent years, the Japanese government through the Japan Foundation has put more focus on fostering the relationship between Japan and other Asian countries, especially in South East Asian region. South East Asian region has been the main focus of the development of Japanese language overseas, since it accounts for 28% of the total population of Japanese language learners worldwide, making South East Asia as one of the regions with the largest number of Japanese learners (Japan Foundation, 2015: p.1). The popularity of Japanese language is greatly determined by the magnitude of international power of Japan, particularly the strength of its political and economic influence (Ishizuki and Suzuki, 1988: p. 221). For many countries in Asian regions, Japan

has been a role model for modernization, and Japanese language is considered as a medium to deepen understanding about Japan and to learn more from the country.

Moreover, the emphasis on Japanese language education in South East Asian secondary education—especially in Indonesia, Thailand, Vietnam, Malaysia, and the Philippines—is a matter of considerable significance for Japan, because 85% of Japanese learners in these countries are in secondary education (Japan Foundation, 2015, 2017a). In Indonesia, the inclusion of Japanese language into foreign language curriculum in secondary education as well as the Economic Partnership Agreement (EPA) with Japan became one of the primary drives for the increasing number of Japanese language learners (Furukawa, Kitani, Nuno, 2015; Japan Foundation, 2011, 2017a). In Thailand, the signing of Japan-Thailand Economic Partnership Agreement (JTEPA) in 2007 has increased the demand for human resources with advanced Japanese language proficiency (Japan Foundation, 2015). In the Philippines, Japanese language became one of the foreign languages other than English introduced in secondary education since 2009, meanwhile, in Vietnam, Japanese has been introduced as a first and second foreign language since 2003 (Japan Foundation, 2015). In Malaysia, as part of its national policy to accommodate multicultural and multilingual society, Japanese became one of the foreign languages for international communication introduced since 1984 (Japan Foundation, 2015).

Recently in April 2014, the Japan Foundation has established a special unit within the organization, called The Asia Center. In its official website, both in Japanese and English versions, the aim of The Asia Center is written as follow:

... 特別ユニットで、アジアの中で、人と人をつなげ、ネットワークを広げ、アジアの新しい文化をともにつくることを目指しています。
[I]t is a specialized unit with the goal to connect people, expand networks, and develop cultural programs across Asia.

Two main events have become the basis of its establishment: (1) ASEAN-Japan Commemorative Summit Meeting held in Tokyo in December 2013, and (2) Olympics and Paralympics Games which will be held in Tokyo in 2020. Based on the summit meeting in 2013, a new Asian cultural exchange policy was made by the Japanese government, aiming to promote cultural exchanges with Asian countries, particularly with ASEAN. It is officially known as 'WA (和・環・輪) Project—Towards Interactive Asia through Fusion and Harmony (知り合うアジア)'. Heading towards 2020 Tokyo Olympics and Paralympics Games, the project actively promotes and strengthens the cultural exchange activities between Japan and other Asian countries. According to the official website in Japanese language version, two main pillars of the activities conducted by The Asia Center are: (1) mutual exchanges of art and culture (芸術・文化の双方向交流) and (2) Japanese language learning support (日本語学習支援).

The support for Japanese language learning overseas was given in the form of 'Nihongo Partners,' a program to dispatch Japanese citizens mainly to secondary schools in Asia in order to support the local Japanese language teachers and students in learning Japanese language. Their assignment also includes 'to spread the charms of the Japanese language and cultures through their learning support and cultural activities in and outside the classroom' (Nihongo Partners, 2018) and at the same time, learning about the country and its cultures through exchanges with the local people in the community. There are 11 Asian countries, nine of them are ASEAN members, as destinations of Nihongo Partners program. The duration of the program varied for each country, ranging from 3–4 months for short program and 5–10 months for the regular program. The program itself aims to dispatch 3,000 Japanese citizens by the year 2020 who are expected to be able to serve as

a bridge between Japan and Asia. Indonesia has become the destination country with the highest number of Nihongo Partners (Table 2.3).

Table 2.3. Numbers of Nihongo Partners dispatched to South East Asian countries and Taiwan

Country	2014	2015	2016	2017	Total
Indonesia	48*	74*	146*	149*	417
Thailand	29	52*	60	69	210
Vietnam	10	12	26	29	77
Malaysia	8	20	30	27	85
Philippines	5	9	10	15	39
Singapore	-	1	1	1	3
Brunei	-	1	1	1	3
Myanmar	-	1	4**	3	8
Laos	-	-	1	2	3
Cambodia	-	-	1	1	2
Taiwan	-	-	5	10	15
Total	100	170	285	307	862

* two batches

** short and regular programs (three batches)

Source: The Japan Foundation Asia Center

Besides 'Nihongo Partners' program, other programs have been conducted to support the development of Japanese language education in South East Asian countries and other regions as well, such as teacher training programs in Japanese Language Institute of the Japan Foundation, the dispatch of Japanese language experts to overseas Japanese language institutions, the development of Japanese teaching materials, and the establishment of the JF Nihongo Network or Sakura Network in 2008 (Japan Foundation, 2015, 2018b).

2.4.5. Japanese language education in Indonesia

The history of Japanese language education in Indonesia started long before World War II with the opening of the first Japanese language course in 1903. A private educational institution called *Ksatrian Instituut* (Ksatrian School) in Bandung (West Java

Province) taught Japanese language as a foreign language subject in 1934 for three years (Furukawa, 2007). The institute focused on the development of vocational education, including foreign languages, during the era of Dutch East Indies colonialism. The school made its Japanese grammar textbooks (Tempo, 2012) and was planned to send its graduates to study-abroad to Japan, but the institute's founder who was also an Indonesian national movement figure, E.F.E. Douwes Dekker, was caught by Dutch East Indies who accused him of having relationship with Japan (Hutari, 2009). During Japanese military occupancy in 1942-1945, Japanese language became a compulsory subject in all stages of educational institutions as part of Japanese military policy. After independence, a Japanese cultural institute started to teach Japanese language since 1958 (Fukihara, 2009). Japanese language subject was officially taught as an elective subject in upper secondary education since 1962. During this period, Japanese language education in higher education as well as in informal education also started to develop. In 1963, Japanese Language and Literature undergraduate program was opened at Padjadjaran University in Bandung. It was followed by the establishment of Japanese language education undergraduate program at Manado University of Education (present, Manado University) in Manado (North Sulawesi Province) in 1964, then a year later at Bandung University of Education (present, Indonesia University of Education) in 1965. In 1967, University of Indonesia also established the Japanese Studies undergraduate program (Furukawa, Kitani, and Nuno, 2015).

Japanese industries' expansion into Indonesian market in the 1970s played a significant role in enhancing the popularity of Japanese language, as well as Japanese pop culture (drama, song, *anime*, and *manga*) in 1980s through 1990s (Furukawa, Kitani, and Nuno, 2015). Within the span of 10 years from 2002 to 2012, the number of Japanese learners in Indonesia had increased ten times (Japan Foundation, 2005, 2013). The

implementation of 2004 national curriculum and its revision in 2006 had brought a noticeable impact on the increased number of Japanese language learners, as found in the surveys conducted by the Japan Foundation in 2006, 2009, and 2012.

Table 2.4. Historical events in the development of Japanese language education in Indonesia

Year	Number of Japanese learners	Events
1974	1,052	<ul style="list-style-type: none"> Japanese language taught at upper secondary school as optional foreign language subject (1962) The expansion of Japanese industry into the Indonesian market The opening of The Japan Foundation office in Jakarta (1974) The implementation of 1975 curriculum* – Japanese language subject appeared The opening of The Japan Foundation Jakarta Japanese Culture Center (1979)
1979	1,676	
1984	27,605	<ul style="list-style-type: none"> The implementation of the 1984 curriculum* (Cara Belajar Siswa Aktif (CBSA) – students' active learning) where Japanese language was recognized as one of the second foreign languages The expansion of anime (on video) and Japanese games
1990	40,314	<ul style="list-style-type: none"> The expansion of anime (on TV), drama and manga into the Indonesian market The opening of The Japan Foundation Jakarta Japanese Language Center (1991)
1993	73,248	
1998	54,016	<ul style="list-style-type: none"> The implementation of 1994 curriculum* – based on the communicative approach, focusing on class activities The establishment of the Association of Japanese Education Studies of Indonesia (Asosiasi Studi Pendidikan Bahasa Jepang Indonesia/ASPBJI) in 1999 6th rank of Japanese learners number in the world The expansion of Japanese pop music, cosplay, and fashion The implementation of 2004 curriculum* (Kurikulum Berbasis Kompetensi/KBK – Competency-based Curriculum), Japanese became a required subject for second foreign language subject taught in all grades
2003	85,221	
2006	272,719	<ul style="list-style-type: none"> The implementation of 2006 curriculum* (Kurikulum Tingkat Satuan Pendidikan (KTSP) – Educational Unit Level Curriculum), Japanese is required for second foreign language subject taught in all grades 4th rank of Japanese learners number in the world
2009	716,353	3rd rank of Japanese learners number in the world
2012	872,411	<ul style="list-style-type: none"> Japanese language education with the basis of Economic Partnership Agreement (EPA) started in 2010 The implementation of 2013 curriculum* (K-13), Japanese language subject is only required to students of Language Major 2nd rank of Japanese learners number in the world
2015	745,125	

*Curriculum implementation at the secondary education level

Adapted by the author from various sources (The Japan Foundation survey report 1974-2015; Furukawa, Kitani, and Nuno, 2015)

In 2015, however, the number of Japanese learners had slightly declined due to the revision of national curriculum for secondary education in 2013 (K-13), in which second foreign languages subject, including Japanese, is no longer compulsory except for students majoring in Language and Culture. The new education policy significantly affected the growing number of Japanese learners in secondary education, which has reached 94.5% compared to those in the primary, higher, and other educational institutions (The Japan Foundation, 2017). The implementation of the new K-13 curriculum also brought a significant impact on local Japanese language teachers in secondary education. Sutiarti, Saragih, and Sudarmianto (2016) conducted a research to examine the impact of the implementation of K-13 curriculum and found that 70% of their total respondents reported that they experienced a significant decrease in the teaching hours of Japanese language subject in upper secondary education, from 25 hours/week to 18 hours/week.

The main reason behind the new curriculum policy is because of the lower PISA rank in 2012⁷. The new curriculum policy emphasized observation-based learning and the strengthening of students' ability in reasoning and logical thinking (Sutiarti, Saragih, and Sudarmianto, 2016: p. 3). This new curriculum was designed in order for students to be able to experience broad learning opportunities to develop their attitudes, skills, and knowledge that will be reflected in two competencies: Core Competencies (*Kompetensi Inti*), which refer to main competencies that have to be contained in all subjects and throughout all levels, and Basic Competencies (*Kompetensi Dasar*), which refer to competencies of different skills and knowledge developed at each level and subject (Michie, 2017: p. 86).

⁷ The Program for International Student Assessment (PISA) is an international survey conducted by Organization for Economic Cooperation and Development (OECD) every three years since 2000. It aims to evaluate educational system worldwide by assessing the skills and knowledge in science, mathematics, reading, collaborative problem solving and financial literacy of 15-year-old students (PISA website, 2018). According to the result of PISA survey 2012, Indonesia is on the rank of 64 out of 65 countries.

Table 2.5. The distribution of subjects in national curriculum 2013 for upper secondary education

Categories	Subjects	Time Allocation per Week			
		Grade 10	Grade 11	Grade 12	
Group A (compulsory)	Religious Education and Character Building	3	3	3	
	Pancasila and Civic Education	2	2	2	
	Indonesian Language	4	4	4	
	Mathematics	4	4	4	
	Indonesian History	2	2	2	
	English	2	2	2	
Group B (compulsory)	Art and Culture	2	2	2	
	Health, Sport, and Physical Education	3	3	3	
	Crafts and Entrepreneurship	2	2	2	
Total A + B		24	24	24	
Group C (majors/ specialization)	Mathematics and Science	Mathematics	3	4	4
		Biology	3	4	4
		Physics	3	4	4
		Chemistry	3	4	4
		Total	12	16	16
	Social Sciences	Geography	3	4	4
		History	3	4	4
		Sociology	3	4	4
		Economics	3	4	4
		Total	12	16	16
	Language and Culture	Indonesian Language and Literature	3	4	4
		English Language and Literature	3	4	4
		Other foreign languages (Arabic, Mandarin/Chinese, Japanese, Korean, Germany, French)	3	4	4
		Anthropology	3	4	4
		Total	12	16	16
	Elective subjects	Cross-group specialization or other specialized subjects offered	6	4	4
Total number of learning hours per week for one student		42	44	44	

Source: Ministry of Education and Culture of Indonesia

Compared to the previous 2006 curriculum, the curriculum of 2013 had several significant revisions, regarding the learning process, the number of subjects, the number of learning hours, and when to decide the major or specialization (Sutiarti, Saragih, and Sudarmianto, 2016). The new curriculum focuses on the development of attitudes, skills, and knowledge aspects through observation-based learning approach. The number of subjects has been reduced, but the number of learning hours is increased. Furthermore, the specialization in the new curriculum is decided since Grade 10. These revisions especially brought significant changes to foreign language subjects, including Japanese

language. Foreign language subject is now only required for students taking Language and Culture as their major, while in the previous curriculum, learning one foreign language other than English was required from Grade 10, since the specialization began in Grade 11, and was learned continuously until Grade 12.

There are several concerns from local Japanese language teachers, particularly in secondary education, regarding the implementation of the 2013 curriculum. Because of the changing status of foreign language subject, the decision to provide Japanese language subject and the number of teaching hour depends significantly on how many students are willing to major in 'Language and Culture.' The fact is, many students prefer 'Mathematics and Science' or 'Social Science' majors instead because both are considered as more relevant choices to go along with compulsory subjects as well as the promising field of studies in higher education (Sutiarti, Saragih, and Sudarmianto, 2016). As a consequence, local Japanese language teachers who are losing their Japanese teaching hour or even losing the Japanese subject completely have to teach other subjects in order to fulfill their required minimum teaching hour. In the university entrance exam, students from 'Mathematics and Science' major will be able to choose various fields of study in engineering and natural sciences, social sciences, and languages as well. On the other hand, those who major in 'Social Science' and 'Language and Culture' cannot choose fields of study related to engineering and natural sciences. This kind of option is also one of the reasons why many students are considering fields of study in social sciences and languages as the safest option in order to secure their seat in university.

2.4.6. Japanese language in Indonesian higher education

Contrary to the condition in secondary education, Japanese language in Indonesian higher education shows an increase, around 22.2% in 2015 (Japan Foundation,

2017a), even though the number of Japanese learners is small compared to secondary education. In higher education, there are two types of programs for undergraduate level: four-year undergraduate program (S1) —consists of Japanese Language and Literature Department, Japanese Studies Department, and Japanese Language Education Department—and three-year diploma program (D3) which focuses more on Japanese language for specific purposes. According to Matsumoto (2006: p. 56), the development of Japanese language education in Indonesian higher education is divided into three main phases: establishment phase in the 1960s, first development phase in 1980s, and second development phase in 1990s. As mentioned in the first part of this section, Japanese Language and Literature Department, Japanese Studies Department, and Japanese Language Education Department were established in four Indonesian national universities—one of them is outside the main island of Java—during the 1960s. Later in the 1980s, more undergraduate programs were developed both in national and private universities and other regions outside Java island. During the 1990s and 2000s, graduate programs of Japanese Studies and Japanese Language Education were established in several national universities, and the Association of Japanese Language Education Studies of Indonesia (*Asosiasi Studi Pendidikan Bahasa Jepang Indonesia/ASPBJI*) is also founded.

According to the survey conducted by Furukawa, Kitani, and Nuno (2015) on the changing meaning of Japanese language learning among local Japanese language teachers, the global awareness of local Japanese teachers toward Japanese language learning became prominent after the 2000s. 'Study in Japan', 'international standard', and 'the importance of foreign language ability other than English' are some of the new voices expressed by local Japanese language teachers, which also reflect their shifting focus on how to nurture their Japanese language students in order to be able to fit in the

international community, as stated as well in the new 2013 curriculum rationale (Furukawa, Kitani, and Nuno, 2015: p. 17).

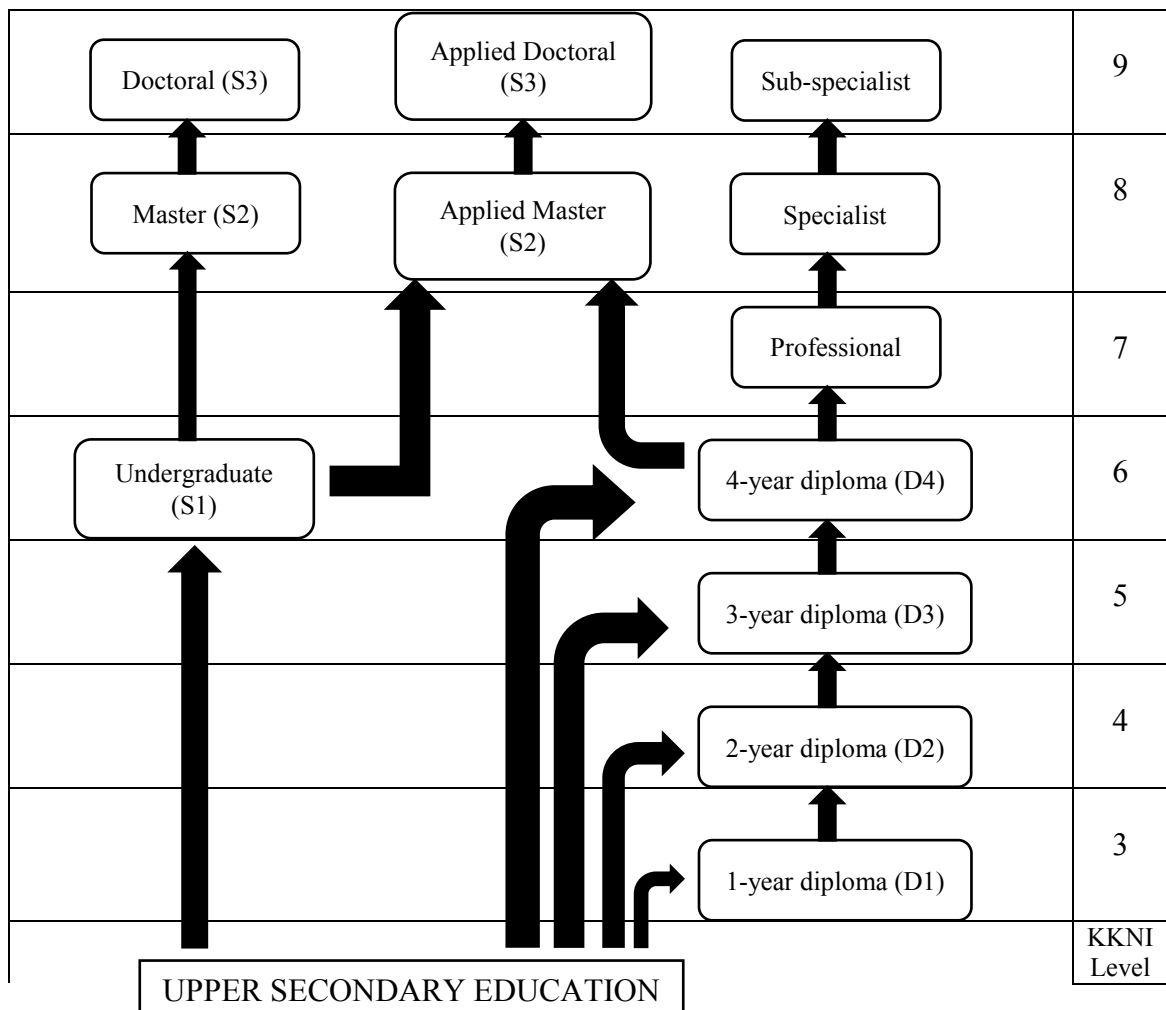
Similar with the 2013 curriculum, higher education curriculum points out the need to reform the parameter of learning outcome quality of Indonesian higher educational institutions, following international qualification standard (Ministry of Education and Culture, 2014). In 2012, higher education curriculum (*Kurikulum Perguruan Tinggi/KPT*) was established to focus more on the improvement of learning outcomes quality that will meet international qualification (see Table 2.6). This new curriculum was developed based on the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia/KKNI*), a competency qualification framework that match and integrate between education, job training, and work experience, in order to provide recognition of work competency in accordance with the work structure in various sectors, based on Presidential Decree number 8 (Peraturan Presiden, 2012: p. 2).

Table 2.6. Curriculum changes in Indonesian higher education

Curriculum	Content
1994 Content-based curriculum (<i>Kurikulum Berbasis Isi/KBI</i>)	<ul style="list-style-type: none"> • Focusing on the mastery of science and technology • National compulsory subjects are stipulated
2000/2002 Competency-based curriculum (<i>Kurikulum Berbasis Kompetensi/KBK</i>)	<ul style="list-style-type: none"> • Focusing on the achievement of competence • Aims to bring higher education closer to the labor market and industry • Main competencies are determined based on the agreement between the university, professional communities, and users • Supporting competencies are determined by the university
2012 Higher education curriculum (<i>Kurikulum Perguruan Tinggi/KPT</i>)	<ul style="list-style-type: none"> • Current global development requires learning outcomes equivalent to international qualification standard • Indonesian National Qualification Framework (<i>Kerangka Kualifikasi Nasional Indonesia/KKNI</i>) is established in order to produce qualified human resources who able to compete at a global level

Source: Ministry of Education and Culture of Indonesia

KKNI provides a measure of qualification levels, from Level 1 (the lowest) to Level 9 (the highest), in which each level of KKNI is equivalent with the learning outcome of the study program in a certain level of education (see Figure 2.2). For higher education, it starts from Level 3 for one-year diploma program (D1) to Level 9 for the doctoral program, applied doctoral program, and sub-specialist program (Ministry of Education and Culture, 2014). National Constitution of Indonesia (*Undang-Undang/UU*) 2003 about National Educational System (*Sistem Pendidikan Nasional*) mentioned that there are three types of educational system in Indonesia: academic, professional, and vocational education. As shown in Figure 2.1, S1, S2, and S3 are academic type; D1, D2, D3, D4, applied S2 and applied S3 are vocational type; the rest is the professional type. National Constitution of Indonesia number 20 (*Undang-Undang*, 2003) defines vocational education as diploma and applied graduate programs in higher education that prepares university students for jobs with specific applied skills, meanwhile academic education is undergraduate and graduate programs focusing on the creation, development, and implementation of science and technology through scientific reasoning and research.



Source: Ministry of Education and Culture of Indonesia
 Figure 2.2. Educational level in higher education based on KKN

Regarding Japanese language in Indonesian higher education, there are several types of programs: (1) D3 Japanese language program, (2) S1 Japanese studies (language and literature) program, (3) S1 Japanese language education program, (4) S2 Japanese language education program, and (5) S2 Japanese area studies program. All programs are required to make the description of their learning outcomes for their graduates (main competencies) following KKN framework prescribed by the Ministry of Education and Culture (see Table 2.7). Based on these learning outcomes, the program's curriculum and syllabus are designed. In 2016, the Association of Japanese Studies Program of Indonesia (*Asosiasi Program Studi Jepang Indonesia/APSJI*) was established as a forum for

Japanese Language Department heads to discuss the Japanese language curriculum in higher education. The learning outcomes are based as well on Japanese Language Proficiency Test (JLPT). For D3 and S1 levels, JLPT N3 is the common standard—and compulsory in several institutions—while N2/N1 is recommended. JLPT is conducted every year in ten main cities of Indonesia, five of them are outside the main island of Java.

Besides the development of syllabus and curriculum, Japanese language programs are also promoting cooperation with overseas educational institutions, as well as collaboration with several Japanese industries in Indonesia for students' internship. The cooperation with educational institutions includes exchange programs for students of both institutions, practical training of Japanese language teaching (日本語教育実習) for Japanese students at the partner institution in Indonesia, and scholarship for the graduate program at the partner institution for Japanese language teachers. The outbound mobility of Indonesian students, particularly for study in Japan, will be further discussed in the next section.

Table 2.7. Learning outcomes (main competencies) for graduates of D3, S1, and S2 Japanese language programs

D3 Japanese language program*	S1 Japanese studies program**	S1 Japanese language education program***	S2 Japanese language education program***	S2 Japanese area studies program**
<p>1) to have oral and written Japanese language proficiency in intermediate-advanced level</p> <p>2) to have sufficient knowledge of Japan</p> <p>3) to master techniques and methods of translation</p> <p>4) to know about tourism and guiding</p>	<p>1) to be able to explain Japanese historical and socio-cultural knowledge</p> <p>2) to be able to communicate in Japanese properly and correctly</p> <p>3) to be able to characterize Japanese literature and linguistic knowledge</p> <p>4) to be able to analyze various symptoms of past and contemporary Japanese socio-culture</p>	<p>1) Knowledge and understanding</p> <ul style="list-style-type: none"> – to have knowledge and understanding of Japanese language education, Japanese language learning methodology, Japanese theories, the phenomenon of Japanese language development, Japanese cultural and literary developments – to have an attitude, personality and behavior based on the values of local wisdom and noble character <p>2) Intellectual skill</p> <ul style="list-style-type: none"> – to have reliable competence in the field of research and scientific writing on Japanese language and has Japanese language skills, both active and passive at the (minimum) level of N3 for entering the workforce, both education and non-education – to master theories, principles, and procedures in designing Japanese language learning programs – to know Japanese language (linguistics) so that it can be used as a provision for entering the workforce or continuing to study at a higher level of education – to understanding the knowledge and insights about Japan, including Japanese culture, literature, customs, and habits so that it can be used as a provision to improve the performance of individual graduates – to understand the characteristics and potential of students and be able to facilitate the development of these potentials in learning Japanese language <p>3) Practical skill</p> <ul style="list-style-type: none"> – to be skilled in applying various concepts and theories in Japanese – to be skilled in developing Japanese language learning models to improve the process and learning outcomes of Japanese, and in utilizing ICT and technology in solving learning problems 	<p>1) to master various concepts about Japanese language education, both philosophically and theoretically</p> <p>2) to have extensive insight into the methodology, evaluation, and learning media that are relevant to Japanese language education</p> <p>3) to have extensive knowledge and insight into Japanese culture and linguistics so that they can aim at their profession in the field</p> <p>4) to have adequate Japanese language skills to support his professionalism in the field of Japanese language education</p> <p>5) to be able to solve problems in the field through research activities</p> <p>6) to have a high interest in disseminating knowledge and findings through community service activities</p>	<p>1) to be able to produce original writing, tested and useful for the community and science and received recognition both at national and international levels</p> <p>2) to be able to criticize and solve the problems of culture and society in the field of Japan through a multidisciplinary approach</p> <p>3) to be able to analyze and handle problems relating to Japan, especially those relating to Japanese culture and society</p> <p>4) to have the ability to be a lecturer in the undergraduate degree in Japanese culture and society</p>

*Gadjah Mada University (UGM), **University of Indonesia (UI), ***Indonesian University of Education (UPI)

Source: UGM, UI, and UPI official website

2.5. Indonesian student mobility and Japanese language learning

2.5.1. Outbound mobility of Indonesian students

According to the UNESCO (UNESCO Institute for Statistics, 2016), the total number of Indonesian students who participate in study-abroad is 46,232 students. The percentage of outbound Indonesian student mobility in higher education is only 0.8%, a small number compared to other South East Asian countries, such as Malaysia (6.1%) and Vietnam (1.9%) (OECD/ADB, 2015). Australia and Malaysia, as the closest neighbors of Indonesia, are in the first and the third ranks of the top destination for study-abroad, the United States and the United Kingdom came in the second and fourth ranks as the favorite study-abroad destinations. English speaking countries are still the primary option for many Indonesian students over the years. However, non-English speaking countries, such as Japan, Egypt, Germany, Saudi Arabia, and the Republic of Korea are also within the top ten list of the main destination for study-abroad (see Table 2.8). Closer geographic proximity from Indonesia compared to other western countries, along with the excellent university system and several top universities are one of the reasons for Indonesian students to choose Australia as a study-abroad destination. Furthermore, Australian Agency for International Development (AusAID) and Australian Awards have been providing significant supports for Indonesian students to continue their study in Indonesia through government scholarships since 1953, as well as have built strong networks of alumni through Australia-Indonesia Alumni Forum and Australia Global Alumni, recognizing the contribution of their alumni in professional fields through Alumni Awards and Alumni Grant (Australia Award Indonesia, 2018). Australia is also a strategic partner for Indonesia in the field of higher education, through cooperation between Ministry of Research, Technology and Higher Education of Indonesia with related Australian institutions (Ministry of Research, Technology and Higher Education,

2016). Another significant factor which might attract Indonesian students to study in Australia is the increased opportunity for employment after graduation. According to the Asian Development Bank, Australia, Canada, and New Zealand are getting more and more depending on human resources from Asian regions, including Indonesia (ADB Institute, 2014).

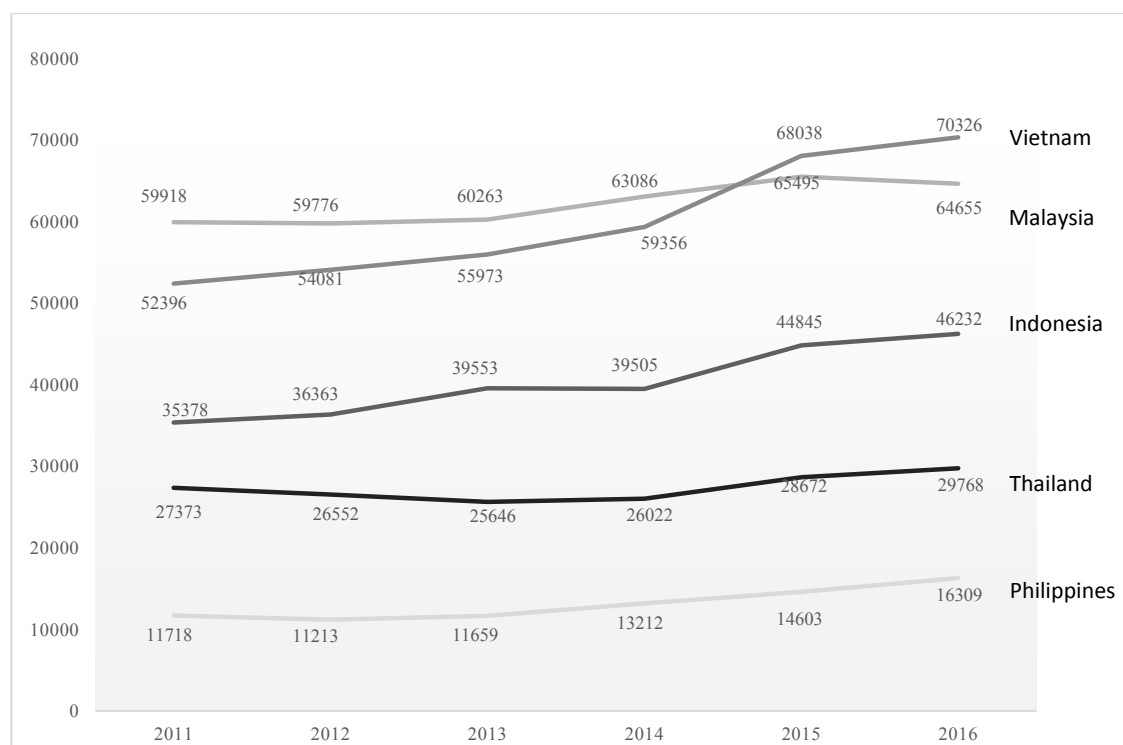
Table 2.8. Number of Indonesian students in top 20 destination countries in 2016

Rank	Destination	Number
1	Australia	10,676
2	The United States	8,922
3	Malaysia	8,039
4	The United Kingdom	2,761
5	Japan	2,527
6	Egypt	2,183
7	Germany	1,938
8	Saudi Arabia	1,829
9	Canada	852
10	The Republic of Korea	841
11	France	742
12	New Zealand	710
13	Turkey	670
14	Italy	592
15	China/Hong Kong	312
16	Thailand	274
17	India	118
18	Sweden	109
19	United Arab Emirates	79
20	Norway	70
	Others	1988
	TOTAL	46,232

Source: UNESCO Institute of Statistics

As mentioned before, compared to other South East Asian countries, such as Malaysia and Vietnam, the number of outbound Indonesian students is relatively small, as

well as the percentage of the growth within the period of 2011-2016 (see Figure 2.2). In order to increase the number of Indonesian students studying abroad, the Indonesian government offers several scholarships programs, such as BAPPENAS and LPDP scholarships.



Source: UNESCO Institute of Statistics

Figure 2.3. The number of outbound students of five South East Asian countries (2011-2016)

BAPPENAS scholarship is provided by National Development Planning Agency (*Badan Perencanaan Pembangunan Nasional/BAPPENAS*) and is offered since 1985 (Sato, 2002), mostly to Indonesian government's officers and employees. Since 2012, the Indonesian government also offers LPDP scholarship that is taken from Indonesia Endowment Fund for Education (*Lembaga Pengelola Dana Pendidikan/LPDP*) under the coordination of Indonesian Ministry of Finance. The establishment of LPDP scholarship

is one of the reformation policies in educational sector conducted by Indonesian government under the President of Joko Widodo to encourage the development of Indonesia in order to realize the vision of becoming one of the global economic powers in 2030 (LPDP, 2016). According to Indonesia National Development Planning Agency (Ministry of National Development Planning/BAPPENAS, 2017), Indonesia will have a demographic bonus in 2030-2040 which carries both an opportunity and a challenge for Indonesia regarding education and employment. Thus, the Indonesian government has performed strategic measures by allocating around 20 trillion Indonesian rupiahs in State Budget as National Education Development Fund (*Dana Pengembangan Pendidikan Nasional/DPPN*) which is managed and distributed by LPDP in the form of scholarship, research, and the rehabilitation of educational facilities (LPDP, 2016). Until 2015, around 4,565 Indonesian students have received LPDP scholarship to support their graduate studies at Indonesian universities and designated universities overseas (LPDP, 2015).

Indonesia, together with Brazil, Nigeria, Saudi Arabia, and Vietnam, are showing the increase in the number of outbound students and economic growth in recent years, making them are being considered as the newly emerging market for international student recruitment (Ponce, 2017: p. 121). In the United States of America, the Netherlands, and Australia, Indonesian students are among the fastest growing number of international students (Higher Education Marketing, 2016). The general characteristic of Indonesian students studying abroad is that their value highly the networks with fellow Indonesian student communities. Indonesian Students Association Worldwide (*Perhimpunan Pelajar Indonesia Dunia/PPI Dunia*) is an active organization of Indonesian students overseas, which oversees smaller PPI organizations in 53 countries (Indonesian Students Association Worldwide/PPI Dunia, 2018). In Japan, the organization was established in 1953 and is called *PPI Jepang* (在日インドネシア留学生協会). It has nine regional

coordinators in Hokkaido, Tohoku, Kanto, Chubu, Hokuriku, Kansai, Chugoku, Shikoku, and Kyushu-Okinawa regions (Indonesian Students Association Japan/PPI Jepang, 2018). There are smaller PPI branches at national and private universities across Japan as well. These branches have become the support network for many Indonesian students, providing information to help them perform daily life tasks, such as a list of people who know Japanese language, regular religious gatherings, bureaucracy information, and so forth (Goebel, 2015: p.178). Indonesian students overseas not only value internal networks, but also eager for building their global networks during their study-abroad (Higher Education Marketing, 2016). As more countries are providing an opportunity for international students to find the employment after finishing their study, they see it as an opportunity to expand their global networks. Besides Australia, the increased popularity of the Netherlands as a study-abroad destination for Indonesian students is also triggered by the work visa they can apply after graduation (Ponce, 2017). Looking back to Japan's policy regarding the increasing opportunity for international students to work in Japan as well as the growing relationship between Japan and South East Asian countries, it can be inferred that these might undoubtedly bring a significant change to the composition of international students and the pattern of study-in-Japan programs.

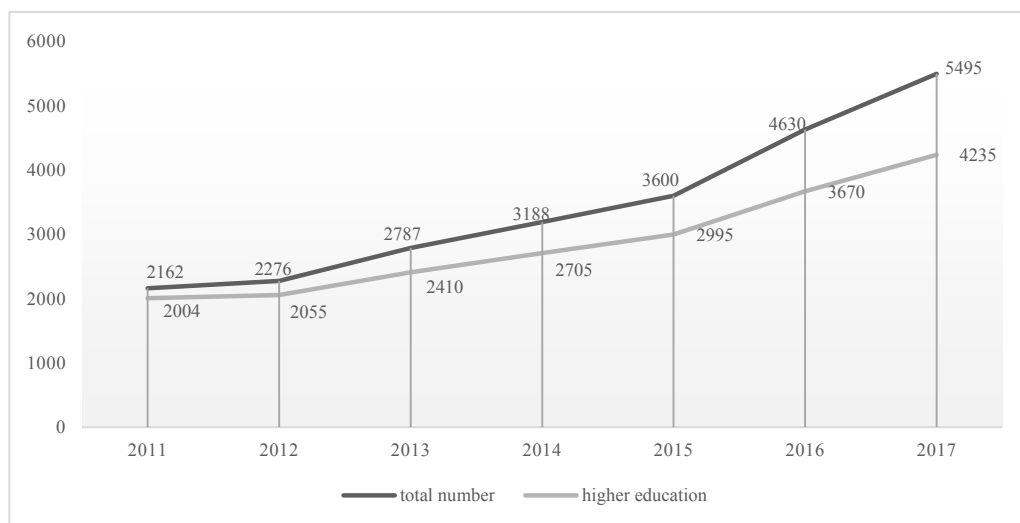
2.5.2. Study in Japan and Japanese language learning

Regarding study-abroad to Japan, it revolved mostly around the government-sponsored study-abroad program in higher education (undergraduate and graduate programs). Within this context, there were three crucial events marked as the peak of Indonesian students in Japan (Arikawa, 2016). The first peak was during World War II when Japanese government-sponsored young people from Japanese colonies in southern Asia (南方特別留学生, *nanbou tokubetsu ryugakusei*) to study in Japan. Around 40%

from the total of 203 students were Indonesians who studied in Japan for three years at universities, vocational schools, military academy, and so forth. After studying Japanese and knowledge about Japan for nine months. Most of them were educated elites who held important positions in Indonesian governmental institutions after their return (Ikegami, 2009).

The second peak was in the 1960s as part of war compensation agreement between Japanese and Indonesian governments, sponsored by the Japanese government. Within the period from 1960 to 1965, 386 Indonesian students went to study in Japan (Ikegami, 2009). The Japanese government scholarship (MEXT scholarship) also officially started from 1966 until present (Sato, 2002). MEXT scholarship for Japanese language learners started in 1979, given to students of Japanese language programs at overseas universities, while MEXT scholarship for professional training college/vocational college started in 1982 (Ikegami, 2009).

The third peak was in 1980-1990s with the dispatch of Indonesian students to study in Japan with full scholarship support from the Indonesian government (Arikawa, 2016; Kawakami, 2016; Sato, 2002). The scholarship came from the State Budget and foreign subsidies which managed by the Indonesia National Development Planning Agency (BAPPENAS) for the development of government officials' human resources. Regarding the study program in Japan, in addition to the regular program, specific sandwich programs between five major Indonesian universities (University of Indonesia, Gadjah Mada University, Bandung Institute of Technology, Padjadjaran University, and Brawijaya University) and several Japanese universities are conducted as well.



Source: JASSO

Figure 2.4. The number of Indonesian students in Japan (2011-2017)

According to the data of Japan Student Services Organization (Japan Students Service Organization/JASSO, 2017), the total number of Indonesian students in Japan has reached 5,495, of which approximately 77% are affiliated in higher education. Between the period of 2011 and 2017, the number of Indonesian students at Japanese higher educational institutions has continuously increased (see Figure 2.3). The data also shows that since 2012, the gap between the total number and the number in higher education has gradually increased. The increased gap suggests that the number of Indonesian students in institutions other than higher education, including Japanese language institutions, has also grown significantly. In 2017, there are approximately 1,260 Indonesian students in Japanese language institutions in Japan (JASSO, 2017), showing a sharp increase—around eight times—within six years compared to the number of 158 Indonesian students in 2011 (JASSO, 2017). It indicates a growing interest of Indonesian students to study in Japan by focusing on Japanese language learning and the development of their Japanese language proficiency. According to the Japan Foundation survey in 2015, the motivation

to study in Japan for Japanese language learners in secondary and higher educational institutions show a significantly high percentage (see Table. 2.9), became one of the main motivation for learning Japanese language in Indonesia.

Table 2.9. Motivation for learning Japanese language

Motivation	Higher educational institutions (%)	Secondary educational institutions (%)
Interest in manga, anime, J-Pop, fashion	71.2	84.7
Future work/career	69.7	49.6
Interest in Japanese language	56.1	65.9
Study in Japan	51.8	58
Interest in Japanese history, literature, arts	49.6	59.3

Source: The Japan Foundation

However, there is still a big gap between the number of Japanese language learners in Indonesia and the number of Indonesian students studying in Japan, not to mention students majoring in Japanese Language Program in particular. There are only approximately 20 Japanese language learners from the Japanese Language Program who could participate in the MEXT Scholarship Japanese Studies program every year (Embassy of Japan in Indonesia, 2018). Even though there are other exchanges and study-abroad programs resulted from the agreement between Indonesian universities and their partner universities in Japan, the number of students who can participate in the programs is still very limited. The discrepancy between the enthusiasm of Japanese language learners to study in Japan and the opportunity to participate in the exchange/study-abroad program provide an opening for the new pattern of study in Japan to emerge and to attract many students who are willing to invest in Japanese language learning toward promising possibilities of the future.

2.6. Chapter summary

This chapter has reviewed previous literature underpinning the present study. In the first section, the chapter discussed motivational theories in second/foreign language learning, particularly the L2 Motivational Self System proposed by Dörnyei, which emphasize motivational change of language learners. This framework is relevant to explain the dynamics of Japanese language learners' motivation over the changing period and place, as experienced by participants of this study.

The second section discussed the model of investment in language learning proposed by Darwin and Norton as the main theoretical framework of this study. The framework will be appropriate to explain how learners are being motivated to invest in Japanese language learning and study in Japan, the role of policies and planning as well as socio-economic milieu in the decision-making process and its implementation.

In the third section, the theory of push-pull factors in student mobility was examined, especially regarding the issue of cross-border student mobility within higher education. This theory will be the basis of discussion in the analysis of the new pattern of study in Japan from the perspective of both home and host countries. The integration between several theoretical frameworks is expected to provide a more comprehensive understanding of language learning and cross-border student mobility.

In the fourth section, this chapter has discussed the dual approach in language policies and planning employed Japanese government, that is to say, the use of English as a medium of instruction and communication in academic and business context as well as the promotion of Japanese language education in Japan and overseas. One of the objectives of both language policies and planning is to attract international students and highly skilled professionals to come to Japan and to contribute to Japanese society. The promotion of Japanese language education is also conducted at a high rate in overseas

countries, especially in Asian region where it shows a rapidly growing number of Japanese language learners over the years, as well as constitute a considerable proportion of international students in Japan, especially after the Great East Japan Earthquake in 2011. On the other hand, the Indonesian government has responded in a positive way regarding the development of foreign language education besides English through foreign language policy and planning in the national curriculum and the establishment of Japanese language programs in major public universities in Indonesia. Internationalization and globalization have brought impact as well on the revision of higher education curriculum in Indonesia, focusing more on demand-driven education and integrated curriculum based on Indonesian National Qualification Framework.

In the last section, the outbound student mobility from Indonesia to overseas countries, including Japan, was discussed in more details. Study-abroad has become one of the important agenda in Indonesian government policy and planning to prepare Indonesia for a demographic bonus in 2030-2040, a period when the population of productive age is predicted to reach 64 percent of the total Indonesian population. Study abroad is an investment in the education sector in order to produce more qualified human resources of productive age with adequate knowledge and skills for entering the competitive global labor market. As one of the biggest foreign investor in Indonesia as well as the leading Asian country in technology, Japan is among the main study-abroad destinations for Indonesian students, particularly those in secondary and higher education institutions who are interested in learning Japanese language. Even though government scholarships still play a significant part in supporting study-abroad programs, they cannot satisfy the growing demand and needs of student mobility across borders in the era of globalization.

CHAPTER 3

RESEARCH METHODOLOGY

As discussed in the first chapter, this study employed the multi-method approach of qualitative and quantitative researches, by using narrative inquiry and cross-sectional survey. The former method aims to understand more about learners' investment in Japanese learning and study abroad through the perspectives of Japanese learners in the personal level of experiences, while the latter method aims to get a better understanding of the general patterns of Japanese language learners perspectives toward Japanese learning and study in Japan. In order to achieve the first objective, this study employed narrative inquiry to two sampling groups: the first group is Japanese language learners who were majoring in Japanese language program of an Indonesian university when the interviews were conducted, and the second group is Japanese language learners who were studying in Japan by the time the interviews were conducted. In addition to the learners' narratives data, interviews with several local Japanese language teachers were also conducted. Meanwhile, the second objective of this study was achieved through the questionnaire study to several Japanese language programs at four universities in Indonesia. This chapter will discuss in more details about two approaches and the research designs employed in this study, the data collection process, the data analysis, ethical considerations, and limitations of the methods being employed. This chapter will be started with the discussion on the narrative inquiry which is the primary research method of this study, that will be further explored in the first section.

3.1. Narrative inquiry

3.1.1. Definition of narrative inquiry

Many studies on the identity of second/foreign language learners employed narrative method to investigate the language learning experiences (e.g. Benson, Barkhuizen, Bodycott, and Brown, 2013; Chik, 2008; Irie and Ryan, 2015; Miyahara, 2015; Murphey, Jin, and Li-Chi, 2005; Norton, 2013). The turns into the narrative approach in social sciences had started since the late 1980s, and early 1990s began with the change in the understanding of the relationship of the 'researcher' to the 'researched' by focusing on interpretation and the understanding of meaning (Pinnegar and Daynes, 2007; p. 9). Narrative inquiry is described as 'a way to understand experience' (Clandinin and Connelly, 2000: p. 20). The focus of narrative inquiry is not only on individuals' experience, but also on the exploration of 'the social, cultural, familial, linguistic, and institutional narratives within which individuals' experiences were/are constituted, shaped, expressed, and enacted' (Clandinin, 2016: p. 30). As a method to understand individuals' experience, narrative inquiry's main strength is 'its focus on how people use stories to make sense of their experiences in the area of inquiry where it is important to understand phenomena from the perspectives of people who experience them' (Barkhuizen, Benson, and Chik, 2014: p.2).

Polkinghorne (1995: p.12) has differentiated between 'narrative analysis' and 'analysis of narratives', in which researchers in 'narrative analysis' configure the descriptions of events into a story or stories (from elements to stories), meanwhile in 'analysis of narratives', they collect stories as data, and the analysis resulted in the description of themes that hold across the stories. The use of narratives as the data in qualitative interviews might employ naturalist or constructivist approaches (Elliott, 2005). The research question within the naturalist approach focuses on 'what' questions, asking

what happened to individuals and what it means to them, while the constructivist approach focuses on 'how' questions, which is to identify the meaning-making process and how people engage in the construction of their lives (Elliott, 2005; p. 19). According to Labov and Waletzky (1966), the overall structure of narratives consists of: (1) orientation (person, time, place, behavioral situation), (2) complication or complicating action (a series of events), (3) evaluation (the meaning and significance of the action), (4) resolution (resolving action), and (5) coda/concluding remark (functional device for returning the verbal perspective to the present moment). This structure is used by the storyteller to construct a story of his/her past experiences and to make sense of the experiences for him/herself and the audience (Elliott, 2005; p. 9).

3.1.2. The reliability and validity of narratives in qualitative research

Several issues related to reliability and validity of narratives in qualitative research include the changing focus from 'measurement' concept to 'description' of individuals' experiences and the meaning-making of the experiences, as well as the scope of the 'description' which is usually homogenous, small sample of individuals in a specific geographic area (Elliott, 2005; p. 22). Furthermore, Elliott discussed the way to assess the internal and external validity of the narrative approach. The use of narrative approach resulted in a more accurate, truthful, and trustworthy data, of which will improve the internal validity of the narrative itself, because participants are empowered to provide concrete, specific details and to use their way to describe their life experiences (Elliott, 2005; p. 23). The focus of the research question in narrative inquiry also determines the internal validity of the evidence produced in the interviews. When the focus is on the meaning attached to individuals' experiences and the way those experiences are communicated to others, then the narrative approach is considered an

ideal way to understand about the lives of individuals in the social context (Elliott, 2005; p. 26).

Meanwhile, regarding external validity or generalizability of the evidence produced in narrative inquiry, Elliott (2005; pp. 27-28) suggests that it might depend on the focus of the research, which is not only on the insights into individuals' experiences and the meaning-making process of those experiences but also on the 'intersubjective meanings' shared by the whole of the community where individuals belong to. 'Intersubjective meanings,' a term coined by Taylor (1971), are constitutive of the social matrix where individuals find themselves and act, and therefore are the common property of the society (p. 27).

3.1.3. Forms and types of narrative inquiry

According to Barkhuizen, Benson, and Chik (2014), there are three forms of narratives: oral narratives, written narratives, and multimodal narratives. Oral narratives use open or semi-structured interviews to elicit oral accounts of individuals' experiences (p. 14). Written narratives have several different forms (p. 33), such as diaries, language learning histories (LLH), journals, and narrative frames, a written story template consists of a series of incomplete and blank spaces of varying lengths that will be filled in by participants according to their experiences and reflections (p. 45). Meanwhile, multimodal narratives use additional text types other than oral and written narratives, such as the graphic novels, photographs, or videos (pp. 52-54).

Some types of narrative inquiry include language memoirs, studies of language memoirs, autobiographical case studies, biographical case studies, and studies of multiple narratives (Barkhuizen, Benson, and Chik, 2014; p. 10). Language memoirs are informally written autobiography of language learning experiences with narrative analysis

perspective, while studies of language memoirs take the analysis of narratives perspective, by analyzing thematically one or more published memoirs (p. 8). Autobiographical case studies are written for academic readers and involve both perspectives of narrative analysis and analysis of narratives, while biographical case studies are studies of individuals where the researcher elicit data from the participant and write them as narratives (pp. 8-9). Studies of multiple narratives are similar to biographical case studies, but with two or more participants (p. 9).

3.2. Research design

In order to get a comprehensive understanding of the experience of Indonesian learners of Japanese language in both general and individual levels, this study compared and analyzed three datasets which had been collected over a period of three years, since February 2015 until September 2017 (see Table 3.1). The three datasets are the combination of the qualitative method in the form of narrative inquiry with the first and second datasets, and the quantitative method in the form of a questionnaire study. The mixed method design employed in this study is emergent (Creswell and Clark, 2011) because the third dataset was developed during the process of conducting the research when the researcher found the need to confirm the individuals' perspective in narrative inquiry from the general point of view of Japanese language learners. The first dataset is qualitative research using narrative inquiry on 17 Japanese language learners at a Japanese language program of an Indonesian university. The second dataset is also a narrative inquiry employed on 10 Japanese language learners who were participating in a study-abroad program in Japan. Meanwhile, the third dataset is a quantitative using cross-sectional survey distributed to 444 Japanese language learners in five Japanese language

programs of four Indonesian universities. Each dataset will be further explained in the next sections.

Table 3.1. The research design of three datasets

Research design	Dataset 1 (Indonesian University)	Dataset 2 (Study in Japan)	Dataset 3 (Four Indonesian Universities)
Time	February - March 2015	August 2015 - Sept 2017	August – September 2017
Methodology	Qualitative, narrative inquiry	Qualitative, narrative inquiry	Quantitative, cross-sectional survey
Instrument	Semi-structured interviews	Semi-structured interviews, Written narratives	Open-ended questionnaire
Sample	17 Japanese language learners of a Japanese language program (third-year students)	10 Japanese language learners	444 Japanese language learners from five Japanese language programs
Purpose	Provide insight into Japanese learning investment in HEI	Provide insight into Japanese learning investment in Japan	Provide general information on learners' perspectives
Analysis	Thematic analysis	Thematic analysis	Frequency distribution
Reliability	Transcription and coding consistency check	Transcription and coding consistency check	Field review
Validity	Members checking	Members checking	Field review

3.3. Qualitative study: Narrative inquiry (Dataset 1)

3.3.1. Research context

The first dataset which employed a qualitative method using narrative inquiry was conducted in February-March 2015 at a Japanese language program of a public university in Indonesia. The research was originally conducted as part of the researcher's Master Thesis project. The Japanese language program is the institution where the researcher has served as a language educator, make it an ideal site to conduct research. The type of the program is three-year diploma (D3), focusing on the vocational education in Japanese language learning. The program was established in 1999 and was under the management of Faculty of Cultural Sciences together with the undergraduate program of Japanese

language until 2008. Since 2009, the program is under the management of Vocational College of the university. The number of students for each batch is approximately 40 students, with six tenured faculty members. The program aims for producing graduates with Japanese language ability level JLPT N3 who able to work in Japanese-related jobs, such as tour guide or staff in the tourism industry, translator and interpreter, and company or hotel staff. The program is in preparation for the establishment of the four-year diploma program (D4), an undergraduate vocational program in 2020.

3.3.2. The participants

There are a total of 17 participants in the first dataset, consists of 15 females and two males. They were in their third academic year and the age range between 19 to 22 years old by the time the interviews were conducted. The researcher purposively chose the third-year students based on the research purpose, which was to understand the motivational change during their study at the university and how the change relates to their future self, and the third-year students were considered the ideal samples to serve the purpose, compared to first and second-year students.

As for the profile of the participants (see Table 3.2), two participants graduated from Vocational School (*Sekolah Menengah Kejuruan, SMK*) majored in Automotive and Animation. Participants from Upper Secondary Schools (*Sekolah Menengah Atas, SMA*) graduates came from each of school's major: Math and natural sciences (three participants), Social sciences (nine participants), and Languages (three participants).

Table 3.2. Profiles of the participants

Participants (Pseudonym)	Sex	Age*	Major in Upper Secondary School/ Vocational School	Japanese language learning before university	Reason enrolled in the Japanese program	Interest in Japanese culture
Sheila***	F	19	Math and natural sciences	Language course (for university preparation)	Failed national exam****	-
Santi	F	20	Math and natural sciences	Language course (for university preparation)	Failed national exam	J-Pop
Riska***	F	21	Math and natural sciences	Autodidact (SHS)	Interest in Japanese language	Anime
Reynold	M	20	Social sciences	Autodidact (SHS)	Interest in Japanese language	Anime, manga
Karla	F	20	Social sciences	Required subject (SHS)	Failed national exam	Anime
Ivy**	F	20	Languages	Required subject (SHS)	Scholarship	-
Danny**	M	22	Vocational school (automotive)	Required subject (SHS)	Interest in Japanese language	Manga
Destia	F	20	Social sciences	Required subject (SHS)	Failed national exam	Anime
Dena***	F	20	Languages	Extracurricular (SHS)	Interest in Japanese language	-
Adel	F	20	Social sciences	Required subject (SHS)	Interest in Japanese language	Manga
Endang	F	21	Social sciences	Required subject (SHS)	Interest in Japanese language	Anime, manga
Indah	F	20	Languages	Autodidact (JHS)	Interest in Japanese language	Anime
Jasmine	F	20	Social sciences	-	Failed national exam	-
Sisi	F	20	Social sciences	Required subject (SHS)	Failed national exam	-
Rina***	F	20	Social sciences	Language course (JHS)	Interest in Japanese language	Anime, manga
Sephia	F	21	Social sciences	-	Failed national exam	-
Almira**	F	20	Vocational school (animation)	Autodidact (JHS)	Interest in Japanese language	Anime, manga

* Age of participants in 2015

** Participants of study abroad programs included dataset 2

*** Participants of study abroad programs not included in dataset 2

****National universities entrance examination

There were three main motives in choosing Japanese language program at university: interest in Japanese language (nine participants), the scholarship offered for the program (one participant), and failure of the national exam to enter public university (seven participants). Those with interest in Japanese language have learned Japanese language before university, either formal (part of upper secondary school's curriculum or extracurricular activity) or informal education (language course or autodidact).

Regarding the national exam, some of the participants underwent the national exam called Public University Entrance National Selection (*Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN*) for undergraduate program (S1). Until 2012, SNMPTN had two types of selection: (1) invitation selection within the period of February-March, and (2) written selection within the period of May-June. The invitation selection was conducted based on schools' accreditation, of which schools with accreditation level A could send 50% of their best students to follow the document screening of SNMPTN, accreditation B 30%, accreditation C 15%, and other 5%. Since 2013, SNMPTN written selection is called Public University Joint Entrance Selection (*Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN*) and the invitation selection is called SNMPTN. Other alternatives to enter university is through Independent Exam (*Ujian Mandiri, UM*) which is conducted independently by each public university for both undergraduate and diploma program. Those who failed the SNMPTN had the second opportunity to enter the public university of their interest by taking UM.

3.3.3. Methods of data collection

The process of data collection was conducted during the period of February-March 2015. The researcher contacted the Japanese language program regarding the intention of the study and requested permission to conduct the research at the program.

The researcher was given access to third-year class and distributed the preliminary questionnaire (see Appendix D) regarding students' language learning background, along with the consent form. Those who filled in and submitted the questionnaire were contacted and asked to be interviewed individually.

The interviews were conducted in a meeting room of Japanese language program and lasted between 30 minutes until two hours. All interviews were carried out in Indonesian language and sometimes mixed with Japanese language phrases during the interviews. All interviews were also audio-recorded with the permission of the participants on an iPhone voice memo placed between the researcher and the participant. The main guiding questions for the interviews include reasons for studying Japanese language, motivation for choosing Japanese language program, favorite Japanese lessons, difficult lessons and its reasons, memorable episodes regarding Japanese language learning, activities learners participated in and their impression, future dreams and plan, efforts to realize those dreams, relationships with friends and Japanese language teachers. These questions were used to guide the general direction of the interviews, but each interview session was freely developed by the participant through elaboration on their own unique experiences of Japanese language learning. The interviews also explored answers in the preliminary questionnaire submitted by the participants earlier. Four participants were interviewed two times to elaborate on some intriguing points found in the first interview.

3.3.4. Ethics and compliance

The explanation of the purpose of the study and the rights of participants were conducted during the data collection process. For the preliminary questionnaire, the researcher distributed the preliminary questionnaire along with the explanation sheet and

the consent form (see Appendix D). The researcher explained the theme and the purpose of the study, the rights of the participants, and how their data would be used, as written in the explanation sheet to the students in front of the class. The researcher also explained that if they agree to be the participant, they will be contacted by phone or email as written in the consent form. Students were also informed that their personal information, such as names, contact number, and other relevant data would not be released. Students who agreed to be the participant were asked to sign the consent form, to fill in the preliminary questionnaire and submit the documents to the researcher. Those who did not agree to participate could return the blank document to the researcher.

Regarding the rapport with participants, the researcher used to teach Japanese language to the students for one semester in 2012; thus the good rapport with the participants has been maintained. On the other hand, because of this teacher-student relationship, there was still a possibility that participants would not freely share their stories with the researcher. However, the interview sessions also became an opportunity for participants to talk about and reflect on their learning experiences during their three-year study at Japanese language program, and to share about things they were not able to discuss with Japanese language teachers on casual occasion. During the process, the rapport between the researcher and the participants were built and changed (Sakurai, 2002) and need to be put into consideration when conducting data analysis.

3.3.5. Data analysis

The analysis of the interview data is conducted in two levels, based on the framework proposed by Polkinghorne (1995) and Barkhuizen, Benson, and Chik (2014): (1) narrative analysis in the form of learners' stories, and (2) analysis of narratives in the form of thematic analysis with paradigmatic process. The analysis of these qualitative

data will include the process of description, analysis of key factors and their relationships, and interpretation to make sense out of the issue of concern (Wolcott, 1994: p. 10). In the qualitative study, the process of data collection and data analysis is proceeded concurrently, recursive and dynamic (Merriam, 2009; p. 169). The intensive analysis proceeded along with the progress of data collection. After each interview was conducted, the researcher made the transcription in Indonesian language and constructed the draft of learners' stories of each participant. To ensure the validity of the data, the researcher conducted member checking in two ways, by indirect checking through email and by direct checking in the second interviews with some participants.

Reading and re-reading the transcript and the draft of learners' stories (see Appendix A), the researcher noted the emerged themes by open coding, which then were generated into analytical coding that comes from interpretation and reflection on the meaning of the emerged themes (Richards, 2005). The researcher also extracted dialogues and classified them under each theme. The researcher looked for shared themes hold across the interview transcripts of 17 participants. The themes were also classified into three parts: (1) Japanese learning experiences before university enrollment, (2) Japanese learning experiences during university enrollment, and (3) future plan after graduating from university. The emerged themes were classified into four categories identified under 'Japanese learning experiences' part:

- (1) intrinsic motivation for learning Japanese
- (2) extrinsic motivation for learning Japanese
- (3) Japanese learning environment
- (4) participants' attitudes toward study in Japan

Meanwhile, under 'future plan after graduated from university' part, the emerged themes were classified into two categories: (1) future plan related to Japanese language,

and (2) future plan with no relation to Japanese language. The findings from dataset one will be further discussed in Chapter 5.

3.4. Qualitative study: Narrative inquiry (Dataset 2)

3.4.1. Research context

The second dataset was the narrative inquiry of Indonesian learners of Japanese who were participating in study-abroad programs in Japan studying Japanese language. The research was conducted between the period of April 2016 until September 2017 in Japan, during the study-abroad programs. Two participants were interviewed previously in August 2015, during their three-month language program in Japan. The study abroad programs specified in this research are the specific Japanese language learning programs offered by Japanese language schools in Japan directly, through its broker, or through local partners of Japanese language course in several cities in Indonesia. The programs vary in length and content. Two participants followed the three-month program to prepare for JLPT. The school offered the program directly by putting out an advertisement at the university campus. Another participant was assigned to Japanese language program for a year by MEXT scholarship before she continued to professional training college (vocational school) for another two years. Five participants were sent to Japanese language schools to study for 1-2 years by local Japanese language courses, while the other two participants participated in the program through the individual broker of Japanese language school who used to be their senior at Japanese language program of the university they attended. The contents of the courses are mostly the preparation for JLPT, and Japanese universities entrance exam and the classes are divided based on the contents being taught.

Study-in-Japan programs offered by Japanese language schools also highlighted the opportunity to do the part-time job in Japan, following the changing regulation of Japanese immigration system which granted students with 28-hour/week for doing the part-time job(s) in order to support their life and studies during their stay in Japan. This study-abroad program is a different pattern compared to other study-abroad programs to Japan familiar to Indonesian learners of Japanese until now which focused on the scholarship offer. This new pattern became another alternative for learners who want to experience Japan but were not able to join the scholarship program.

3.4.2. The participants

The participants of the second dataset consist of eight females and two males with age ranged between 20-26 years old when the interviews were conducted. All participants were graduates from Japanese language programs of two public universities in Indonesia, from undergraduate program and diploma program. As we can see from the profiles of the participants (Table 3.3), most of them already have working experience after graduating from university. Three participants were permanent staff companies while other six participants have worked part-time or did freelance jobs. Mostly worked at Japanese-related jobs using basic Japanese language skills. The experiences dealing with limited Japanese skills at the workplace also became their motivation to study in Japan.

Table 3.3. Profiles of study abroad programs participants

Participants (pseudonym)	Sex	Age *	Year of coming to Japan	Working Experiences before coming to Japan	University program in Indonesia	Study program in Japan	Fund	Year of interviews (frequency)
Ista	F	24	2016	Part-time teaching Japanese at local JLS***	Diploma (vocational college)	JLS regular program (max. 2 years)	Private	2016 (3) 2017 (1)
Ida	F	22		Freelance Japanese translator	Diploma (vocational college)			2016 (2) 2017 (1)
Irham	M	23		–	Diploma (vocational college)			2016 (1) 2017 (1)
Danny**	M	23		Part-time teaching Japanese at local JLS	Diploma (vocational college)			2016 (2) 2017 (1)
Agatha	F	24	2016	Part-time teaching Japanese at trainees dispatch agency	Diploma (vocational college)	JLS regular program (max. 2 years)	Private	2017 (1)
Tissa	F	22	2014	Staff at a private Japanese company	Diploma (vocational college)	JLS (1 year) + specialized training college (2 years)	Government scholarship	2016 (2) 2017 (2)
Een	F	26	2015	Staff at Japan trainees dispatch agency	Undergraduate	JLS regular program (max. 2 years)	Private	2016 (1) 2017 (1)
Rita	F	26		Staff at a private bank	Undergraduate			2016 (2) 2017 (2)
Ivy**	F	20	2015	Part-time teaching Japanese at high school	Diploma (vocational college)	JLS short-term program (3 months)	Private	2015 (1) 2017 (1)
Almira**	F	20		Part-time at Japanese restaurant	Diploma (vocational college)			2015 (1)

*Age of participants when they came to Japan

**Participants from dataset 1

***Japanese language school

3.4.3. Methods of data collection

The data collection was conducted during the period between 2015 and 2017. The second dataset consists of oral narrative data and written narrative data (Barkhuizen, Benson, and Chik, 2014). Oral narrative data were collected in three ways: individual interviews, pair interviews, and group interviews, with the semi-structured interviews. The duration of the interviews ranged from one hour to five hours (in the case of a group interview). Interviews conducted to participants (Ivy and Almira) in 2015 asked questions about learners' experiences during their short-program in Japan. Most interviews started to be conducted in 2016, with questions such as reasons for the decision to take part in the study abroad program, their first experiences on Japan, problems, and difficulties they encounter, how their imagined community of Japan differ from the reality they were facing, and how they dealt with it. While, interviews conducted in 2017 asked about the way participants saw their study abroad experience and Japanese learning, as well as how they made meaning of it in relation to their future. Last interviews with some participants (Rita and Ivy) were conducted after they returned to Indonesia, asking about the impact of her study abroad experience on their current work and life in Indonesia. All interviews were conducted in Indonesian language mixed with Japanese language phrases, were audio-recorded using iPhone voice memo placed between the researcher and the participants after asking for their permission. The author herself then transcribed the interviews data.

In addition to the oral narrative data, the written narrative data was retrieved from self-reflective language learning histories (LLHs) titled “My Story with Japanese Language,” where learners were asked to write their reflections on their Japanese learning experiences for a minimum one A4 page. Other forms of written narrative data include diaries, narrative frames, and reflective journals (Barkhuizen, Benson, and Chik, 2014: p.

33). The aim of the writing of the language learning histories was to understand how learners make sense of their Japanese learning experiences by noticing some key episodes in their learning histories (Deacon, Murphey, and Dore, 2006). By writing and reflecting on their own stories of learning Japanese language, participants were able to understand better their lives related to Japanese learning so far and to inspire themselves for the future. On the other hand, the language learning histories of Japanese learners provided valuable insights into the meaning-making of their learning experiences. The key episodes in participants' learning histories included positive and negative experiences related to Japanese learning, what they have learned from those experiences, as well as their plan for the future. Although the author sometimes reminded participants to write their stories, the writing itself was voluntary. Seven participants sent their stories via email and Messenger platform, while the other three participants (Ivy, Almira, and Rita) decided not to write theirs due to time constraints and participants' activities. Participants also filled in short questionnaires on their academic and language learning backgrounds, in order to gather information on learners' prior language learning experiences (see Appendix E).

3.4.4. Ethics and compliance

According to Barkhuizen, Benson, and Chik (2014: p. 29), there are six basic ethical guidelines in conducting narrative research:

- 1) Fully informs the participants about the purposes of the study
- 2) Obtains participants' informed consent to participate in the study
- 3) Informed consent provides detailed information written in plain language about the use of data collected for the study

- 4) Be sensitive to changes in participants' lives which might lead to the participants' withdrawal from the study
- 5) Guarantee of full confidentiality of the participants' data and information
- 6) Ensure the transcript is loyal to the participants' oral statements

This study was conducted following the above ethical guidelines. Based on the good rapport built between the researcher and the participants when the researcher taught Japanese language at the Japanese language program where participants were affiliated, the researcher asked participants' consent to participate in the study directly and indirectly through email or messaging platforms. Before conducting the first interview, the researcher gave participants consent form (see Appendix E) and explained the purpose of the study, the rights of the participants, how the study will be conducted and how their data will be used, as written in the consent form. If they agree to become the participants, they were asked to sign the form. The entry of questionnaire form and the interviews started after the signing. Members checking to ensure the allegiance of the transcript of the interview was conducted by presenting the transcript to participants to check the content.

3.4.5. Data analysis

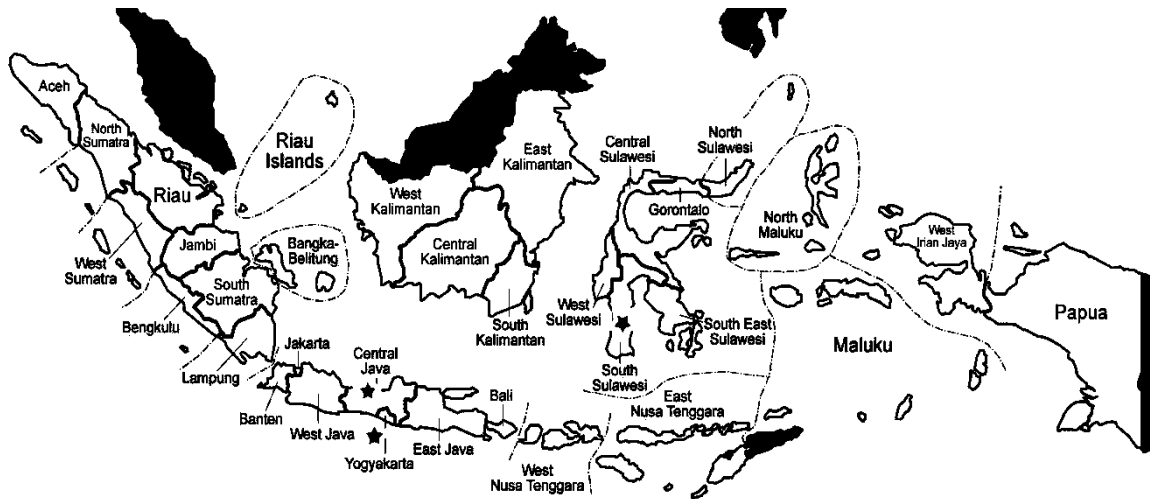
The data analysis for the second dataset underwent the same process as the data analysis in the first dataset (see section 3.1.5). There are ten issues recognized in the analysis: (1) inadequacy of Japanese language skills, (2) the importance of JLPT N1/N2 and "Japanese language for business", (3) extra value of living-in-Japan experience, (4) realization of Japanese dream, (5) learning Japanese at Japanese language school, (6) the using of Japanese language in the workplace, (7) study and work demands, (8) dealing with prejudices and discrimination, (9) negotiating personal values and

identities, and (10) from study abroad toward the future. The findings from dataset two will be further discussed in Chapter 6.

3.5. Quantitative study: Cross-sectional survey (Dataset 3)

3.5.1. Research context

The data collection was conducted in August and September 2017 to five Japanese language programs in four universities in Indonesia. Three universities are located in the main island of Java, consist of two public universities and a private university. One of these public universities has two Japanese language programs, i.e., a three-year diploma program called Japanese vocational program and a regular four-year undergraduate Japanese program. The other public university is a university of education, with a regular four-year undergraduate program of Japanese language education. Meanwhile, the private university has a regular four-year undergraduate Japanese language program. One university is located outside Java island in a central city of the eastern part of Indonesia. This university is also a public university with a regular four-year undergraduate Japanese language program. In other words, the samples of this questionnaire study vary in programs. There are three public universities and one private university, four regular four-year undergraduate programs and one three-year vocational diploma program, and also one Japanese language education program.



Map source:

https://commons.wikimedia.org/wiki/Atlas_of_Indonesia#/media/File:Indonesia_provinces_english.png

Figure 3.1. Cities where questionnaire study was conducted (marked with the star symbol)

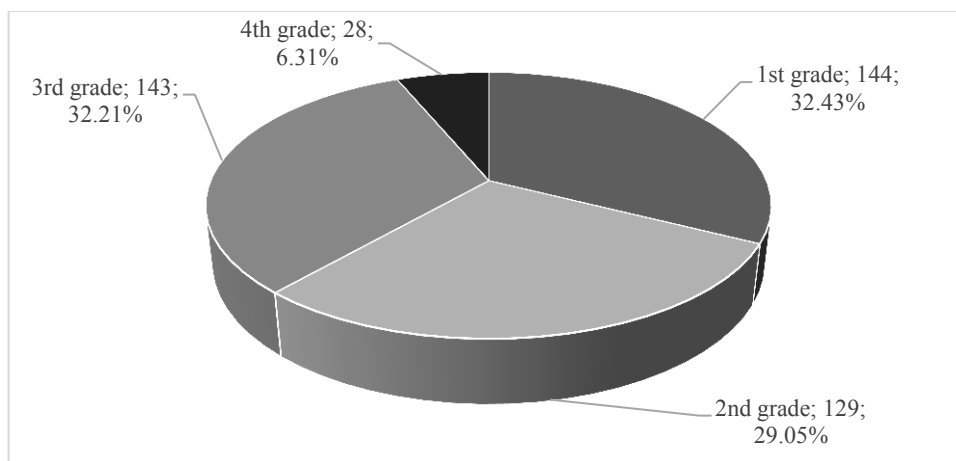
All four universities are listed among 50 universities featured in 2018 Indonesian University Ranking (UniRank, 2018) and have high popularity among Indonesian high school students. From the five Japanese language programs, only one program was established in the early 1990s, the era when Japanese culture and industry began to expand in Indonesia. Four other programs were established in the early 2000s, the era where the number of Japanese learners was increasing. This difference also becomes one interesting factor added to the sample variations.

The main reason for conducting questionnaire study in these universities is because of the connection the author had with contact persons of each Japanese language programs in these universities. Therefore it would make it easier to build communication and to arrange the study to be conducted. Another important reason to conduct the questionnaire study in some of these universities is that the participants of narrative inquiry discussed in Chapter 5 and Chapter 6 came from two of those four universities.

Thus, the result of the analysis of this questionnaire study will provide essential insights into the analysis of narratives of those participants in the next chapters.

3.5.2. The Respondents

The questionnaire was distributed to Japanese learners in all grades, from the first grade to the fourth grade in the regular undergraduate program and from the first to the third grade in the diploma program. However, the period of August and September in Indonesian academic calendar is the beginning of the new semester. At that time when the questionnaire study was conducted in 2017, the new semester also coincided with one of the prominent Islamic religious festivals, called Idul Adha (*Eid Mubarak*). Therefore, some universities started the new semester after the festival. The first two weeks at the beginning of the semester are mostly busy with some administrative and academic activities other than teaching, such as the inauguration for new students, classes orientations, and so forth. As a consequence, the distribution of the questionnaire at two Japanese language programs could not cover all grades of students. Furthermore, due to the university plan to establish a four-year vocational diploma program, the three-year diploma program did not accept new students in 2016. As a result, the program only has students of first and third grades, thus made the questionnaire was distributed only to those grades. The composition of the questionnaire respondents from each grade are as follow:



Source: Compiled from the questionnaire result
 Figure 3.2. Distribution of respondents in each grade at university

The number of respondents in fourth grade is significantly smaller compared to other grades. The main reason for it is because most students in fourth grades no longer have required subject to take, except for subject related to graduation paper writing, or optional subjects. The total number of respondents is 444 Japanese learners, consists of 137 male students (30.86%) and 307 female students (69.14%). The larger proposition of female students shows the common condition shared by most Japanese language programs in Indonesian universities, which shows the tendency towards the high popularity of Japanese learning among females than males.

Regarding age distribution among female and male students, the age of respondents ranges between 17 and 26 years old (see Table 4.2). The variety of respondents' ages and its wide gap come from the different admission policy applied by the private university. As a private university, the regular undergraduate program is offered not only to the fresh graduates of secondary educational institutions but general people as well. Thus, some of their students are professionals who were already working while enrolling in Japanese language program. For this kind of students, the university provides night class so that they can attend the class after their working hour.

Table 3.4. Distribution of age and gender of respondents

Age	Male		Female		Total	
	N	%	N	%	N	%
17	10	2.25%	20	4.50%	30	6.76%
18	34	7.66%	72	16.22%	106	23.87%
19	37	8.33%	84	18.92%	121	27.25%
20	40	9.01%	97	21.85%	137	30.86%
21	8	1.80%	26	5.86%	34	7.66%
22	4	0.90%	5	1.13%	9	2.03%
23	1	0.23%	1	0.23%	2	0.45%
24	1	0.23%	0	0.00%	1	0.23%
25	1	0.23%	0	0.00%	1	0.23%
26	0	0.00%	1	0.23%	1	0.23%
No answer	1	0.23%	1	0.23%	2	0.45%
TOTAL	137	30.86%	307	69.14%	444	100.00%

Source: Compiled from the questionnaire result

As we can see from Table 4.2, the high proportions of Japanese learners' age in four Japanese language programs in this study range between 18 to 20 years old. Indonesian educational system applied the similar 6-3-3 system like Japan for elementary education, lower and upper secondary education. The average starting age for elementary education is seven years old, and hence the average age for university's enrollment is around 18 years old.

3.5.3. Methods of data collection

Before questionnaire distribution, the researcher contacted five Japanese language programs in four Indonesian universities through contact persons at each Japanese language programs regarding the intention of the study and requested permission to conduct the research. The contact persons who are lecturers of the Japanese language programs coordinated the research schedule and available classes to enter for

questionnaire distribution. Based on the information from the contact persons, the researcher also sent emails to each program directors to asked for official permission (see Appendix C).

The questionnaire distributed for this study consisted of four parts:

- 1) The explanation of the study and the rights as the participant
- 2) Consent form signed by the participant
- 3) Participant background information, including the educational background in upper secondary school, language(s) used in daily life, language(s) learned in formal or informal education, and Japanese learning experience before university
- 4) The questionnaire, which consists of:
 - 16 open-ended questions items, including the reason to study Japanese at university, the experience of taking Japanese Language Proficiency Test, the desire to study in Japan, and the way respondents collected or got the information on study in Japan.
 - 11 checked items, including the effect of social media on respondents' desire to study in Japan, and statements on respondents' preferences for study abroad.
 - One self-assessment item which asking respondents to rate their Japanese proficiency in writing, reading, listening, and speaking skills.

3.5.4. Ethics and compliance

The data collection was conducted after gaining approval from the Director of Japanese Language Program on each university, as well as from teachers of each class where the questionnaires were being distributed. The time for distributing, writing, and collecting the questionnaire sheets was made as efficient as possible in order to avoid the distraction to the class. On each class, the researcher explained the intention of the study,

the rights of respondents, and how the data will be used before distributing the questionnaire. Students were also informed that their personal information, such as names, contact number, and other relevant data would not be released. Students who agreed to be the participant were asked to sign the consent form, to fill in the questionnaire and submit the documents to the researcher. Those who did not agree to participate could return the blank document to the researcher.

3.5.5. Data analysis

After finishing the process of data collection at each research site, the first step for data analysis was to organize the data based on the university, Japanese language program and respondents' grades. Next, the data of each group were manually inputted and organized into the Microsoft Office Word program. All respondent on each group were numbered following the input number. For open-ended questions items, respondents' answers were listed based on the respondents' number. For checked items and self-assessment item, the answers for each item point were counted and accumulated based on grades of each institution. The next step was to categorize several answers of open-ended questions on each group. For examples, one of the questions is "What is your reason for learning Japanese for the first time?". Answers for this question were categorized into six groups: (1) Japan and culture, (2) Japanese language, (3) academic, (4) go to Japan, (5) career, and (6) others, for all answers other than (1) - (5). After categorization of all answers of open-ended questions, the data from each university were accumulated and counted using Microsoft Office Excel program. The results were then presented in Tables and Figures in chapter 4.

3.6. Interviews with Japanese language teachers

This study aims to understand the investment in Japanese language learning and study in Japan from the perspectives of students who experience them. Thus the primary focus of the data collection and the analysis is learners' voices. However, it is also considered equally important to understand the phenomena from another stakeholder who are also dealing directly with the implementation of the policies and planning related to Japanese language education in the field, namely local Japanese language teachers. Interviews with teachers are expected to provide some insights on the institutional policies of Japanese Language Program where they attached to, as well as teachers' individual perspectives regarding students' investment in Japanese language learning and study in Japan.

The participants of Japanese language teachers interviewed in this study consist of two male and five female teachers, with age ranged from the early 30s to late 40s. Most interviews were conducted during the data collection of questionnaire study at each designated university, except for the interview with Bunga, which was conducted via online media call, and with Wisnu, which was conducted in Japan. Regarding the position in Japanese Language Programs, there are five tenured lecturers with two Head Programs among them and two part-time lecturers. Two of them were already taken their Doctoral Degree in Japan, majoring in Japanese Linguistics and Japanese History. Other three participants are still in progress in the Master or Doctoral program, and two teacher participants who have not yet pursued graduate education (see Table 3.5). Among tenured lecturer participants from public universities, two of them (Mawar and Anggrek) are civil servants or government employees, while others are university employees.

Table 3.5. Profiles of Japanese language teachers

Teacher (pseudonym)	Sex	Age	Type of university	Type of program	Position	Educational background
Bunga	F	40s	Private	S1	Head/tenured lecturer	Doctor (Japan)
Mawar	F	40s	Public	S1 education	Tenured lecturer	Ongoing Doctor (Japan)
Arjuna	M	40s	Private	S1	Former Head/ Tenured lecturer	Ongoing Doctor (Indonesia)
Melati	F	30s	Public	D3	Head/tenured lecturer	Master (Indonesia)
Anggrek	F	40s	Public	S1	Tenured lecturer	Doctor (Japan)
Kamelia	F	30s	Public	S1	Part-time lecturer	Master (Indonesia)
Wisnu	M	30s	Public	S1	Part-time lecturer	Ongoing Master (Japan)

Before the interviews, the researcher contacted the teachers individually, explained the purpose of the study and asked permission to conduct the interview. Interviews were conducted in informal manners, of which most of them were taken during the data collection for questionnaire study, and lasted between one to two hours. All interviews were carried out in Indonesian language and sometimes mixed with Japanese language phrases during the interviews. Some interviews were audio-recorded with the permission of the participants on an iPhone voice memo placed between the researcher and the participant. Other interviews were conducted using note-taking without audio recording. The guiding questions for the interviews include the vision and mission of the Japanese Language Program, the learning outcomes or competencies for its graduates, the partnership agreement with overseas universities, study abroad and internship programs their students are participated in, and their views on the new emerging pattern of study abroad programs. These questions were intended to determine the direction of the interviews, but they were free to be elaborated during the interview sessions.

After each interview was conducted, the researcher made the transcription in Indonesian language. The researcher read down through the interview transcripts and the field notes and conducted the coding process of the data. The emerged themes were categorized into three main issues: (1) the integration between education and industry in the curriculum, (2) internationalization, and (3) teacher's awareness and capability. These issues will be further discussed in Chapter 4.

3.7. The reliability and validity of the study

One of the challenges in conducting qualitative research is how to measure its reliability and validity. Merriam (2009: p. 229) suggests several strategies to promote the reliability and validity of qualitative research: (1) triangulation, (2) member checks, (3) adequate engagement in data collection, (4) researcher's position or reflexivity, (5) peer review/examination, (6) audit trail, (7) rich and thick description, (8) maximum variation.

In order to confirm the reliability of the validity of this study, the researcher has employed some of the suggested strategies. The application of triangulation strategy by using multiple sources of data, as presented in dataset 1, 2, 3 and additional data from Japanese language teacher participants, as well as by using multiple data collection methods (narrative inquiry and cross-sectional survey), helped to confirm the emerging findings in each of dataset. The transcriptions of the learners' stories were also confirmed to the participants through member checks. Furthermore, the researcher was given adequate time to engage in data collection during the three-year period since the collection of the first data in 2015, in both countries. The long period of data collection also gave the researcher the opportunity to critically reflect the researcher's bias, assumption, and disposition which might affect the interpretation of the data. The description of the study, including the findings in each dataset, was made as rich and

thick as possible by giving a detailed, descriptive explanation. One way to provide a rich and thick description is by presenting adequate evidence with quotes from the participants' interviews. Lastly, the researcher also tried to maximize the variation of the sample by selecting several different sites for data collection, including the universities, the Japanese language programs, the academic programs, the Japanese language schools, and the study-abroad programs participants have participated.

3.8. Chapter Summary

This chapter has discussed the research methodology used in the study. The narrative inquiry which became the research method for dataset 1 and two were described in much details (section 3.1) before discussing the research design employed, which is a triangulation model between qualitative study using narrative inquiry with the quantitative study using cross-sectional survey (section 3.2). There are three datasets used in this study: (1) dataset of Japanese learning experiences at Indonesian university, (2) dataset of Japanese learning experiences during the study-abroad program in Japan, and (3) dataset of Japanese language learners' perspective on Japanese learning and study-abroad program. In addition to the data collected from Japanese language learners, this study also collected interviews data from local Japanese language teachers. The methodology of each of the dataset and additional data were described in further details, including the context where the research took place, the participants/respondents, method(s) of data collection, the ethical consideration, and the data analysis (section 3.3, 3.4, 3.5, and 3.6). The question of the reliability and validity of this study was tried to answer by discussing several strategies employed by this study to enhance its reliability and validity (section 3.7).

The findings of each dataset will be presented in Chapter 4, 5, and 6. In Chapter 4, the discussion will focus on the findings of dataset 3 in order to have a general, comprehensive understanding of Japanese language learners' perspective on Japanese learning and study-abroad program. Findings from the analysis of interviews data of Japanese language teachers will also be discussed in the chapter. Chapter 5 and Chapter 6 will each focus on individual experiences of Japanese language learning and study-abroad program, describe the way students invest in Japanese language learning and study in Japan.

CHAPTER 4

**VOICES FROM JAPANESE LEARNERS AND TEACHERS OF JAPANESE
LANGUAGE PROGRAMS IN HIGHER EDUCATION INSTITUTIONS IN
INDONESIA**

As mentioned in the previous chapter, the number of Japanese learners in higher educational institutions in Indonesia increased regularly and significantly over the years (Japan Foundation, 2005, 2008, 2011, 2013, 2017a). The data also show that the growth is followed by the upsurge of Japanese language programs, both in public and private universities, across Indonesian regions. The popularity of Japanese language due to the expansion of Japanese pop culture and industry into the Indonesian market since the 1990s is one of the main reasons for the occurrence of these phenomena. Interest in Japanese pop culture and the demand of Japanese language skills in Japanese related industries and jobs in Indonesia became one of the triggers for many Indonesians to start or to continue learning Japanese in higher educational institutions.

This chapter will discuss the perspectives of Japanese learners in higher educational institutions in Indonesia toward Japanese language learning and study in Japan. Surveys on overseas Japanese language educational institutions conducted every three years by the Japan Foundation found five main reasons that motivated Indonesians to study Japanese, namely interest in Japanese language, interest in Japanese popular culture, interest in study-abroad to Japan, interest in Japanese history and literature, and for future work/career. A preliminary study was conducted to analyze factors that motivate learners to choose Japanese language program in an Indonesian university of education and their future plan after graduated from the university (Kobari, 2014). Another study also analyzed the condition of Japanese language program graduates in

their present job and the demand of Japanese skills in the workplace within the main industrial areas of Jakarta, Depok, Tangerang, and Bekasi (Jabodetabek) in Western Java (Dwi Astuti, Yudhasari, and Lusiana, 2010). However, both studies were conducted in a single or limited population. Furthermore, less is known about whether learners' motivations remain consistent through the process of Japanese learning at university.

In order to get a comprehensive understanding of Japanese language learners in higher educational institutions and their preferences as well as their perspectives toward Japanese learning and study in Japan, a questionnaire study was conducted to collect empirical data from various Japanese learning institutions in several universities in Indonesia. Details of the background information of respondents will be presented in Section 4.1, while the findings from the analysis of the questionnaire will be described in Section 4.2. In addition to the questionnaire, interviews and discussion with local Japanese language teachers conducted during the process of data collection in the field will be discussed in Section 4.3 to provide some insights from the perspective of the stakeholders of Japanese language.

4.1. Background information on the questionnaire's respondents

In upper secondary education, the types of school education can be divided into three kinds, i.e., senior high school (*Sekolah Menengah Atas/SMA*), vocational school (*Sekolah Menengah Kejuruan/SMK*), and religion-affiliated school which is called *Madrasah Aliyah* (MA) for the Islamic school. Basic education consists of primary education for six years and lower secondary education for three years, each includes general and religion-affiliated schools as well (see Figure 4.1). Faith-based education in Indonesia is provided by the national government, religious groups or organization,

within the formal, non-formal, and informal education at all levels (TIMSS and PIRLS, 2015).

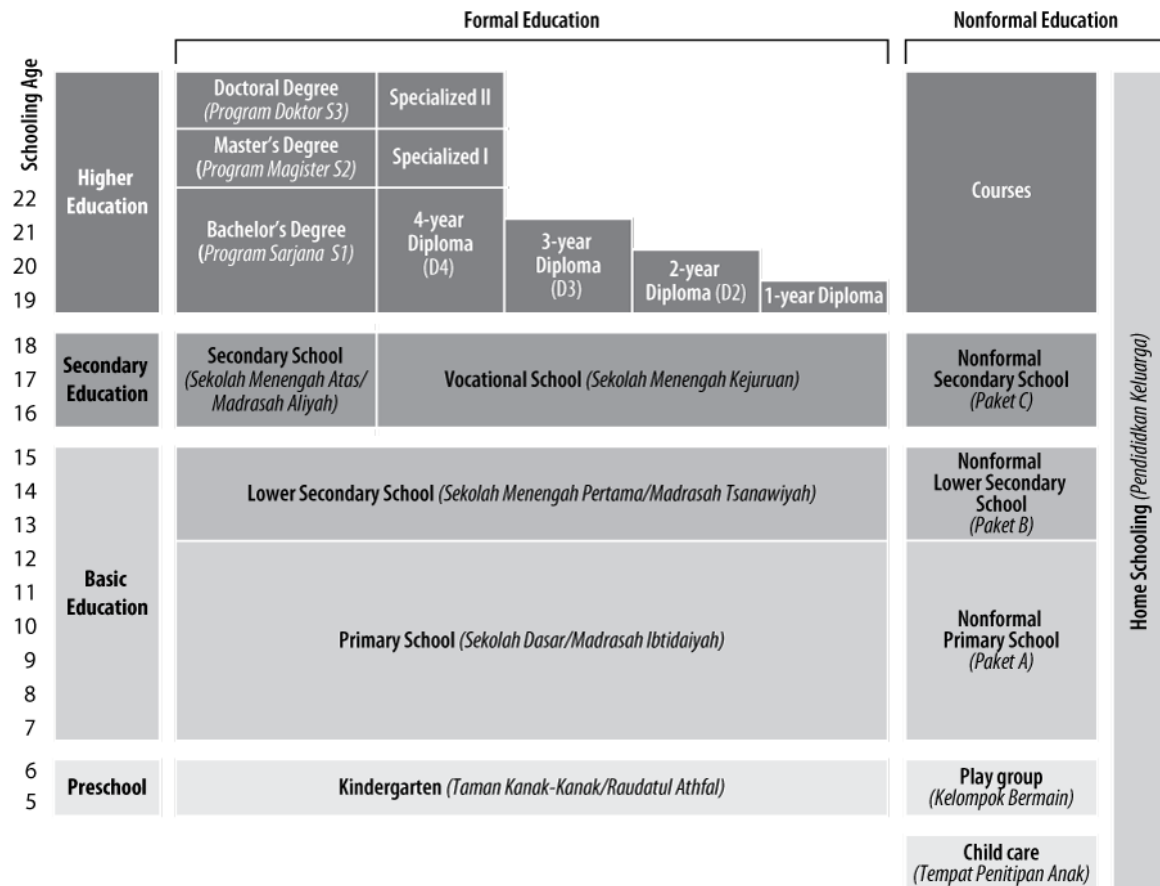
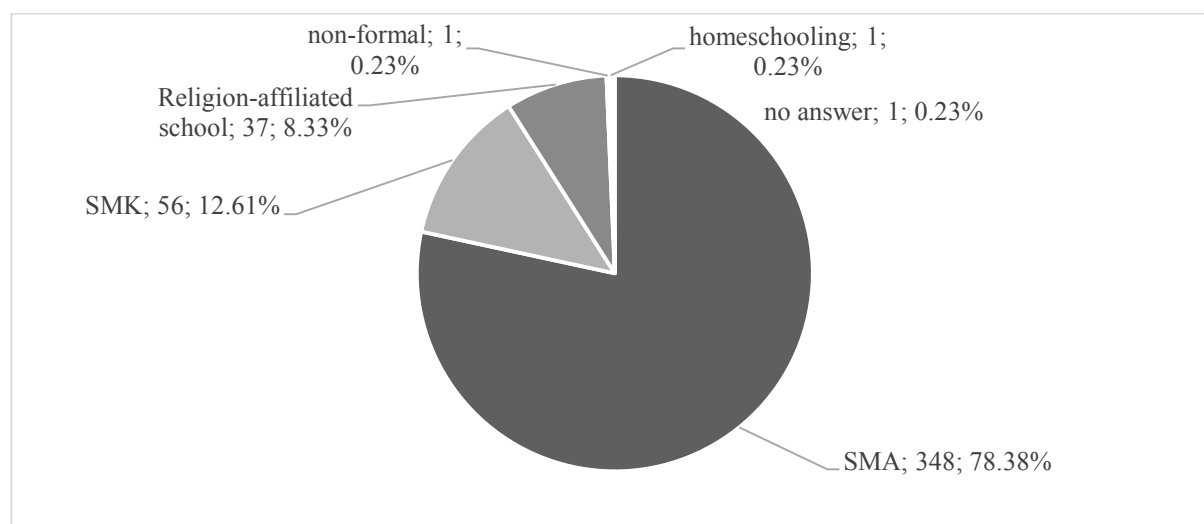


Image source: TIMSS and PIRLS official website
<http://timssandpirls.bc.edu/timss2015/encyclopedia/countries/indonesia/>

Figure 4.1. Indonesia's education system

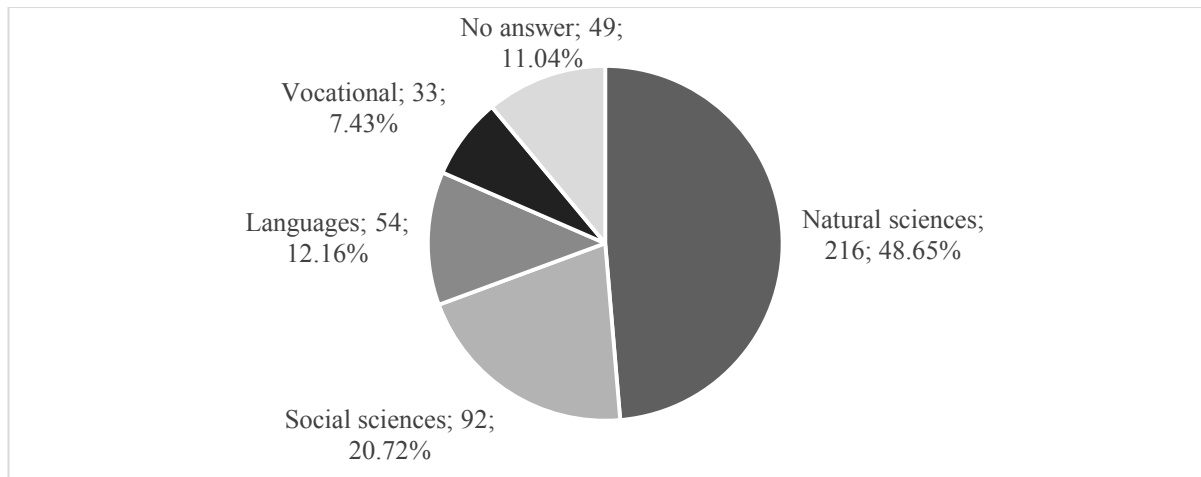
In this study, all respondents with the background of religion-affiliated school graduated from MA. The main difference between these three is the focus of the curriculum. For SMA, the curriculum focuses on three concentrations, namely natural sciences (*Ilmu Pengetahuan Alam/IPA*), social sciences (*Ilmu Pengetahuan Sosial/IPS*), and languages (*Bahasa*). Meanwhile, for SMK, the curriculum put more focus on each vocational field the students majored. For MA, besides the three concentrations similar to SMA, the concentration of Islamic religious sciences is also added to the MA curriculum.

Except for the concentration of Languages, all concentrations in upper secondary education only have Japanese language as an optional subject, due to the revision of national curriculum in 2013.



Source: Compiled from the questionnaire result
 Figure 4.2. Distribution of respondents in upper secondary education

The respondents for this study came from various backgrounds of upper secondary education. As we can see in Figure 4.2 and Figure 4.3, 78.38% of respondents (N=348) was SMA graduates, of which 48.65% (N=216) were from Natural Sciences concentration. On the other hand, only 12.16% (N=54) of respondents came from Languages concentration. Social Sciences concentration also shared a significant proportion of Japanese learners' educational background (20.72%). This fact indicates that Japanese language program has gained popularity among Indonesian students in secondary education and become one of the desired major to study at university, regardless of their previous concentration in upper secondary education.



Source: Compiled from the questionnaire result
 Figure 4.3. Distribution of respondents' majors in upper secondary education

The Japan Foundation in Indonesia has focused on the development of Japanese language education in secondary education since the largest number of Japanese learners in Indonesia has come from secondary educational level, which is 703,775 learners or 94.5% according to the Japan Foundation survey in 2015 (Japan Foundation, 2017a). It supports the development of Japanese learning textbooks based on the 2013 Indonesian curriculum (Furuuchi, Mitsumoto, Igarashi, Hatta, and Lusiana, 2017), Japanese lesson improvement through lesson study (Lusiana, Toda, and Ueno, 2015), as well as provide trainings for professional development of Japanese language teachers in secondary education (Lusiana, Ozaki, and Akiyama, 2013). In other words, the popularity of Japanese language in Indonesia not only stemmed from the expansion of Japanese pop culture and Japanese industry but also came from the development of Japanese language education in secondary education.

In this study, the number of respondents with a history of Japanese language learning before university is 61.77% (N=286). There are 48.60% (N=225) respondents who attended Japanese class or Japanese extracurricular lesson in senior high school.

7.78% (N=36) reported that they had Japanese lessons at Japanese language course institutions or individual private course. Some of them also reported that they joined both formal education at school and non-formal education in Japanese language courses.

Table 4.1. History of Japanese learning before university

Japanese learning history	N	Percentage
Senior high school	225	48.60%
Junior high school	12	2.59 %
Japanese course	36	7.78%
Autodidact	11	2.38%
Never	177	38.23%
Exchange program in Japan	1	0.22%
Born in Japan	1	0.22%
TOTAL	463	100.00%

Source: Compiled from the questionnaire result

However, not all respondents had previous Japanese learning history in senior high school. The number of respondents who had a Japanese lesson in junior high school is 2.59% (N=12), similar to those who learned Japanese autodidact or self-taught, which is 2.38% (N=11). It is interesting though to find out that there is a significant number of respondents who never learned Japanese before university, around 38.23% (N=177). The new national curriculum revision in 2013 has put other foreign languages besides English as an elective subject, contributed to the decrease of Japanese language learners in Indonesia according to the Japan Foundation survey in 2015. As an elective subject, Japanese language also competes with other foreign languages which also popular among students, such as Germany, Korean, Mandarin (Chinese), and French.

The questionnaire also asked about other foreign languages learned by the respondents beside Japanese and reasons why they chose the languages. There are 11 foreign languages other than Japanese that emerged from the total of 625 responses.

Table 4.2. Other foreign languages

Foreign languages	N	Percentage
English	323	51.68%
Arabic	62	9.92%
Germany	54	8.64%
Italy	1	0.16%
French	28	4.48%
Mandarin	38	6.08%
Korean	53	8.48%
Thai	5	0.80%
Russian	7	1.12%
Spanish	8	1.28%
Tagalog	2	0.32%
No answer	44	7.04%
TOTAL	625	100.00%

Source: Compiled from the questionnaire result

According to the data in Table 4.2, there are six foreign languages of which chose by many respondents to be learned besides Japanese: English (51.68%), Arabic (9.92%), Germany (8.64%), Korean (8.48%), Mandarin (6.08%), and French (4.48%). The data indicates that English is the most popular among all, part of it might be caused by the status of English as a required main subject at schools. However, for the same reason, not all participants answered "English" in this study, as shown in the small percentage of English language presented in Table 4.2 because they did not choose English to be learned the way they did to other options of foreign languages. Reasons, why respondents chose these foreign languages to be learned, are compiled in Table 4.3.

Table 4.3. Reasons for learning other foreign languages

Reasons	N	Percentage
like foreign languages	26	4.78%
to improve language skills	21	3.86%
International/global language	116	21.32%
Required subject/learned at school/college	180	33.09%
Interesting to be learned	39	7.17%
important life skill	15	2.76%
easy to understand	2	0.37%
because of hobbies (drama, K-pop, and so on)	9	1.65%
curious/want to know	4	0.74%
needed for future work/study	16	2.94%
academic achievement	2	0.37%
family/environment influence	4	0.74%
tool to understand the foreign culture	17	3.13%
tool to learn holy scripture	3	0.55%
tool for information search	5	0.92%
as a communication tool in a community	8	1.47%
similar with Japanese	6	1.10%
to go abroad	2	0.37%
to get a language certificate	1	0.18%
to make friends	1	0.18%
to be taught to others	1	0.18%
not specified	2	0.37%
no answer	64	11.76%
TOTAL	544	100.00%

Source: Compiled from the questionnaire result

The biggest reason is that it is a required subject to take at upper secondary schools or university. Most of the answers refer to English and Arabic. English is a required subject in all grades of secondary and higher education, while Arabic is a required subject at Islamic religion-affiliated schools and even become one of the communication tools within the community.

The second biggest reason is that the foreign language is an international or a global language. This term refers to English as well, since English is considered as the lingua franca of the world and many respondents considered English language skill as indispensable to be able to communicate with the world.

Both reasons explained earlier might be categorized as extrinsic motivation, were driven by external rewards outside the respondents. On the other hand, the next reasons for learning other foreign languages, i.e. "interesting to be learned" (7.17%), "like foreign

languages" (4.78%), and "to improve language skills" (3.86%) acted as intrinsic motivation, came from internal rewards within the respondents' self.

4.2. Findings from the questionnaire analysis

4.2.1. First encounter with Japan

The first question asked in the questionnaire is 'From whom/where did you know about Japan for the first time?'. The purpose of this question is to know about the source where the respondents got their first knowledge about Japan. It was assumed that before they learned Japanese in high school or university, they already had their first encounter with Japan in everyday life which ignited their interest in Japanese learning. The answers of the respondents were grouped into 13 items of knowledge source about Japan. Many of them provided more than one answer; thus the number of each group stated here refers to the number of respondents who gave a similar answer. Two respondents did not answer the questions, and one respondent gave no specific answer. There are 522 of the total number of responses. As we can see in Table 4.4, the main source of knowledge about Japan and their first encounter with Japan is Japanese animation (anime) broadcasted in Indonesian television (TV), around 41.38% (N=216). Since the 1990s, anime has entered the Indonesian broadcasting market, dominating the prime time of TV program for children on Sunday morning and become very popular.

Table 4.4. First encounter with Japan

Sources	TOTAL	%
TV/radio program	216	41.38%
manga	23	4.41%
family	57	10.92%
friends	46	8.81%
teachers/lessons	125	23.95%
internet/media	37	7.09%
games	3	0.57%
books	3	0.57%
activities	2	0.38%
Japanese people	4	0.77%
people in Japan	1	0.19%
visited Japan	2	0.38%
no answer	2	0.38%
not specified	1	0.19%
TOTAL	522	100.00%

Source: Compiled from the questionnaire result

The second biggest source of Japanese knowledge is the Japanese teachers and Japanese lessons at school with 23.95% (N=125). Many respondents stated that the first they have about Japan came from their Japanese teacher at high school and their Japanese lessons. The third source is from family, especially the influence of brother or sister who has an interest in Japanese pop culture and introduces it to them. The fourth source came from friends who, similar with brother and sister, introduce them to some Japanese anime or manga of their favorites. With the development of technology, internet including social media has become the next source for respondents that introduced them to Japan.

4.2.2. Starting age for learning Japanese language

From the Table 4.5 below, we could see that the average starting age for learning Japanese for the first time is 15 years old with 23.20% respondents (N=103), followed by 16 years old with 19.82% respondents (N=88). It indicates that most of the respondents

started learning Japanese when they were in upper secondary education, whether in the first or second year of senior high school. The third biggest starting age group is 18 years old with 18.47% (N=82), indicates that respondents who did not have prior Japanese learning experience as shown previously in Table 4.1 started to learn Japanese for the first time when they enrolled in Japanese language program in the university.

Table 4.5. Starting age for learning Japanese language

Starting age	Frequency	Percentage
under 10	7	1.58%
10	2	0.45%
11	4	0.90%
12	17	3.83%
13	17	3.83%
14	27	6.08%
15	103	23.20%
16	88	19.82%
17	65	14.64%
18	82	18.47%
19	22	4.95%
20	7	1.58%
above 20	1	0.23%
no answer	2	0.45%
TOTAL	444	100.00%

Source: Compiled from the questionnaire result

Few participants started learning Japanese when they were younger. One respondent was born in Japan and spent some years living there before moving back to Indonesia following the parents. Other respondents wrote that they knew Japanese from the parents who taught them the language.

4.2.3. Reasons for learning Japanese at the first time

Respondents' answers for question "What was your reason to learn Japanese for the first time?" were grouped into six categories: (1) "Japan and culture" category for answers related to interest to Japan and Japanese culture, including pop culture (anime, manga/comic, songs, drama, etc.), (2) "Japanese language" for answers related to Japanese language learning, (3) "academic" for answers related to Japanese language as an academic subject in high school or university, (4) "go to Japan" for answers related to interest to go to Japan, either for visiting, studying, and/or working in Japan, (5) "career" for answers related to future job/career, and (6) "others" for answers that do not include in those categories mentioned earlier.

Table 4.6. Reasons for learning Japanese language for the first time

Categories	Reasons	N	Percent	Σ N	Σ Percent
Japan and culture	interest in anime, manga, idols, songs, and so on	51	8.70%	171	29.18%
	to understand anime/movies/songs/games/manga	27	4.61%		
	interest in Japanese culture	62	10.58%		
	interest in Japan	30	5.12%		
	to have Japanese friends	1	0.17%		
Japanese language	Japanese is interesting/unique/fun	119	20.31%	189	32.25%
	to be able to speak Japanese	13	2.22%		
	to learn Japanese characters	22	3.75%		
	to know more about Japanese	33	5.63%		
	Japanese has become a global language	2	0.34%		
Academic	curriculum in senior high school	87	14.85%	110	18.77%
	the major program at the university	23	3.92%		
Go to Japan	to study in Japan	14	2.39%	70	11.95%
	to get scholarship/exchange program to Japan	5	0.85%		
	to work in Japan	17	2.90%		
	to live in Japan	2	0.34%		
	to visit Japan	32	5.46%		
Career	Job opportunity using Japanese	18	3.07%	18	3.07%
Others	suggestion from parents	3	0.51%	22	3.75%
	influence of other people	3	0.51%		
	to learn other foreign languages besides English/Arabic	8	1.37%		
	interest in learning foreign languages	7	1.19%		
	failed to enter other major/program at the university	1	0.17%		
	No particular reason	3	0.51%	3	0.51%
	No answer	3	0.51%	3	0.51%
	TOTAL	586	100.00%	586	100.00%

Source: Compiled from the questionnaire result

As we can see from Table 4.6, interest in Japanese language as the main reason for respondents to learn Japanese for the first time has the biggest percentage compared to other categories, with 32.25% (N=189). Many respondents with answers within this category said that Japanese is interesting, unique, and fun to learn, which become their reason to start learning Japanese. This interest might have come from the difference in the writing system and characters between Japanese and Bahasa Indonesia (Indonesian language).

The second biggest percentage is interest in Japan and its culture with 29.18% (N=171) responses. It suggests that interest in Japanese culture, including Japanese pop culture, has become one of the main reasons for respondents to start learning Japanese. This result is expected because as it was pointed out in Table 4.4 earlier, many respondents' first knowledge about Japan came from their encounter with Japanese culture which they regularly saw on TV in the form of anime, songs, or programs about Japan. It indicates that this first encounter has inflicted their interest in Japan and its culture, which leads to the interest in learning the language as well.

The next one is the academic reason, which makes 18.77% (N=110) of the whole categories. The fact that Japanese is integrated into the curriculum of upper secondary education might have become the reason for this significant percentage. Many senior high schools have Japanese lesson as part of foreign languages curriculum as well as one of the extracurricular classes, thus made respondents start to learn Japanese when they enter senior high school. Another interesting finding is that 3.92% (N=23) of respondents pointed out their reason to start learning Japanese is mere because it has become their major at university. This response suggests that respondents enroll in Japanese language program with less or no interest in Japanese learning itself.

In conclusion, personal interest in Japanese language and the integration of Japanese lesson within the curriculum of upper secondary education as well as higher education become the internal and external motivation for learners to start learning Japanese. This result gives some hints on learners' inclination toward Japanese language and the significance of foreign language policy within the curriculum of secondary and higher education.

4.2.4. Reasons for choosing the Japanese Language Program at the university

The next question asked in the questionnaire is "What is your reason to choose the Japanese language program at the university?", aims to figure out what motivated respondents to choose Japanese language program at the university and to compare with their reason when they started to learn Japanese for the first time. There are also six categories similar to previous reason on learning Japanese for the first time: (1) Japan and culture, (2) Japanese language, (3) academic, (4) go to Japan, (5) career, and (6) others for responses not included in any of other five categories.

Table 4.7. Reasons for choosing Japanese language program

Categories	Reasons	N	Percent	Σ N	Σ Percent
Japan and culture	interest in Japanese culture	65	9.70%	128	19.10%
	interest in Japan	51	7.61%		
	interest in Japanese pop culture	12	1.79%		
Japanese language	interest in Japanese language	111	16.57%	234	34.93%
	to improve Japanese skills	123	18.36%		
Academic	learned Japanese in high school	27	4.03%	65	9.70%
	Japanese program is interesting	22	3.28%		
	higher chance to pass	16	2.39%		
Go to Japan	to go to Japan	49	7.31%	114	17.01%
	to study in Japan	27	4.03%		
	to work/stay in Japan	38	5.67%		
Career	to work related to Japanese	40	5.97%	62	9.25%
	prospect of Japanese in Indonesia	21	3.13%		
	to establish own business	1	0.15%		
Others	suggestion/influence from others	17	2.54%	46	6.87%
	interest in learning foreign languages	16	2.39%		
	failed to enter other majors at the university	11	1.64%		
	similar with Chinese	1	0.15%		
	to introduce Indonesian culture	1	0.15%		
	No particular reason	12	1.79%	12	1.79%
	No answer	9	1.34%	9	1.34%
	TOTAL	670	100.00%	670	100.00%

Source: Compiled from the questionnaire result

Similar with the previous question on the reason for learning Japanese for the first time, the main reason for choosing Japanese language program at the university is because of the interest in Japanese language which makes 34.93% (N=234) from all responses. Furthermore, one interesting finding is that there are 18.36% (N=123) respondents whose reason are to improve their Japanese skills. This fact indicates that they already learned Japanese before university and want to learn more about Japanese by enrolling in Japanese language program at the university.

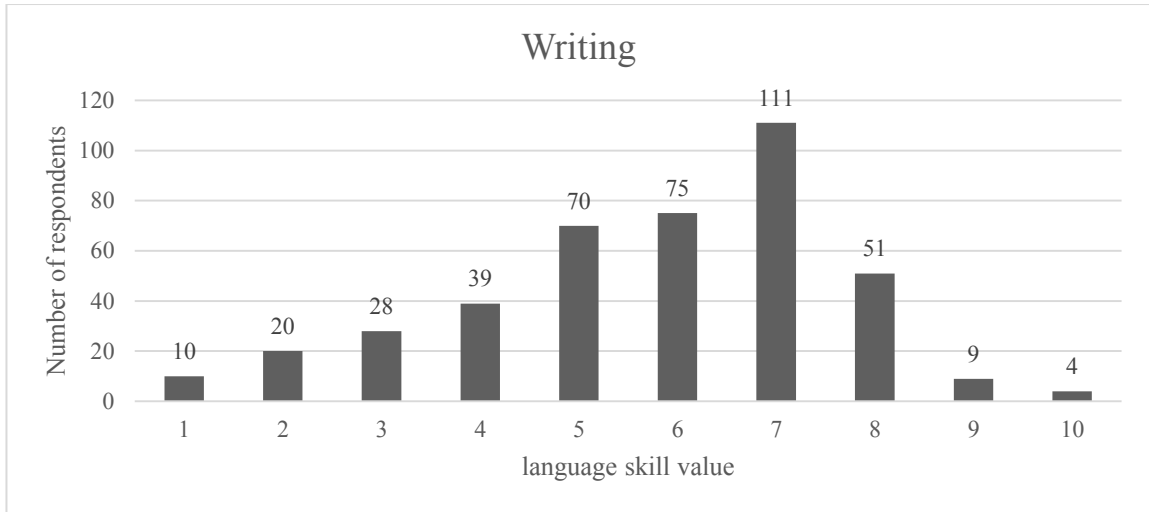
The second biggest percentage of the reason for choosing Japanese language is the interest in Japanese and its culture, including Japanese pop culture, that is 19.10% (N=128). This reason is also similar to the previous one of learning Japanese for the first time. However, the category of "go to Japan" becomes the third biggest percentage with 17.01% (N=114). This result gives some hints on the difference of learners' motivation to

learn Japanese before university and when they decided to enroll at the university. The significance percentage of respondents who want to go to Japan, whether to study, work, or merely to visit Japan, have shown that learners' motivation to study advanced Japanese in higher education is not only to fulfill their interest in the language itself but also to connect themselves with community of practice through/using Japanese language.

Another interesting category is career or future job related to Japanese. For respondents learning Japanese for the first time before university, future career seems not to be a priority compared to those who choose to learn or to continue learning Japanese at Japanese language program at the university. When respondents learned Japanese for the first time, the career category only has 3.07% (N=18) responses. However, when choosing Japanese language program at the university, 9.25% (=62) of respondents has mentioned the future career as their reason to learn more about Japanese. In sum, this finding suggests that learning Japanese at university is considered as the place to connect learners with their future.

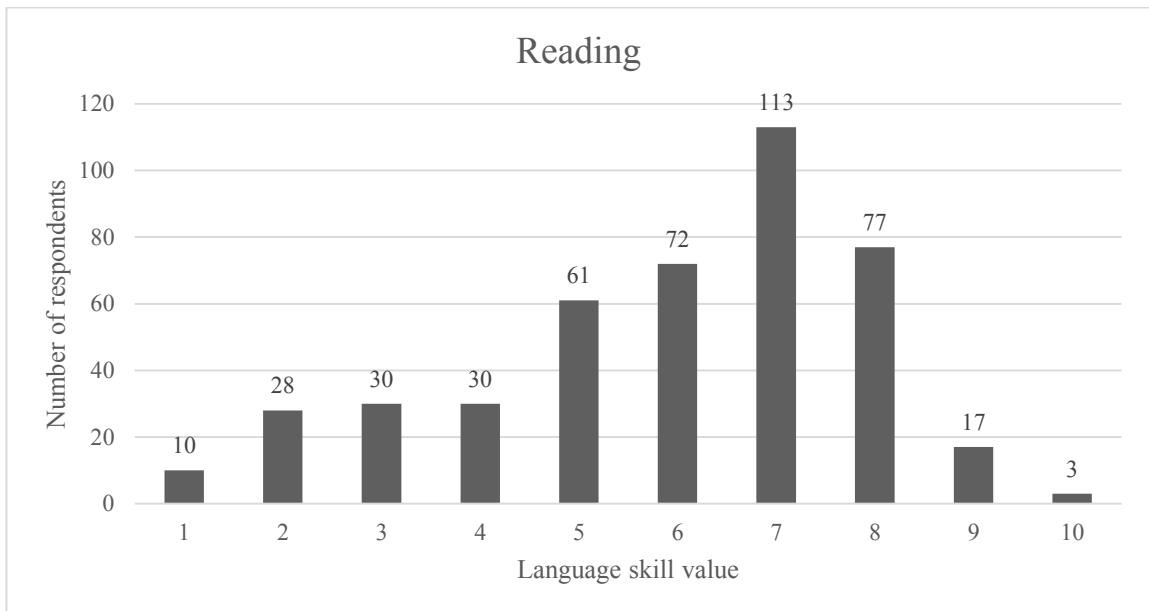
4.2.5. Self-assessment on Japanese language skills

This questionnaire also inquired respondents to do self-assessment on their Japanese language skills. There are four language skills to be self-assessed: writing, reading, listening and speaking. The question being asked to respondents was "How do you measure your Japanese skills? (1 is the lowest value, 10 is the highest value)". Respondents were asked to assess each of their Japanese skills from 1 to 10. The results from the self-assessment are presented in Figure 5.4, Figure 5.5, Figure 5.6, and Figure 5.7.



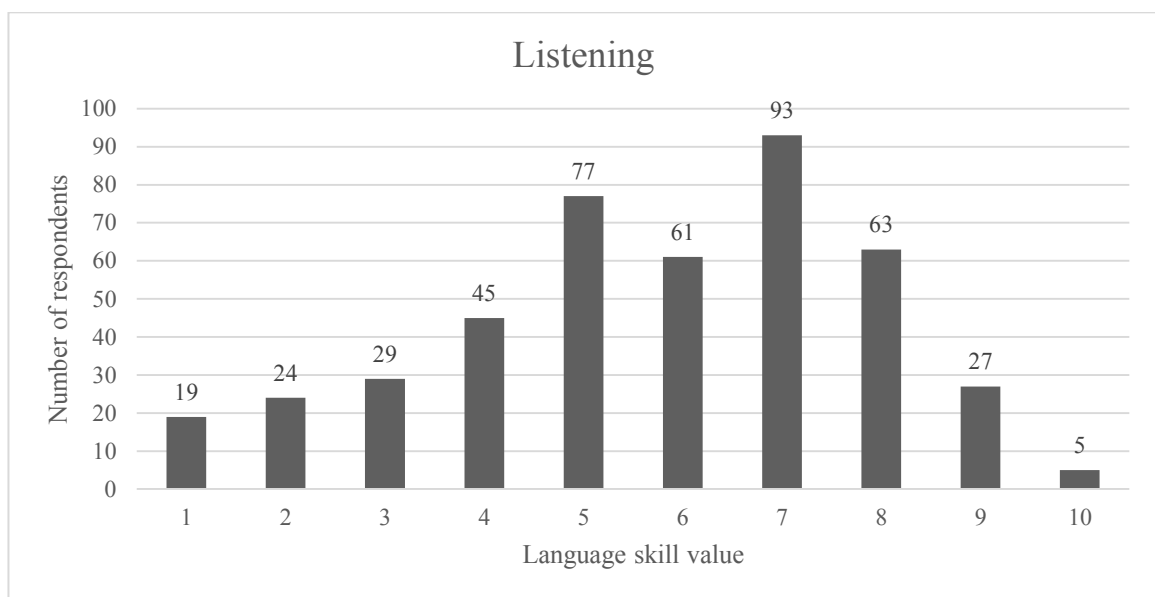
Source: Compiled from the questionnaire result
 Figure 4.4. Self-assessment on writing skill

As we can see from Figure 4.4, the average of self-assessment on writing skill is between 5, 6, and 7, with the highest number of respondents (N=111) is on level 7. We can see as well from the pattern most respondents assessed their writing skill as average, and only a small number of respondents assessed their writing skill very low or very high.



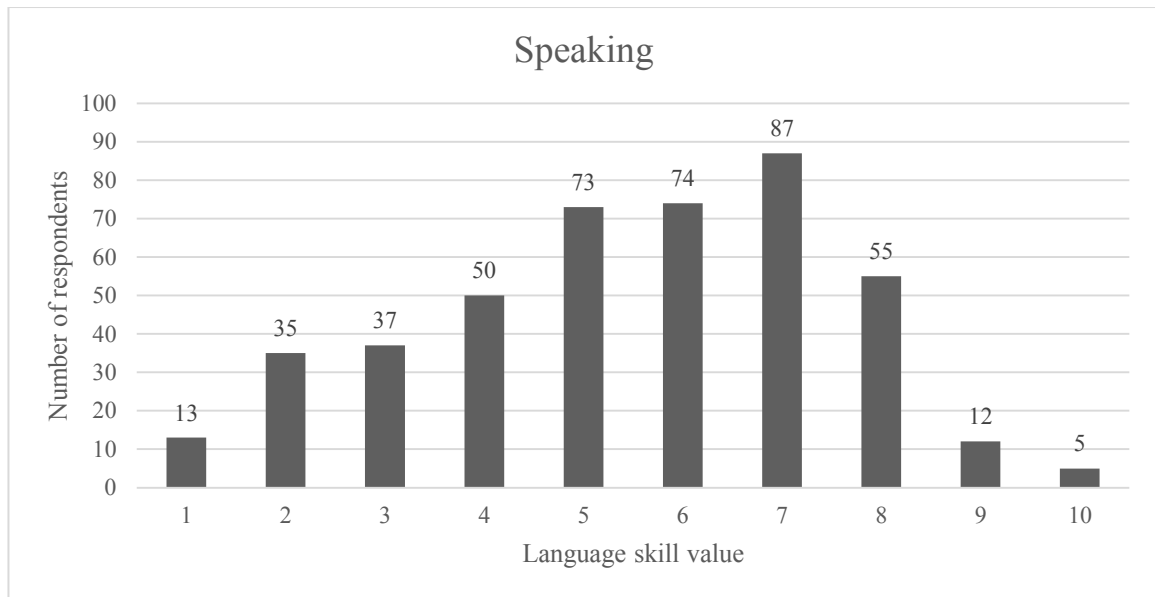
Source: Compiled from the questionnaire result
 Figure 4.5. Self-assessment on reading skill

For self-assessment on reading skill (Figure 4.5), the average high values range between level 5 and 8, with the highest number of respondents (N=113) rate their reading skill on level 7. The pattern shown in Figure 5.5 is similar to the pattern of the previous one, with only a small number of respondents assessed their reading skill as being very low or very high. However, a slightly higher assessment on level 7 and 8 compared to writing skill assessment, indicates somewhat higher self-confidence on reading skill than writing skill.



Source: Compiled from the questionnaire result
Figure 4.6. Self-assessment on listening skill

A more dynamic pattern in the listening skill is shown in Figure 4.6. There are more respondents who assessed their listening skill as being very low compared to the previous writing and reading skills. Furthermore, the average high values range between level 5 and level 8, of which level 7 (N=93) has the highest number of respondents, followed by level 5 (N=77). The pattern of the distribution of respondents shows that many respondents have lower self-confidence regarding their listening skill.



Source: Compiled from the questionnaire result
 Figure 4.7. Self-assessment on speaking skill

Regarding speaking skill, the data presented in Figure 4.7 shows more respondents assessed their Japanese speaking skill in lower ranges (level 2, 3, and 4) compared to other language skills. Meanwhile, the average of the high number of respondents range between level 5, 6, and 7 with the highest number of respondents assessed their speaking skill in level 7 (N=87). However, the number is the lowest compared to the highest number of the other language skills discussed previously. It might indicate that Japanese speaking skill is the most difficult skill to acquire compared to writing, reading, and listening skill. This result is as expected because, in order to develop speaking skills, conducive environment to facilitate good practices is indispensable. The inconducive learning environment is one of the obstacles to improving speaking skill in overseas foreign language context.

4.2.6. Opinion on Japanese lessons

Related to the previous question on Japanese language skills, the next question in the questionnaire inquired about difficult and enjoyable lessons in Japanese language

classroom. Regarding the difficult Japanese lesson, the author listed respondents' answers in Table 4.8 below.

Table 4.8. Difficult lessons in Japanese language class

Lessons	N	Percentage
Kanji	173	29.83%
Grammar	110	18.97%
Reading	62	10.69%
Writing/Composition	37	6.38%
Speaking	55	9.48%
Listening	93	16.03%
History of Japan	8	1.38%
Japanese linguistics	3	0.52%
Japanese geography	2	0.34%
Introduction to Japan/culture	3	0.52%
Pre-intermediate practice	1	0.17%
Pre-intermediate Japanese	1	0.17%
Vocabulary	4	0.69%
Translation	2	0.34%
Teaching Japanese	1	0.17%
Research methodology	1	0.17%
Tests	2	0.34%
All lessons	1	0.17%
Nothing yet	9	1.55%
Not specified	3	0.52%
No answer	9	1.55%
TOTAL	580	100.00%

Source: Compiled from the questionnaire result

Lesson considered difficult by many respondents is "Kanji" with 29.83% (N=173). The next difficult lesson is "Grammar" with 18.97% (N=110), "Listening" (16.03%), "Reading" (10.69%), "Speaking" (9.48%), and "Writing/Composition" (6.38%). Learning about Kanji is a big obstacle for Japanese learners, especially for those from countries with different writing system and non-Kanji countries. A list of standardized Kanji for regular use (*Joyo Kanji*) has 2,136 Kanji characters. In Japanese class, the quantity and the level of difficulty of Kanji differ between basic, intermediate, and advanced classes. Grammar becomes the next difficult lesson in Japanese class after Kanji. Similar with Kanji, the level of difficulty in grammar will increase according to the level of the class.

Table 4.9. Enjoyable lessons in Japanese language class

Lessons	N	Percentage
Speaking	143	26.34%
Writing/Composition	38	7.00%
Japanese Characters	72	13.26%
Listening	67	12.34%
Grammar	58	10.68%
Reading	29	5.34%
Vocabulary	2	0.37%
Japanese History	17	3.13%
Japanese literature	4	0.74%
Introduction of Japan/culture	73	13.44%
Japanese Poetry	1	0.18%
Japanese geography	1	0.18%
Linguistics	1	0.18%
Research methodology	1	0.18%
Basic Japanese	3	0.55%
Japanese Practice	3	0.55%
Pre-intermediate practice	1	0.18%
All lessons are enjoyable	12	2.21%
Nothing yet	4	0.74%
No answer	13	2.39%
TOTAL	543	100.00%

Source: Compiled from the questionnaire result

As for the most enjoyable lesson in Japanese class (Table 4.9), "Speaking" got the biggest response with 26.34% (N=143), followed by "Introduction to Japan/Culture (*Nihon Jijo*)" with 13.44% (N=73). In Japanese class, "Speaking" involves many practices and working in pair and groups. It might be one of the reasons that makes this lesson enjoyable for learners. "Introduction to Japan/Culture" might be an interesting and enjoyable lesson for learners because this is one of the lessons in Basic Japanese Class where they get to know Japan and its culture for the first time. It is interesting as well to find out from the data that "Japanese Characters" has many responses, with 13.26% (N=72). Japanese characters include Kanji, Hiragana, and Katakana. It shows that even though Kanji is considered difficult to acquire, but for many learners, it is also interesting to learn. Many of them started to learn Japanese because of their interest in Japanese language, especially the characters.

4.2.7. Good experiences in using Japanese language

The next question relates to the positive experiences respondents had with the application of their Japanese ability, that is "Do you have any experience when you feel happy that you can speak Japanese? If yes, please tell me more about the experience." The responses are divided into five categories: (1) "communication" for responses relate to communication using Japanese with native and non-native speakers, (2) "Japanese language" for responses relate to Japanese language ability, (3) "achievement" for responses relate to the sense of achievement in using Japanese, (4) "experience" for responses relate to the application of Japanese in daily life experiences, and (5) "networking" for responses relate to network and relationships resulted from Japanese ability. The total number of responses is 488 because many of respondents wrote more than one experiences where they feel happy using Japanese.

Table 4.10. Good experiences in using Japanese language

Categories	Experiences	N	Percent	Σ N	Σ Percent
Communication	able to communicate with native speakers	79	16.19%	88	18.03%
	using Japanese to communicate with friends	9	1.84%		
Japanese language	understanding anime/manga/songs/TV programs	37	7.58%	89	18.24%
	understanding conversation/speech	15	3.07%		
	understanding Japanese characters/words	28	5.74%		
	improve Japanese speaking skill	9	1.84%		
Achievement	helping others understanding Japanese	16	3.28%	112	22.95%
	proud of using Japanese in front of others	40	8.20%		
	participation in events using Japanese	17	3.48%		
	helping others by using Japanese	18	3.69%		
	using Japanese in part-time jobs	6	1.23%		
	fun/happy when using/learning Japanese	11	2.25%		
	good grades in Japanese	4	0.82%		
Experience	when traveling to Japan	3	0.61%	15	3.07%
	mimicking cosplay/character's accent	3	0.61%		
	Japanese application in everyday life (games, sport)	6	1.23%		
	experiencing Japanese culture	1	0.20%		
	sharing knowledge	2	0.41%		
Networking	having Japanese friends	9	1.84%	37	7.58%
	interact with native speakers	21	4.30%		
	making new friends	7	1.43%		
Not specified		10	2.05%	10	2.05%
Nothing		46	9.43%	46	9.43%
No answer		91	18.65%	91	18.65%
TOTAL		488	100.00%	488	100.00%

Source: Compiled from the questionnaire result

In this questions, there are significant numbers of respondents who did not provide answers, around 18.65% (N=91). There are also 9.43% (N=46) respondents who answered that they did not have any good experience regarding using Japanese. It can be concluded from this data that 'the good experience' in using Japanese might not be an easy task to achieve for every learner. With the different writing and alphabetical systems, learning Japanese could be difficult, especially for those with no prior knowledge of Japanese as well as those with less interest in learning Japanese.

As we can see from Table 4.10, the category of "achievement" has the biggest proportion with 22.95% (N=112) responses. All respondents' answers under this category reflect a sense of achievement or performance regarding their Japanese ability. There are 8.20% (N=40) respondents reported the proud feeling they had when they could perform using Japanese in front of others. It reflects the need of other people's recognition for what they have achieved in Japanese learning.

The second biggest category is "Japanese language" with 18.24% (N=89) responses. This result conforms with the previous findings of reasons to learn Japanese. The interest in Japanese language is the main reason for respondents to choose Japanese language program at the university or when they started learning Japanese, thus the good experience related to Japanese language is expected as well. There are 7.58% (N=37) responses on the good feeling respondents had for being able to understanding anime or other Japanese TV programs and also Japanese comics (manga). Since manga and anime have been the first encounter with Japan many respondents have, which also become one of their initial motivation to learn Japanese, it goes without saying that understanding manga and anime becomes one of the first indicators for learners to assess the progress of their Japanese learning.

Regardless of the category, one of the good experiences in using Japanese stated by respondents with the highest response is "able to communicate with native speakers," showing a ratio of 16.19% (N=79). This finding suggests that communication with native speakers is one of the essential indicators of the development of Japanese ability, as well as a good motivation to continue learning Japanese.

4.2.8. Changes after learning Japanese language

The next question is regarding any changes respondents have after learning Japanese, "Do you feel any change after learning Japanese? (e.g., having Japanese friends, able to read manga in Japanese, and so forth)". The responses were grouped into four categories: (1) "networking" for responses related to networking or connection with other people, (2) "Japanese language" for responses related to Japanese language ability, (3) "Japan" for responses related to Japan in general (including Japan's study, Japan's events, Japanese culture, etc.), and (4) "others" for responses which not included in other previous categories. The total number of responses is 616. Similar with the previous question regarding the good experience using Japanese, this question has a significant number of respondents with no answer, that is about 4.87% (N=30), as well as 2.27% (N=14) other responses said that they did not feel any change yet after learning Japanese. There are 32.43% (N=144) respondents of this questionnaire who are still in 1st grade, and 18.47% (N=82) of respondents started learning Japanese for the first time when they were around 18 years old, the average age of university's enrollment (see Table 4.5). Therefore, as might be expected, first-year students do not feel any change nor good experience yet due to learning Japanese in such a short time.

Table 4.11. Changes after learning Japanese language

Categories	Experiences	N	Percent	Σ N	Σ Percent
Networking	having Japanese friends	99	16.07%	127	20.62%
	interaction with Japanese	19	3.08%		
	having friends with similar interest/hobby	9	1.46%		
Japanese language	able to speak Japanese	35	5.68%	390	63.31%
	able to read Japanese (novel, manga, etc.)	134	21.75%		
	able to write Japanese	23	3.73%		
	able to translate Japanese words	4	0.65%		
	understand anime/drama/songs/news	163	26.46%		
	understand Japanese speech/conversation	14	2.27%		
	know more about Japanese	11	1.79%		
	like Japanese more	2	0.32%		
	able to teach some Japanese to others	4	0.65%		
Japan	understanding more about Japanese culture	26	4.22%	38	6.17%
	opportunity to participate in Japan's events	3	0.49%		
	get more information about Japan	5	0.81%		
	opportunity to go to/study in Japan	4	0.65%		
Others	happy/proud to learn a foreign language	4	0.65%	5	0.81%
	able to differentiate East Asian characters	1	0.16%		
	Not specified	12	1.95%	12	1.95%
	Nothing	14	2.27%	14	2.27%
	No answer	30	4.87%	30	4.87%
	TOTAL	616	100.00%	616	100.00%

Source: Compiled from the questionnaire result

From Table 4.11, we can conclude that changes related to Japanese language ability have significant responses of all categories, that is 63.31% (N=390). Within this category, around 26.46% (N=163) responses said that they could understand anime, songs, or other Japanese programs after learning Japanese. Also, around 21.75% (N=134) responses said that they can read Japanese characters, whether it is in manga, novel, and so forth after learning Japanese. Both of these findings suggest that changes in learning Japanese are reflected in and have a significant correlation with learners' interest in Japanese pop culture. The changes are measured by the level of comprehension toward Japanese anime, manga, songs, and other contents of pop culture. These results also indicate that Japanese learners incline to applicable Japanese language, means that

connecting Japanese language with their interest in daily life thus making Japanese learning meaningful.

Another significant finding is around 16.07% (N=99) responses said that having Japanese friends is one of the change they felt after learning Japanese. It shows how learners value the connection with native speakers and learning Japanese is a tool to build that connection.

4.2.9. Japanese Language Proficiency Test (JLPT)

This questionnaire also wanted to know the level of participation of the respondents in the Japanese Language Proficiency Test (JLPT). The question being asked was "Have you taken JLPT (日本語能力試験)? If yes, what level and how was the result?". Some respondents have taken JLPT more than once, either in one level or several levels. JLPT has five level, range from N5 (the lowest) to N1 (the highest). This JLPT is the revised version started to apply in 2010. Previously, JLPT consisted of four level, from Level 4 (the lowest) to Level 1 (the highest). In the revised version, N3 has become the bridging level between the old Level 2 and Level 3 tests.

According to the official website of JLPT, this test emphasizes on two Japanese language abilities: (1) knowledge of Japanese language vocabulary, and (2) the ability to use the knowledge in actual communication. Both are measured by three elements comprising JLPT: (1) language knowledge (vocabulary/grammar) to measure the former, (2) reading and (3) listening to measure the latter. The linguistic competence required for each level is shown in Table 4.12.

Table 4.12. Linguistic competence of each level of JLPT

Level	Linguistic Competence	
N1	the ability to understand Japanese used in a variety of circumstances	
	Reading	<ul style="list-style-type: none"> One can read writings with logical complexity or abstract writings on a variety of topics, such as newspaper editorials and critiques, and comprehend both their structures and contents. One is also able to read written materials with profound contents on various topics and follow their narratives as well as understand the intent of the writers comprehensively.
	Listening	One can comprehend orally presented materials such as coherent conversations, news reports, and lectures, spoken at natural speed in a broad variety of settings, and can follow their ideas and comprehend their contents comprehensively. One is also able to understand the details of the presented materials such as the relationships among the people involved, the logical structures, and the essential points.
N2	The ability to understand Japanese used in everyday situations, and in a variety of circumstances to a certain degree	
	Reading	<ul style="list-style-type: none"> One can read materials written clearly on a variety of topics, such as articles and commentaries in newspapers and magazines as well as simple critiques, and comprehend their contents. One is also able to read written materials on general topics and follow their narratives as well as understand the intent of the writers.
	Listening	One can comprehend orally presented materials such as coherent conversations and news reports, spoken at nearly natural speed in everyday situations as well as in a variety of settings, and can follow their ideas and comprehend their contents. One is also able to understand the relationships among the people involved and the essential points of the presented materials.
N3	The ability to understand Japanese used in everyday situations to a certain degree	
	Reading	<ul style="list-style-type: none"> One can read and understand written materials with specific contents concerning everyday topics. One is also able to grasp summary information such as newspaper headlines. Besides, one is also able to read slightly difficult writings encountered in everyday situations and understand the main points of the content if some alternative phrases are available to aid one's understanding.
	Listening	One can listen and comprehend coherent conversations in everyday situations, spoken at near-natural speed, and is generally able to follow their contents as well as grasp the relationships among the people involved.
N4	The ability to understand basic Japanese	
	Reading	One can read and understand passages on familiar daily topics written in basic vocabulary and kanji.
	Listening	One can listen and comprehend conversations encountered in daily life and generally follow their contents, provided that they are spoken slowly.
N5	The ability to understand some basic Japanese	
	Reading	One can read and understand typical expressions and sentences written in hiragana, katakana, and basic kanji.
	Listening	One can listen and comprehend conversations about topics regularly encountered in daily life and classroom situations and can pick up necessary information from short conversations spoken slowly.

Source: <http://www.jlpt.jp/e/about/levelsummary.html>

JLPT certificates are required in many aspects related to the application of Japanese, such as studying in Japan or working in Japanese companies. According to the official JLPT websites, there are at least five advantages of having JLPT, mostly with the

requirement of either N1 or N2: (1) to earn points for preferential treatment for immigration to Japan, (2) as a requirement to take Japan's national exams for medical practitioners, (3) as a requirement to take Japan's prefectural exams for assistant nurses, (4) to waive Japanese language test on accreditation exam for completion of junior high school in Japan, and (5) as a requirement for the nurse/caregiver candidates from Indonesia, the Philippines, and Vietnam under the Economic Partnership Agreement (EPA).

The scoring for JLPT is different between N1-N3 and N4-N5. The differences are located in the overall pass marks, the range of scores, sectional pass marks, and the division of scoring sections. Details of the scoring for level N1, N2, and N3 are shown in Table 4.13 and for level N4 and N5 in Table 4.14.

Table 4.13. Scoring for JLPT level N1, N2, and N3

Level	Total score		Scores by scoring sections					
			Language knowledge (Vocabulary/grammar)		Reading		Listening	
	Range of scores	Overall pass marks	Range of scores	Sectional pass marks	Range of scores	Sectional pass marks	Range of scores	Sectional pass marks
N1	0-180 points	100 points	0-60 points	19 points	0-60 points	19 points	0-60 points	19 points
N2	0-180 points	90 points	0-60 points	19 points	0-60 points	19 points	0-60 points	19 points
N3	0-180 points	95 points	0-60 points	19 points	0-60 points	19 points	0-60 points	19 points

Source: <http://www.jlpt.jp/e/guideline/results.html>

Table 4.14. Scoring for JLPT level N4 and N5

Level	Total score		Scores by scoring sections			
			Language knowledge (Vocabulary/grammar) and Reading		Listening	
	Range of scores	Overall pass marks	Range of scores	Sectional pass marks	Range of scores	Sectional pass marks
N4	0-180 points	90 points	0-120 points	38 points	0-60 points	19 points
N5	0-180 points	80 points	0-120 points	38 points	0-60 points	19 points

Source: <http://www.jlpt.jp/e/guideline/results.html>

Japanese language programs in Indonesian universities also encourage their students to take JLPT of the minimum level of N3. The significance of JLPT for Japanese language program students includes as one of the requirements for the graduate from Japanese language program, for the job application at Japanese companies, for continuing study in Japan, and so forth. Therefore, in this questionnaire, the author also wants to know the level of participation of respondents in JLPT tests. JLPT tests are held twice every year, July and December, hosted by Japanese language programs of several public and private universities in 11 main cities of Indonesia, in Jakarta, Bandung, Surabaya, Medan, Yogyakarta, Padang, Denpasar, Manado, Malang, Semarang, and Makassar (starting in July 2018). The result of the questionnaire on JLPT is presented in Table 4.15. Since some respondents have taken JLPT more than once, the total number of responses differs from the total number of respondents.

Table 4.15. JLPT participants for each level

JLPT	total		pass		fail		not specified	
	N	percent	N	percent	N	percent	N	percent
N1	1	0.19%	0	0.00%	1	0.19%	0	0.00%
N2	9	1.75%	5	0.97%	4	0.78%	0	0.00%
N3	78	15.18%	39	7.59%	38	7.39%	1	0.19%
N4	104	20.23%	54	10.51%	44	8.56%	6	1.17%
N5	93	18.09%	75	14.59%	13	2.53%	5	0.97%
Never	188	36.58%	-	-	-	-	-	-
No answer	41	7.98%	-	-	-	-	-	-
Total	514	100.00%	173	33.66%	100	19.46%	12	2.33%

Source: Compiled from the questionnaire result

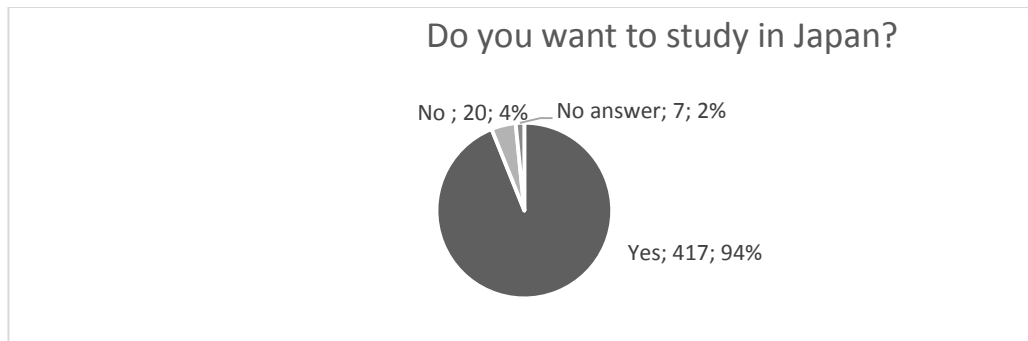
From the data in Table 4.15, there are 36.58% (N=188) respondents who were never participated in the JLPT test, as well as 7.98% (N=41) who did not answer the question. Meanwhile, for respondents who participated in JLPT tests, the highest response is N4 with 20.23% (N=104). For N4 participants, 10.51% (N=54) passed the test, while 8.56% (N=44) failed. The second highest response is N5 with 18.09% (N=93)

participants, where 14.59% (N=75) passed the test, and 2.53% (N=13) failed. The third highest response is N3 with 15.18% (N=78) participants, where the number who passed and failed the test is almost the same. Meanwhile, only a few participants who participated in N2 and N1.

In conclusion, the level of participation in JLPT for Japanese language program learners is average for level N3, N4, and N5, and very low for level N1 and N2. There is a big gap in the level of participation between N2 and N3. It suggests the difficulty Japanese learners might have to deal with the higher level of Japanese. This gap also suggests a setback that Japanese learners might face in the future when they graduated from Japanese language program and looking for jobs related to Japanese or continue study in Japan since both require minimum JLPT N2 or higher level of Japanese proficiency.

4.2.10. Study in Japan

In general, to study in Japan has been one of the main motivations in learning Japanese for students of Japanese language program. Therefore, this questionnaire wanted to know how many of respondents wish to study in Japan and the reason behind it. This questionnaire asked respondents "Do you want to study in Japan? Yes/no, what is the reason?". From 444 respondents, 94% (N=417) said they want to study in Japan, while only 4% (N=20) who said they do not.



Source: Compiled from the questionnaire result
 Figure 4.8. Percentage of respondents who want to study in Japan

Some respondents who answer they do not want to study in Japan shared their reasons as written in Table 4.16 below. Six of them said that instead of studying, they only want to go traveling, working, or staying in Japan for some time.

Table 4.16. Reasons for not wanting to study in Japan

Reasons	N
Japanese is really difficult	1
enough with the study (but traveling, working, staying in Japan is fine)	6
not sure can survive in Japan	1
cannot leave the family	1
want to be in Indonesia	2
more interested in studying in Europe	1
not fond of Japan (Japanese language program is parents' suggestion)	1

Source: Compiled from the questionnaire result

The responses were grouped into six categories: (1)"experience" for responses related to want to have the experience, (2) "future career/work" for responses related to career/work/job in the future, (3) "study" for responses related to study, education, and learning, (4) "Japanese language" for responses related to Japanese learning, (5) "Japan" for responses related to Japan and its culture, and (6) "others" for responses not included in previous categories. There are 521 responses in total.

Table 4.17. Reasons for study in Japan

Categories	Reasons	N	Percent	Σ N	Σ Percent
Experience	to experience life in Japan	78	14.97%	105	20.15%
	to have a new experience	17	3.26%		
	to experience living abroad	10	1.92%		
Future career/work	important for future career/job	6	1.15%	35	6.72%
	to become a Japanese teacher	8	1.54%		
	to become interpreter	1	0.19%		
	to work in Japan	19	3.65%		
	to work at the Japanese embassy	1	0.19%		
Study	to study while working	2	0.38%	99	19.00%
	to study with native speakers	3	0.58%		
	to learn new things	28	5.37%		
	to continue to study	41	7.87%		
	to improve self-skills and development	7	1.34%		
	better educational system/technology	18	3.45%		
Japanese language	to improve Japanese skills	65	12.48%	131	25.14%
	to be fluent in speaking Japanese	12	2.30%		
	to learn Japanese directly in Japan	31	5.95%		
	to practice Japanese with natives	22	4.22%		
	to pass JLPT N1	1	0.19%		
Japan	to learn more about Japanese culture	38	7.29%	96	18.43%
	to learn about Japan directly	17	3.26%		
	to interact with Japanese people/culture	26	4.99%		
	interest in Japan	6	1.15%		
	traveling to Japan	9	1.73%		
Others	major at university	18	3.45%	47	9.02%
	challenging	1	0.19%		
	others' suggestions/wish (parents, and so forth)	9	1.73%		
	networking	3	0.58%		
	dream	16	3.07%		
	Not specified	8	1.54%	8	1.54%
	TOTAL	521	100.00%	521	100.00%

Source: Compiled from the questionnaire result

According to the data presented in Table 4.17, the category of "Japanese language" has the biggest proportion of all, 25.14% (N=131). Within this category, 12.48% (N=65) respondents want to improve their Japanese skills by studying in Japan, while 5.95% (N=31) want to learn Japanese directly in the native country of the language, and 4.22% (N=22) want to practice using Japanese with native speakers.

The second biggest proportion belongs to the category of "experience" with 20.15% (N=105) responses. This category derived from participants' answer that particularly uses the word "experience" in answering the questionnaire regarding reasons

for study in Japan, as something they wish to achieve. Within this category, 14.97% (N=78) respondents said that the reason they want to study in Japan is that they want to have the experience of living in Japan.

The third biggest category is "study" with 19.00% (N=99) responses. Within this category, 7.87% (N=41) respondents wish to continue their study in Japan, while around 5.37% (N=28) respondents reported that they wish to study new things, different from what they have been studied before, in Japan. Another interesting response is 3.45% (N=18) respondents want to study in Japan because it offers a better educational system and technology than in Indonesia.

The next category is "Japan" with 18.43% (N=96) where there are 7.29% (N=38) respondents who want to study in Japan in order to learn more about Japanese culture. Another 4.99% (N=26) respondents wish to go to Japan so they will be able to interact with Japanese people, as well as Japanese culture directly in Japan.

We can infer from the data that learning a foreign language correlates with learning and experiencing a foreign country and its culture. Direct involvement and participation with the community of practice, where the language being learned is the native language of the people, seem to be considered as indispensable for language learners. On the other hand, it is interesting to find out from the data that "future career/work" only shares 6.72% (N=35) of the whole categories. This fact might suggest a weak correlation between Japanese learning and future career or work learners wish to have, concerning study in Japan. In other words, the study in Japan might have only little correlation with learners' dreams of future career or work. Their intention to study in Japan does not mean that they also want to work in Japan nor to have a career in Japanese related job in the future.

4.2.11. Sources of information for study in Japan

The next question is still related to the previous one about the study in Japan. This questionnaire wanted to know how respondents gathered information regarding study in Japan. Based on the responses, sources of information were grouped into three categories: (1) "internet and media," (2) "people," and (3) "institutions and events."

Table 4.18. Source of information for study in Japan

Categories	Sources of information	N	Percent	Σ N	Σ Percent
Internet and media	Internet and social media	365	43.50%	388	46.24%
	TV, radio, newspaper	9	1.07%		
	Books	14	1.67%		
People	Japanese teacher/lecturer	142	16.92%	344	41.00%
	Friends	82	9.77%		
	Seniors	72	8.58%		
	Families	2	0.24%		
	People who went to Japan	34	4.05%		
	Japanese people	5	0.60%		
	Asking people (not specified)	7	0.83%		
Institutions and events	University/International office	43	5.13%	77	9.18%
	Institution/organization	6	0.72%		
	Education fair/talk show/brochure	28	3.34%		
	Not specified	4	0.48%	4	0.48%
	Do nothing in particular	11	1.31%	11	1.31%
	No answer	15	1.79%	15	1.79%
	TOTAL	839	100.00%	839	100.00%

Source: Compiled from the questionnaire result

As we can see from Table 4.18, internet and social media have become the main source for respondents to gather information on study abroad in Japan. There are 43.50% (N=365) responses for internet and social media, a very significant number compared to other sources within the same category, as well as with other sources from different categories. It is an expected result since the growth in a number of internet users in Indonesia has reached 54.68% of the total population of 262 million (Indonesian Internet Service Provider Association/ASPJII, 2017).

The second main source of information for study in Japan is Japanese teacher at high school or Japanese lecturer at the university where respondents are studying

Japanese. The number reaches 16.92% (N=142) from the total responses. Friends with 9.77% (N=82) and seniors at Japanese language programs with 8.58% (N=72) become the next sources of information. It indicates the significance of networks within the Japanese language community itself, where teacher/lecturer and seniors are considered to be people who already have the experience and knowledge of study in Japan, thus are eligible to be the source of information.

4.2.12. Study information from social media

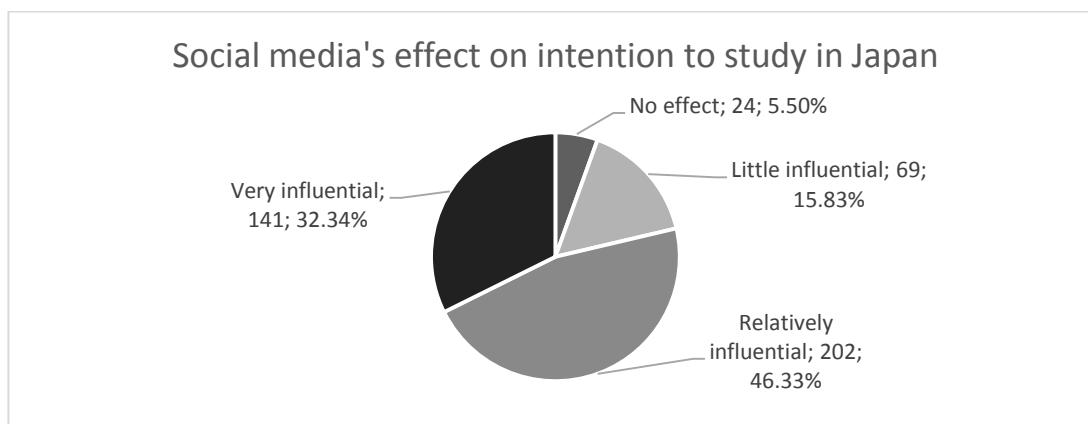
Regarding social media, the level of participation in social media shows 99.09% responses (see Table 5.17). There are five main social media platforms most of the respondents used with percentages of 1430 total responses are as follow: Line (28.46%), Facebook (23.50%), Instagram (21.96%), Whatsapp (10.42%), and Twitter (7.27%). If we count the percentage per total respondents (N=444), we can see that Line reached 91.67% from total respondents, followed by Facebook (75.68%), Instagram (70.72%), Whatsapp (33.56%), and Twitter (23.42%). We can infer from the data that most respondents have accounts on more than one of this social media platforms.

Table 4.19. Social media platforms

Social media	N Responses	Percentage	Percentage per total respondents (N=444)
Facebook	336	23.50%	75.68%
Whatsapp	149	10.42%	33.56%
Instagram	314	21.96%	70.72%
Line	407	28.46%	91.67%
Twitter	104	7.27%	23.42%
Others (N=26)	107	7.48%	24.10%
Not specified	8	0.56%	1.80%
No answer	5	0.35%	1.13%
TOTAL	1430	100.00%	

Source: Compiled from the questionnaire result

The questionnaire also asked about the effect of social media on respondents' intention to study in Japan. About 46.33% (N=202) respondents reported that social media is quite influential in shaping their intention to study in Japan, while 32.34% (N=141) reported it is very influential.



Source: Compiled from the questionnaire result
Figure 4.9. Social media's effect on intention to study in Japan

Respondents were also asked a question "Did you get any information about study in Japan from social media? What kind of information did you get?". The kind of information gathered from the responses was listed as follows.

Table 4.20. Information from social media

Information	N Responses	Percentage
scholarship	185	36.06%
student exchange program	61	11.89%
education in Japan/universities	38	7.41%
study in Japan tips	21	4.09%
students experiences	13	2.53%
JLPT	5	0.97%
Japanese learning	7	1.36%
Work opportunity in Japan	26	5.07%
internship in Japan	12	2.34%
Life in Japan (culture, and so forth)	8	1.56%
seminar on the study in Japan	9	1.75%
Not specified	26	5.07%
Nothing (yet)	55	10.72%
No answer	47	9.16%
TOTAL	513	100.00%

Source: Compiled from the questionnaire result

The highest proportion of information gathered from social media is scholarship information with 36.06% (N=185) responses, followed by student exchange program with 11.89% (N=61) responses and information about education in Japan, including universities information with 7.41% (N=38). One interesting fact the data has revealed is that there are some responses on the information regarding work opportunity and internship in Japan with relatively significant numbers, information on work opportunity in Japan has 5.07% (N=26) and 2.34% (N=12) for internship information. It might suggest that information on study in Japan covers a wide range of information, including opportunities for students to work and to do an internship in Japan. This data indicates as well that information on study abroad to Japan not only intend to achieve the educational purpose but also needs for human resources in the labor market.

4.2.13. Future plan after graduating from the university

The next question in the questionnaire inquired the respondents of their future plan after graduated from Japanese language program at Indonesian universities. This question aims to find out what respondents plan to do, especially concerning the Japanese knowledge they have acquired at Japanese language program after they graduated from universities. The responses were compiled and then were grouped into 17 items (Table 4.21). There are a total of 656 responses. Respondents who want to continue their study in Japan make 30.79% (N=202) of the total responses. Respondents who gave this answer did not specify whether they want to continue to study Japanese language or to learn new knowledge. They also did not specify where they want to pursue their study in Japan, but if we compared the data in Table 4.21 with the data in Table 4.20 (kinds of information respondents gathered about the study in Japan), we could infer that many of them want to continue to Japanese universities. From a total of 656 responses, there is only a small

percentage of responses, around 1.07% (N=7), which clearly stated that they want to continue study at Japanese language schools or vocational schools in Japan. This result indicates that for many respondents, continuing study at Japanese language schools in Japan is not a common option. The reason might lay on the difference of the level of education between what they had in Indonesia and with Japanese language school. However, the fact that some respondents even mention this item as one of the future plans after graduating, as well as the fact that continue study in Japan without mentioning of scholarship has the largest proportion of responses, give essential hints on the present reality and condition of study in Japan that is worthy of attention. Those who mentioned finding a scholarship to study in Japan after graduated is only 4.12% (N=27).

Table 4.21. Future plan after graduating from university

future plan after graduated	N	Percentage
continue study in Indonesia	69	10.52%
study other majors in Indonesia	6	0.91%
find a scholarship in Indonesia	2	0.30%
continue study in Japan	202	30.79%
study at language/vocational school in Japan	7	1.07%
find a scholarship to Japan	27	4.12%
working in Japan	80	12.20%
internship in Japan	6	0.91%
stay in Japan	2	0.30%
study abroad to another country	9	1.37%
working abroad	1	0.15%
working in Indonesia	70	10.67%
own business in Indonesia	16	2.44%
working at Japanese company/using Japanese	102	15.55%
working as Japanese teachers	25	3.81%
not sure yet	14	2.13%
no answer	18	2.74%
TOTAL	656	100.00%

Source: Compiled from the questionnaire result

The second biggest response is the future plan to work at Japanese companies or jobs using Japanese language in Indonesia, with 15.55% (N=102) responses. It is followed by responses on future plan to work in Japan with 12.20% (N=80). All three responses highlighted so far are significantly related to the development and the

application of Japanese knowledge. To continue study in Japan, to work in Japan, or to work at Japanese companies or using Japanese language is considered to be the main purpose for learners at Japanese language programs.

The next responses in the list are to work in Indonesia at any companies or jobs not necessarily related to Japanese language with 10.67% (N=70) and to continue study Japanese at Indonesian universities, whether in undergraduate program for diploma graduates or in postgraduate program for graduates of undergraduate Japanese programs, with 10.52% (N=69). For graduates of Japanese language education program, 3.81% (N=25) stated that they want to pursue a career as Japanese teachers in Indonesia, in line with their educational background.

To sum up, based on the data presented in Table 4.21, we can infer that most Japanese language program learners are willing to put their Japanese knowledge they have been learned during three or four years at universities into practice, whether by studying in Japan or by working in Japanese related fields, either in Japan or Indonesia.

4.2.14. Aspirations of Japanese learners toward Japan

The last question in the questionnaire asked respondents to mark some statements that represent their aspirations toward Japan. There are ten statements: (1) "I want to study in Japan", (2) "I want to work in Japan", (3) "I want to live in Japan", (4) "I want to work at a Japanese company in Indonesia", (5) "I want to have a job using Japanese language", (6) "I want to have a job related to Japan", (7) "I like Japan", (8) "I want to have Japanese friend(s)", (9) "I want to marry a Japanese", and (10) "I am NOT interested in Japan". Percentages presented in Table 5.23 are both from the total number of responses (N=2947) and from the total number of respondents (N=444).

Table 4.22. Aspirations of Japanese learners toward Japan

Statements	N Responses	Percentage of N Responses	Percentage per total respondents (N=444)
I want to study in Japan	405	13.74%	91.22%
I want to work in Japan	351	11.91%	79.05%
I want to live in Japan	271	9.20%	61.04%
I want to work in a Japanese company in Indonesia	317	10.76%	71.40%
I want to have a job using Japanese	330	11.20%	74.32%
I want to have a job related to Japan	382	12.96%	86.04%
I like Japan	384	13.03%	86.49%
I want to have Japanese friends	393	13.34%	88.51%
I want to marry Japanese	108	3.66%	24.32%
I am NOT interested in Japan	6	0.20%	1.35%
TOTAL	2947	100.00%	

Source: Compiled from the questionnaire result

As we can see from Table 4.22, in general, the data shows high aspirations of Japanese learners toward Japan. The aspiration to study in Japan has the biggest proportion of all, with 91.22% of the total respondents. The second biggest proportion is the aspiration to have Japanese friends, with 88.51% of the total respondents. 86.49% respondents said they like Japan and 86.04% of the respondents said they want to have a job related to Japan in Indonesia. 79.05% of the respondents want to work in Japan, while aspirations to have a job using Japanese and to work in a Japanese company in Indonesia have 74.32% and 71.40% shares. The aspiration to live in Japan comes next with 61.04%.

4.3. Voices from Japanese language university teachers

This section will discuss several issues regarding the impact of national educational policy on Japanese language programs in Indonesian higher education, particularly on the curriculum development, study-in-Japan, and internship programs, from the perspective of university teachers. Three issues have emerged from the interviews and discussion with Japanese language teachers from several universities: (1)

the integration between education and industry in the curriculum, (2) internationalization, and (3) teacher's awareness and capability.

4.3.1. The integration between education and industry in the curriculum

In order to cope with the demand-driven Japanese industries and Indonesian demographic bonus that is predicted to happen in 2020-2030, national policies in higher education are putting more focus on the development of human resources by improving access to, the relevancy, and the quality of higher education. The implementation of the Higher Education Curriculum since 2012 which focuses on creating the link and match between education and industry has impacted on the curriculum development of Japanese language programs in Indonesia. One example of the policy implementation is the development of vocational education in several national universities with a specific curriculum in applied Japanese language under the provisions of the Indonesian National Qualification Framework. A D3 Japanese language program of a national university is planning to expand its program into a higher level vocational degree (D4 program) which is equivalent to the regular undergraduate S1 program. The specific feature of the program is on its integration with other fields of work required by Japanese companies and industries.

Program D4 nanti harus lintas ilmu karena untuk pendidikan vokasi kan tidak bisa hanya dengan ilmu bahasa. Bahasa Jepang itu sebagai medianya, tapi kompetensi lulusannya mestinya merujuk pada bidang-bidang kerja yang dibutuhkan oleh perusahaan, misalnya bidang Humas atau PR dengan kemampuan bahasa Jepang. Beberapa kelebihan program D4 dibanding D3: 1) D4 punya masa studi yang lebih panjang sehingga harapannya materi bisa lebih matang, 2) D4 setara S1 sehingga mahasiswa tidak bingung cari ekstensi, 3) di D4 magang di perusahaan bisa 3-6 bulan sehingga mahasiswa akan punya pengalaman kerja ketika lulus nanti.

D4 program needs to be inter-disciplinary because vocational education will not work out with the language knowledge solely. Japanese language is the medium, but the competency of the graduates itself should refer to other

fields of work needed by companies, for example, Public Relations with Japanese language proficiency. Some advantages of D4 program compared to D3: 1) D4 has a longer study time, thus we hope that the material will be more comprehensive, 2) D4 is equivalent with S1; therefore students will no longer look for extension program, 3) in D4, students can do the internship in the company for 3-6 months, therefore by the time they graduated, they already have working experience.

(Melati, D3 Program Head, translated by the author)

Before the Higher Education Curriculum, D3 program at the university was in equivocal position. The qualification between D3 and S1 Japanese language programs as well as the learning outcomes were ill-defined. Many D3 program graduates looked for extension S1 programs to continue their study to a higher degree. It is one of the reasons for the establishment of D4 program, that is to provide vocational education graduates with the opportunity to continue their study to the higher degree of vocational education path and to develop their applied knowledge and skills, in order to create qualified and competent human resources. Another reason is that students will be provided with sufficient time to participate in internship programs at Japanese companies and industries, therefore will have sufficient knowledge and skills of Japanese working culture as well as experience needed for job hunting after they graduated from the program.

The process of the curriculum development has also involved stakeholders from Japanese companies and industries in Indonesia by conducting curriculum workshop, in order to formulate a new curriculum that will be able to facilitate labor market demand and their competencies. According to D3 Program Head, there are three main competencies needed by Japanese companies and industries:

- 1) Japanese language competency with a minimum standard of JLPT N2, because they are expected to not only have skill as staff but also skill as translator and interpreter of Japanese-Indonesian languages
- 2) Soft skills competencies, especially communication and adaptation skills

3) Communication and information technology competencies

These three main competencies have become the foundation for the curriculum development for not only D3 program but S1 program as well. A similar point was also expressed by a Japanese language teacher at S1 program of a private university who explained three basic skills and learning outcomes of the Japanese language program where he is working.

Ada tiga skills dasar yang kami kembangkan di sini: communication skill, entrepreneur skill, dan IT skill. Kemampuan yang dipelajari mahasiswa kami mencakup keterampilan berbahasa Jepang lisan maupun tulisan dan menganalisis secara ilmiah kajian bahasa dan sastra Jepang, kemampuan berwirausaha di dunia kerja, dan kemampuan di bidang teknologi informasi, seperti komputer dan sinematografi. Kami juga meniadakan mata kuliah konvensional, seperti chokai, dokkai. Mereka dilebur ke dalam mata kuliah yang mencakup beberapa keahlian, misalnya mata kuliah Communication. Kami juga memfasilitasi orang-orang yang sudah bekerja namun ingin mempelajari bahasa Jepang di program S1, dengan membuka kelas malam yang bisa mereka ikuti setelah kerja. Jadi kita menerima mahasiswa tanpa adanya batasan umur.

(There are three basic skills we develop here: communication skill, entrepreneur skill, and IT skill. Competencies of our students include oral and written Japanese skills and the ability to do the scientific analysis of Japanese language and literature studies, entrepreneurial skill for work, and information and technology skills, such as computer and cinematography. We also removed conventional subjects, such as Listening and Reading. They were integrated into one subject that covers several different skills, such as Communication subject. We also facilitate working people who also want to study Japanese language in the S1 program, by offering night class which they can attend after work. So we accept all students regardless their age.)

(Arjuna, former S1 Program Head, translated by the author)

The effort to integrate the labor market demand of competent human resources into the curriculum of the Japanese language education has started in vocational and academic education. With the growing number of Japanese industries in Indonesia, approximately 2,021 companies (Teikoku Data Bank, 2016), the demand for competent Japanese speaking staffs are also increasing. Good communication skills in Japanese language, both oral and written skills, proven by language certificate of JLPT N2

standard are essential for Japanese companies. The development of entrepreneur skill that will help students to create their job opportunity in the society, as well as IT skills and its implementation in various fields of work, has also become the main focus in Japanese language education.

However, regarding JLPT standard, it is still a big challenge for universities to require all students to have JLPT N2. Most universities are still targeting N3 as a graduation requirement for their students. Reasons behind the phenomenon are explained by two Japanese language teachers as follow.

Secara kurikulum, syarat kelulusan ada, yaitu N3. Tapi banyak hal dan pertimbangan belum diberlakukan secara tegas. Karena di kampus kita ada syarat bahasa Inggris harus punya skor 450 (TOEFL-like), mahasiswa merasa keberatan kalau harus ditambah lagi syarat kelulusannya dengan N3. Hampir di seluruh perguruan tinggi di Indonesia tidak mau ambil resiko syaratnya N2, karena kalau target itu tidak tercapai, nanti jelek nilai akreditasinya. Jadi tetap ambil target N3, tapi kalau ada yang lulus N2 itu kan malah jadi nilai plusnya.

(According to the curriculum, we have language requirement to graduate, which is N3. However, there are many considerations that make the regulation has not been enforced explicitly. At our campus, there is another requirement of English proficiency with a minimum score of 450 (TOEFL-like); therefore students objected to having another language requirement to graduate with N3. Almost all universities in Indonesia do not want to take the risk of having the N2 requirement, because if the target is not achieved, it will give an adverse impact on the accreditation. So the solution is to keep targeting N3, but if there are students who passed N2, it will be a plus point.)

(Arjuna, former S1 Program Head, translated by the author)

Buat mahasiswa kami, sasaran mutunya itu N3 dan/atau setara N2 karena kita ngga berani kasih target N2. Tapi sebetulnya dari raw materialnya juga, kita ngga menyaring tapi menjaring kan. Kecuali kalo misalnya PTN negeri, itu udah kesaring. Bisa mereka bilang N2 gitu. Di kita kan yang penting ada dulu student bodynya. Banyak merekrut, di tengah-tengah ada yang keluar gitu ngga kuat sama bahasa, karena ngga ada bakat atau interest.

(For our students, the quality outcome is N3 or ability equivalent with N2 because we cannot risk targeting N2. However, the student intake matters as well. Now, we are still 'capturing' instead of 'filtering.' National universities are different because their students are filtered already. So they can put the N2 standard for their output as well. For us, what matters now is having the

students first. We recruited many students, but in the middle of the course, some decided to quit because they do not have an interest or talent for learning the language.)

(Bunga, S1 Program Head, translated by the author)

One issue indicated by the first Japanese language teacher is about the dilemma between student capacity and the institutional accreditation. Taking high standard of JLPT N2 as a requirement to graduate is considered as a difficult task for students to achieve, regardless of the demand of stakeholders in the labor market. When students cannot reach the target of N2, they will need a longer time to finish to study, and it will affect the accreditation of the program itself. Furthermore, when the program cannot reach the target of their learning outcome, the accreditation will be significantly affected as well. The second issue faced by Japanese language program, especially private university, is about the focus on the quantity of student intake. The term 'capturing' has been used to express the effort to get as many prospective students as the program could facilitate. In general, prospective students who apply to a private university are those who failed the national university entrance exam. In other words, it is possible to infer that national universities already have better input, through the filtering system of entrance exam, which significantly will affect the output as well.

The implementation of the Higher Education Curriculum based on the Indonesian National Qualification Framework requires Japanese language programs at universities to consider the good balance between education, training and work experience in their curriculum design. Several strategies have been employed to integrate industry into the curriculum of Japanese language education, include Japanese language translation and interpreting for specific fields.

Program kita doang satu-satunya di Indonesia yang mengajari industri dari segala bidang untuk penerjemahan bahasa Jepang. Kita bisa kayak gitu karena ada praktisi di sini, jadi kita bisa ngajarin anak-anak itu misalnya terjemahan perikanan, terjemahan kosmetik, terjemahan limbah, segala macem. Sedangkan program yang lain hanya mengajarkan yang general. Kami tidak ada penjurusan, karena semua harus belajar yang sama dan semua harus mampu terjun ke industri, jadi ngga ada mata kuliah konsentrasi. Tapi mata kuliah linguistik tetap harus ada dan bobotnya juga gede, soalnya kan yang pengen S2 juga banyak. Jadi mereka nantinya bisa ikut tes beasiswa juga di Kedutaan atau tes masuk S2, karena tesnya mencakup linguistik sama sastra Jepang juga. Cuma emang fokus ke industrinya gede banget karena itu sasaran mutu kita.

(Our program is the only program in Indonesia that covers various fields of industry for Japanese translation and interpretation. We can do that because we have practitioners here, so we can teach our students Japanese translation and interpretation for specific fields, such as fishery, cosmetics, industrial waste, etc., while other Japanese language programs only teach general knowledge. We still have Linguistics as compulsory subject with big credit, because many students also want to continue to graduate program. So later, they will be able to apply for scholarship test at the Embassy or entrance exam to Master program, because the test content also includes Japanese linguistics and literature. But industry is our main focus because it is our quality objective.)

(Bunga, S1 Program Head, translated by the author)

The Japanese language program of this private university has designed a specific curriculum focusing on the Japanese translation and interpreting for various fields of industry. The implementation of this curriculum required specific knowledge of the field; therefore the program is hiring teacher practitioners, highly skilled and experienced people working as interpreter and translator in Japanese industry. Another strategy is to combine the study and work program outside campus with the academic subjects within the curriculum, which is based on the 4.0 revolution industry policy of the Ministry of Research, Technology and Higher Education.

Dikti itu sekarang menerapkan revolusi industri 4.0. Nah, di situ Universitas B yang pertama kali mulai dengan program 2+1+1, jadi dua tahun di sini, satu tahun di kampus cabang, dan satu tahun di industri. Universitas kami kemudian ngikutin karena kita sister university. Jadi kami ngeuarin 3+1 di S1 dan 2+1 di D3. 3+1 itu yang tiga tahun di sini, which is itu bisa pilih, tiga

tahun itu sampe sannensei trus baru ichinennya keluar, jadi bisa dua tahun di sini satu tahun di luar, satu tahun nyelesein. Itu yang satu tahunnya itu bisa di industri di dalam negeri, atau mau ke luar negeri sekolah atau kerja. Nah, studi atau kerja itulah yang ditransfer nilainya pas di sana, jadi siswa ngga cuti. Kita mengirim list mata kuliah yang harus dinilai sama pembimbing di sana, misalnya, Kaiwa, Bunkei, atau Professional Attitudes dan lain-lain.

(Ministry of Research, Technology and Higher Education is now implementing the 4.0 industrial revolution. Based on the policy, B university is the first to implement the 2+1+1 program, which means two years at the main campus, one year at the branch campus, and another one year at the industry. Our university made a similar policy because we are also sister university. So, we made the 3+1 program for S1 program and 2+1 program for D3 program. The 3+1 program is three years at the campus, which students can choose, whether to finish the whole three years at campus then continue another one year outside, or two years at the campus, one year outside, and the last one year to finish here. That one year outside campus might be spent working at domestic industry or studying or working abroad. The credits students get during their study or work will be transferred, so they are not on leave. We send a list of subjects that needed to be graded by their supervisor there, such as Japanese Conversation, Grammar, Professional Attitudes, and so forth.

(Bunga, S1 Program Head, translated by the author)

The combined program is employed in the D3 and S1 program. Besides the main program of the academics, internship, working experience and study abroad are three programs which became fully integrated into the curriculum and having its credits. Students can choose one of the offered programs to spend their one year outside campus, and the credits will be counted; therefore they do not need to take a leave of absence from their home university.

4.3.2. Internationalization

The internationalization of higher education has become part of the policy and planning of the Indonesian government to increase the global competitiveness of Indonesian higher education. Ministry of Research, Technology and Higher Education is encouraging international cooperation between Indonesian universities with educational institutions overseas, stipulated by Article 50 of the 2012 Law of Higher Education.

Following the academic-industry integrated curriculum as discussed in the previous section, Japanese language programs are having partnership agreements with several overseas industries and companies to conduct internship program for their students, as well as with overseas educational institutions for study abroad or exchange program.

Kita bekerjasama dengan S Women University di mana mereka mengirimkan beberapa mahasiswanya untuk mendampingi pengajaran bahasa Jepang di sini. Universitas tersebut juga memberikan sedikit beasiswa kepada mahasiswa dan sejak tiga tahun lalu ada satu atau dua orang mahasiswa yang ke sana setiap tahunnya. Kita juga punya program industri sepuluh hari ke Kitakyushu dengan beasiswa dari SS Foundation di Jepang dan direncanakan ke depannya akan ada internship program. Kemudian ada exchange program empat hingga lima minggu di A College, di mana mahasiswa bisa ikut kuliah umum dan pilihan, memperkenalkan budaya Indonesia, melakukan presentasi dan kunjungan ke sekolah.

(We have cooperation with S Women University where they send their students to assist Japanese language teaching here. They also give a partial scholarship to our students, and started from three years ago we can send one or two students every year to go there. We also have a ten-days industrial program to Kitakyushu with the scholarship from the SS Foundation in Japan, and there is a plan to conduct an internship program in the future. Another one is four to five-weeks exchange program at A College, where students can join the general and elective courses, introducing Indonesian culture, doing presentation and school visiting.)

(Melati, D3 Program Head, translated by the author)

The cooperation with overseas Japanese universities and industries for the internationalization is being encouraged by the Ministry of Higher Education. In recent years, Japanese language programs are becoming more active to establish a partnership agreement with Japanese universities through several exchange programs for students and teachers. One of the programs includes the sending of Japanese students as native speaker assistant for several Japanese classes, such as Speaking (会話). Beside exchange programs, internships in Japanese companies, not only in Indonesia but also in Japan are increasing as well. Several internship programs were conducted through local agents who are sending students to their partner companies and industries in Japan. These agents are

local Japanese language course offering study abroad and internship programs to Japan through their partnership with several Japanese language schools, hotels, and industries.

Kita punya program EduTrip selama tujuh hari ke Jepang di mana mahasiswa bisa berjalan-jalan sambil mempraktekkan kemampuan bahasa Jepangnya. Kami juga menyelenggarakan program magang ke Jepang selama satu tahun yang dilakukan melalui kerjasama dengan P.T. Java.

(We have EduTrip program for seven days to Japan, where students can go traveling to Japan and practicing their Japanese language. We also have internship program to Japan for one year conducted through partnership with Java Inc.⁸)

(Arjuna, former S1 Program Head, translated by the author)

In addition to the partnership with local agents as well as with Japanese industries and companies in Japan, some of the internship programs are also offered by the recruitment companies. They offer a special program for students to learn about Japanese management and business manners and to experience working at Japanese companies.

Kita punya dua macam program internship: internship yang satu tahun dan internship yang bersifat exchange program, yaitu dari Pasona. Dengan yang Pasona ini, internshipnya itu hanya sebagian kecil karena programnya sendiri adalah international exchange program. Yang direkrut itu adalah mahasiswa-mahasiswa dari seluruh dunia. Persyaratan untuk mengikuti seleksi program ini salah satunya adalah memiliki N2. Programnya tiga bulan dari Juli sampai September. Selama satu bulan pertama mahasiswa diajarin tentang manajemen Jepang, mannernya, pokoknya semua diajarin. Mereka juga diajak berwisata dan belajar budaya Jepang, misalnya Cha-no-yu, Kabuki, dan lain-lain. Dua bulan berikutnya mereka dicemplungin ke perusahaan-perusahaan besar Jepang, dimasukkan ke bagian administrasi sebagai penerjemah, atau di bagian IT, dan sebagainya. Mahasiswa kami magang di perusahaan Jepang yang juga memiliki MOU dengan universitas kami. Perusahaan-perusahaan itu juga menawarkan kepada mahasiswa kesempatan untuk berkarier setelah mereka lulus dari universitasnya.

(We have two kinds of internship programs: one-year internship program and exchange internship program from Pasona. The program offered by Pasona is not a full internship but within the framework of the International Exchange Program. Students from all over the world were recruited. One of the requirements for this program is Japanese language proficiency of N2. The

⁸ The company quoted in the opening of the Chapter 1

program lasts for three months, from July to September. The first one month, students were taught Japanese management, manners, and everything else. They also traveled and learned Japanese culture, such as Cha-no-yu, Kabuki, and so forth. The next two months, students were assigned into Japanese companies, working as translator/interpreter at administration section, or in the IT section, and so on. Our student is assigned to a Japanese company who has MOU with our university. Those Japanese companies even offer the internship students opportunity to build their career in the company after they graduated from the university.)

(Bunga, S1 Program Head, translated by the author)

The internship program is becoming popular for students of Japanese language programs. A Japanese learner from Japanese language education S1 program who has been interviewed regarding his participation in an internship program to Japan explained that the program is facilitated by M company, a private company who also sends technical intern trainees (技能実習生) to Japan.

Saya ikut program internship selama lima bulan yang diselenggarakan Perusahaan M di resort hotel di Hokkaido. Itu program khusus untuk mahasiswa bahasa Jepang dengan beberapa program, yaitu program tiga bulan, lima bulan, dan satu tahun. Untuk program satu tahun, syaratnya harus sudah skripsi. Programnya sendiri gratis dan kita juga digaji selama internship.

(I will participate in a five-month internship program facilitated by M company in a resort hotel in Hokkaido. It is a special program for students of the Japanese language program, consists of three-month, five-month, and one-year programs. We have to finish graduation thesis before we could apply for the one-year program. The program fee is free, and we get paid during the internship.)

(questionnaire' respondent, Japanese language education S1 program, translated by the author)

The internship program to Japan requires participants to have Japanese language proficiency; therefore students of Japanese language program are much preferred. The one-year program has another requirement of finishing graduation thesis beforehand; thus the program will not interfere with the academics and students will be able to graduate immediately after finishing the internship.

Internship program umumnya bekerja di resort hotel dan golf. Mereka yang ikut internship program digaji sekitar 150 ribu yen dikurangi living cost. Makanya laku di kalangan mahasiswa. Cuma masalahnya kepastian waktu keberangkatannya tergantung perusahaan di sana sehingga membuat bingung Prodi dalam menyesuaikan jadwal akademik dan internship. Periode internshipnya juga tidak bisa memilih, semuanya satu tahun.

(The internship programs mostly working at hotel and golf resorts. The participants of the internship program will be paid around 150 thousand yen minus the living cost. That is why it is getting popular among Japanese language students. The problem is about the uncertain departure time which is entirely determined by the companies there. It causes difficulty for us in adjusting the academic schedule with the internship. We cannot choose the period of the internship. They only offer the one-year program.)

(Bunga, S1 Program Head, translated by the author)

One of the challenges of conducting the internship program is how to adjust between the academic and internship schedule, since the schedule for the internship program is not fixed, depends on the arrangement made by the companies. The adjustment has to be made in a way that the internship will not interfere with the classes and study period of students.

Banyak penawaran internship program dari pihak Jepang. Tidak semua sesuai dengan sasaran mutu kami. Misalnya di program D3, internship yang ditawarkan di golf club di mana kesempatan mempraktekkan bahasa Jepang sangat kecil. Untuk program S1, kami lebih memilih internship program di hotel karena masih ada lebih banyak kesempatan mahasiswa mempraktekkan bahasa Jepang, seperti di uketsuke. Internship program ini bersifat simbiosis mutualisme antara mahasiswa dan perusahaan di Jepang. Mahasiswa merasa yang penting mereka bisa ke Jepang dan diberi uang saku selama di sana, sedangkan dari pihak Jepangnya merasa yang penting ada pekerja dan murah pula. Meskipun dari sisi mutu sebenarnya tidak terlalu bagus. Banyak perusahaan rekrutmen yang menawarkan program internship karena visanya gampang dan mengatasnamakan universitas. Padahal programnya tidak punya korelasi langsung dengan kompetensi mahasiswa. Sedangkan kita di sini juga memerlukan transfer kredit dari kegiatan di sana. Kecuali kalo programnya exchange sama universitas atau minimal sekolah bahasa, itu masih mending karena ada korelasinya.

(There are many internships offers from Japan, but not all of them match with our quality objectives. For example, in the D3 program, internship offers came from golf club where there are little chances for students to practice

Japanese. In the S1 program, we prefer the offers from hotels because there are more chances for students to use Japanese, such as at the receptionist. Internship program shows the symbiotic mutualism between students and Japanese companies. For students, all that matter is to go to Japan and to get paid during the program, while for the Japanese companies, what matters is to get many cheaper workers. The truth is, the quality is not good enough. Many recruitment companies offer the internship program because the procedure to get the visa is not complicated, especially with university' name on it. The problem is, the content of the program does not have a direct correlation with students' competencies, while we also need the credit transfer from the internship. It is better if the programs are the exchanges with universities or at least with Japanese language schools because there is still a correlation in the content.)

(Bunga, S1 Program Head, translated by the author)

Another challenge is the relevance between the content of the internship program with competencies or the learning outcomes of the Japanese language program. Many internship programs offered by Japanese companies or the recruitment companies do not give the opportunity for Japanese learners to practice Japanese language or to learn more about Japanese companies' management. On the other hand, since the internship program is integrated into the curriculum, the credits are needed to be counted. Japanese language program has to think about the credit conversion from students' activities during their internship program. Lack of relevancy between the content of the internship program and the competencies of the Japanese language program made it difficult to do the conversion.

Regardless of the growing popularity of study abroad and internship programs, most Japanese language learners still have high expectation to get MEXT Scholarship Japanese Studies program offered by the Japanese government to study in Japan for a year. Japanese program of H national university which is located outside the main island of Java is giving the recommendation to apply for Japanese Studies scholarship every year for their students. According to the interview with one of its teachers, some students were able to compete with other Japanese learners across Indonesia and pass the national screening. Another Japanese language program of a national university in East Java, who

has 2-7 students granted with MEXT scholarship every year, is conducting a regular annual program of the selection process and intensive training specific for the preparation of MEXT scholarship national screening. Along with the Japanese Studies program from MEXT and U to U exchange programs with partner universities in Japan, various internship programs to Japan have been part of the internationalization of the Japanese language program in higher education. These programs are now finding its way into the full integration with the academics, offering Japanese language learners the opportunity to have training and working experiences in Japanese companies, which is expected to prepare them for the labor market demand after graduated from Japanese language program.

4.3.3. Teachers' awareness and capability

The changing policy and planning of Indonesian higher education, with more emphasis on the integrated curriculum between academics and industry as well as on the internationalization of higher educational institutions, requires local Japanese language teachers to be more aware of learners' needs and to improve their capability in Japanese language teaching. Several universities have hired practitioners to teach specific courses of Japanese language skills in the undergraduate program. They are also required to have a minimum JLPT N2.

Ini ada keterkaitan sama policy Dikti juga, sama revolusi industri 4.0 itu, dosen-dosen praktisi itu sangat dibutuhkan sekarang. Tapi untuk menjadi dosen, praktisi juga harus minimal S2. Jadi sekarang itu udah ngga bisa dengan teoritis doang, yang ngajarin teori. Dosen-dosen Jepang di sini yang N2 cuman dua orang, yang N1 cuman aku doang, yang lainnya N3 pun ngga punya. Tapi ini bukan cuma fenomena di sini doang, di universitas-universitas lainnya juga gitu. Kalau dulu posisi kita tetap safe meski tidak punya N2, tapi sekarang sudah ngga lagi. Jadi dosen sekarang harus minimal N2. Mereka dipaksa keluar dari comfort zone selama ini. Tapi, benturan-

benturan itu masih ada, antara keinginan untuk maju dengan budaya yang belum berubah.

(In relation with the Ministry of Higher Education's policy and 4.0 industrial revolution, practitioner teachers are indispensable now. However, to be a teacher, a practitioner needs to have a Master degree. Now, teaching only theoretical Japanese is not enough. However, our teachers here, only two people have N2, and I am the only one with N1, others do not even have N3. This phenomenon is not only in our university. Other universities are facing a similar problem. We used to feel safe being a Japanese teacher without having N2, but not anymore. To be a Japanese teacher now, we are required by our university to have a minimum of N2. So all of us are pushed to go out of our comfort zone. Well, the frictions are still there, between the will to move forward versus the fossilized culture.

(Bunga, S1 Program Head, translated by the author)

The development of integrated curriculum between academics and industry demands Japanese language teachers to get out of their comfort zone and to improve their proficiency in Japanese language by having a minimum of JLPT N2 certificate. The theoretical Japanese is no longer considered adequate to meet the industry demands. Practical Japanese taught by practitioner Japanese language teachers with advanced knowledge of applied Japanese language in industries are thought to be indispensable. In order to increase Japanese learners' capacity, Japanese language programs also provide several non-Japanese subjects which are taught by practitioner teachers.

Kita memiliki beberapa mata kuliah non-Kejepangan, misalnya seperti Journalism dan Creative Writing. Mata kuliah tersebut diajarkan oleh para praktisi yang sudah memiliki lisensi mengajar. Kuliahnya diarahkan untuk menghasilkan produk yang akan mengasah kreatifitas dan originalitas mahasiswa.

(We have several non-Japanese subjects, such as Journalism and Creative Writing. Those subjects are taught by practitioners who already have a teaching license. The outcome of the classes is to create products through a process that will hone students' creativity and originality.)

(Arjuna, former S1 Program Head, translated by the author)

Beside the improvement of teacher's capability, the awareness level of Japanese language teachers towards the growing demands of study abroad and internship programs to Japan is varied. They realized that the number of students graduated from Japanese language program who are participating in the study-in-Japan program facilitated by Japanese language schools is increasing in recent years.

Mahasiswa biasanya ambil program sekolah bahasa Jepang itu setelah lulus. Jadi sebetulnya Prodi juga tidak begitu tahu tentang masuknya mahasiswa ke program-program semacam itu. Baru beberapa tahun terakhir kami tahu bahwa ada alumni-alumni yang ke Jepang dengan program-program dari sekolah bahasa Jepang. Beberapa tahun terakhir ini tampaknya jumlah alumni yang ke Jepang dengan program tersebut meningkat. Kalau saya amati, penyebabnya adalah: 1) informasi dari kakak kelas yang sudah ikut program yang sama sebelumnya atau agen yang mengirim dengan iming-iming tertentu, 2) tuntutan pekerjaan yang sekarang banyak mensyaratkan N2, jadi mahasiswa yang merasa sulit dapat kerja di sini atau yang belum punya N2, lalu niat untuk ikut sekolah bahasa untuk cari N2 atau N1.

(Students usually joined the Japanese language school's program after they graduated university. So actually we did not really know about their participation in those kinds of programs. Only in the last several years, we knew that some of our graduates went to Japan with programs from Japanese language schools. We realized that the number has increased in recent years. Based on my observation, some of the causes are: 1) information from their senior who participated in the similar program or from agents who lured them to join, 2) jobs' requirement of N2 is increasingly common nowadays, so students who found it difficult to get a job here or who do not have N2 yet are willing to go to Japanese language schools to study for N2 or N1.

(Melati, D3 Program Head, translated by the author)

Some of the local agents for study abroad at Japanese language schools have also approached several universities to promote their study abroad programs to Japanese language learners. Some of the programs came with the scholarship offer which has attracted many Japanese learners' interest to join the program.

Menurut saya, karena sudah ada yang ikut program sekolah bahasa Jepang sekaligus kerja di Jepang, dan saya pikir lulusan universitas ini pasti nilainya di atas dibanding universitas lain sehingga pasti pihak Jepang lebih senang

dengan lulusan dari sini. Jadi, agen penyalurnya gencar mencari lulusan kami untuk ikut program mereka. Ini kesimpulan saya setelah ngobrol dengan salah satu agen penyalur yang menghubungi saya untuk diizinkan promosi programnya di kampus. Tapi permintaannya saya tolak karena program tersebut tidak sesuai dengan profil dan kompetensi Prodi. Kami juga mengadakan orientasi untuk mahasiswa tingkat akhir karena mahasiswa tampaknya masih mudah diiming-imingi program-program yang dilabeli beasiswa seperti ini.

(I think because of some students have participated in Japanese language school's program and found a job in Japan, and also because of the graduates from this university have shown better performance compared to other universities, that the Japanese prefer our graduates. That is why the agents are aggressively seeking our graduates to join their program. It is my conclusion after talking with one of the agents who contacted me to ask my permission to promote their program in our campus. However, I refused their request because the program they offer is not in line with our profile and competencies. We also held an orientation for final-year students about this matter, because they seem to be easily attracted to these kinds of scholarship-labeled programs.)

(Melati, D3 Program Head, translated by the author)

Local Japanese language teachers see the study-in-Japan program offered by Japanese language schools as the phenomenon with negative and positive sides. Some considered it as a new challenge for Japanese language education in Indonesia to find new strategies to improve the quality of its learning outcomes. On the other hand, it is considered a good opportunity for students to learn Japanese intensively in Japan.

Fenomena belajar bahasa Jepang untuk target N1 dan N2 di Jepang sudah menyerbu ke Indonesia. Di satu sisi, jadi ancaman pendidikan di Indonesia. Tapi juga jadi nilai baik bagi pembelajar bahasa Jepang di Indonesia, meskipun harus dibayar mahal secara materi. Mereka bisa mendapat pilihan dan bisa fokus belajar di sana. Mahasiswa di Indonesia kan masih harus belajar yang lain selain bahasa Jepang di sini. Di Prodi kami, mereka harus mengambil mata kuliah yang tidak ada hubungannya dengan keterampilan berbahasa Jepang sebanyak hampir 30% sks karena muatan nasional dari pemerintah dan muatan lokal dari universitas. Tapi ke Jepang pun belum tentu bisa jadi jaminan bahasa Jepangnya bagus ya, dan itu sudah ada bukti-bukti empirisnya lho. Kalau mau bagus, ya harus belajar secara intensif meskipun di Jepang.

(The phenomenon of learning Japanese language for N1 and N2 in Japan has also occurred in Indonesia. On the one hand, it is a threat to Japanese language education in Indonesia. But on the other hand, it is a positive thing

for Japanese language learners in Indonesia, although it comes with a high cost. They have options now and can focus on studying Japanese language there. Here, they have to study other subjects besides Japanese language. In our Japanese language program, for example, our students have to take courses that do not relate with Japanese language as much as 30% of credits, due to the national content from the government and the local content from the university. However, going to Japan does not guarantee they will have good Japanese language proficiency. There are already empirical evidences on that. If they want a good result, they still have to study intensively, even in Japan.

(Arjuna, former S1 Program Head, translated by the author)

There are also some Japanese language teachers who have taken the role as an individual broker by recruiting their students to participate in the study in Japan programs offered by Japanese language schools. One Japanese language teacher, Wisnu, had a two-year contract with Japanese language schools to recruit local students and help them in preparing the documents. The brokers will get the fee for each person they recruited who go to Japan with a minimum of a one-year student visa. Beside individual brokers, local Japanese language schools also became the study-in-Japan agents who have a partnership agreement with several Japanese language schools in Japan to recruit and to send Indonesian students. As part of the preparation before going to Japan, the local Japanese language schools also offer Japanese language short course, taught by local tutors and also by Japanese language teachers of Japanese language programs. For some Japanese language teachers, these exchange and internship programs to Japan give students the opportunity to practice and improve their language proficiency as well as to find jobs related to Japanese language.

4.4. Chapter summary

To summarize this chapter, some significant findings will be highlighted. First, there are two major ways for respondents of this study to become interested in learning Japanese (Table 4.4): (1) through Japanese program on TV, such as anime, drama, and so on, and (2) through Japanese lesson they had as part of foreign languages curriculum in upper secondary education. Japanese TV program has introduced them to Japanese culture in the first stage, while Japanese lesson in upper secondary education has become the introduction to the uniqueness of Japanese language. Many respondents, as reported in Table 4.6, said that the reason they started to learn Japanese is that it was interesting, unique, or fun. Even though it is part of the school curriculum, Japanese lesson is no longer a required subject due to the national curriculum revision in 2013. Therefore, students of the upper secondary school who enrolled in Japanese class were supposed to have a bigger personal interest or intrinsic motivation toward Japanese language.

Second, the environment has provided learners with significant stimulations, both from their encounter with the Japanese culture through TV programs and from their encounter with basic Japanese language through the lesson at school. Language and culture are highly interconnected to each other. To study a culture, one needs to give attention to the native languages spoken within it and vice versa (Witherspoon, 1980).

The stimulation from both culture and language has effectively influence respondents' choice in the next stage of their learning experience. Again, many respondents chose a Japanese language program because of the language and culture. To improve their Japanese skills, as well as their interest in Japanese language itself, has become the main reasons for continuing study at Japanese language program. Interest in Japanese culture came next after language interest for many respondents. Furthermore, "improving language skill" indicates that respondents' involvement in language learning has developed to the next level compared to their initial reason. It is not only a mere

interest to the language, but it is also a preparation for language practice and participation. Interest in Japan and its culture, as well as the growing intention to go to Japan, whether to visit, to study, or to look for a possibility to work in Japan, is what made learning Japanese at the university has a strong sense of purpose compared to upper secondary education.

Third, regarding respondents' attitudes and self-assessment toward Japanese learning at Indonesian universities, most respondents assessed their Japanese skills in writing, reading, listening, and speaking as being on the average level during the period of learning Japanese at the university. Kanji and grammar become the most difficult subjects in Japanese classes, but at the same time learning Japanese characters and also how to speak in Japanese are the most enjoyable lessons. Respondents pointed out that communication with native speakers and the proudness of using Japanese in front of others, especially those without Japanese knowledge, are two things they feel happy about being able to speak in Japanese. This result gives some hints on the significant influence of the environment on foreign language learners, especially Japanese learners. The difference between the characters of Japanese language and native Indonesian language has made it unique and interesting to be learned, yet difficult to acquire. Furthermore, using Japanese to communicate with native speakers is a significant achievement for Japanese learners, yet it is difficult to be connected with this kind of community of practice. The realization of some measurable changes in their Japanese skills occurred by connecting language and culture through things which introduced them to Japanese language in the first place. Able to watch anime critically, not only depend on the subtitles which sometimes did not provide an accurate translation, and able to read some Japanese texts through manga or novel are the main changes they could easily measure.

However, lower participation and expected result in JLPT indicates a big gap between the expectation of stakeholders and the actual outcome of the learning process. The average of respondents who participated in JLPT are in the N4 level, meanwhile, Japanese language programs at the university require their graduates to have at least N3, and Japanese related job market requires a minimum of N2 for job applicants.

It is where Japanese learning intersects with study abroad in Japan. The intention to study in Japan for Japanese learners is mostly motivated by four factors: (1) the desire to experience life in Japan, (2) the desire to improve Japanese language skills, (3) the desire to continue study in Japan, and (4) the desire to work at Japanese company. These factors illustrate the important resources learners are willing to achieve by investing in Japanese learning through study abroad in Japan. "Japan's experience," "improving Japanese language knowledge and skills," "study in Japan" and "future employment" are the keywords related to investment in Japanese learning found in this questionnaire study and will be further explored through the analysis of learners' narratives in Chapter 6 and 7.

It is important to highlight as well the sources of information respondents utilized to gather information about study in Japan. Internet and Japanese teachers are two significant sources of information available within learners' immediate environment. The questionnaire data shows that Japanese teachers, whether of upper secondary schools or Japanese language program in universities, is particularly an important source of information regarding Japan, Japanese language, and study in Japan. The influence of Japanese teachers to stimulate learners' interest in Japan and the language, as well as to ignite learners' interest to study in Japan, might be very significant for Indonesian learners of Japanese. Informal interviews were conducted with several respondents of this questionnaire. Some of them had been inspired by their Japanese teachers in upper secondary schools very much that they chose Japanese language education as their major

at university in order to be a Japanese teacher someday, so they will be able to teach Japanese in high schools and create a better Japanese language education for Indonesian students and inspire them the way their Japanese teacher had inspired them.

Lastly, it is important to point out some limitations of this questionnaire study for further research. Some of the questions in this questionnaire need to be further explored to get a better understanding of the circumstances. For example, questions on learners' assessment toward their Japanese learning and performances also need more data and explanation on the reason for the assessment itself. Furthermore, further elaborated questions to investigate more about the study in Japan from the learners' perspective are also needed to be done.

In addition to the Japanese language learners' voices, this study also analyzed interviews conducted with Japanese language teachers from several universities regarding the implementation of language policy and planning in higher education on Japanese language education. There are three issues highlighted in this study: (1) the integration between education and industry in the curriculum, (2) internationalization, and (3) teacher's awareness and capability.

To sum up, this chapter has discussed and highlighted some important points regarding Japanese learning circumstances in Indonesian context through the perspectives of Japanese learners from various Japanese language programs. Chapter 6 and Chapter 7 will further discuss this point from the perspective of individual learners' experiences through the analysis of their narratives.

CHAPTER 5

JAPANESE LANGUAGE LEARNING EXPERIENCES AT HOME UNIVERSITY

In Chapter 4, the analysis of the questionnaire study found that the significant influence of the environment on learners' decision to study Japanese language in higher education, mostly came from two important sources: television with its exposure to Japanese popular culture and Japanese language education in secondary education. Furthermore, Japanese language learning experiences during learners' enrollment at the university have also impacted on learners' choice after graduated. The gap between the learning outcomes and the stakeholders' demand, as indicated in the lower participation of JLPT and N1/N2 passing rate, pointed out a potential issue needed to be further explored through the analysis of learners' narratives during their study at Japanese language program of the home university. This chapter discussed Japanese learning experiences of 17 learners enrolled in a Japanese language program of an Indonesian university. The analysis of Japanese language learners' narratives will be presented in three timelines of Japanese language learning experiences: before the university, during the study period at university, and after graduating from university.

5.1. Japanese language learning experiences before university

From the analysis of learners' narratives (see Appendix 1), most participants of this study have previous learning experiences before enrolling at the Japanese Language Program of the university. Based on the prior learning experience, the participants were categorized into four groups: (1) students who learned Japanese language at upper secondary school as part of the school's curriculum or extracurricular lesson, (2) students who learned Japanese language at informal courses or as private lesson, (3) students who did autodidactic Japanese language learning, and (4) students who did not have any Japanese language learning experience prior to their enrollment at university.

In Indonesian upper secondary education, English and other foreign languages have been fully integrated into the national curriculum. Participants of this study were the product of National Curriculum 2006, a period where other foreign languages besides English became required subjects for all grades in upper secondary education. With assistance and teaching materials provided by The Japan Foundation of Indonesian office, many high schools have included Japanese language into their curriculum, and it became one of the required foreign languages to learn. However, the availability of teachers who can teach Japanese language is limited, making it difficult for many other schools to hold a Japanese language class. Other than formal education, Japanese language education is also conducted in informal level with many foreign language courses, and private lessons were established across Indonesia over the years. Various Japanese language textbooks, dictionaries and learning materials with Indonesian language translation are easy to find in major bookstores, made it convenient for people who want to learn Japanese language autodidact. Many factors have motivated learners to study Japanese language. The environmental exposures played a significant role in the process as well. Focusing on the period prior to participants' enrollment at university, this section will discuss four issues of concern as a basis for the argument of this study: (1) intrinsic motivation for learning Japanese language, (2) extrinsic motivation for learning Japanese language, (3) Japanese language learning environment, and (4) participants' attitudes toward study in Japan.

5.1.1. Intrinsic motivation for learning Japanese language

Intrinsic motivation is internal factors that became the drive for doing something that one enjoys or finds interesting to do. Regarding Japanese language learning, two different sources of intrinsic motivation in learning Japanese language for the first time were identified: (1) interest in Japanese popular culture and (2) interest in Japanese

language at upper secondary school. Most participants who initiated to learn Japanese before university enrollment had a personal interest in Japanese culture, especially in Japanese popular culture products, such as anime, manga, and television (TV) program. The influence of Japanese culture has started since they were young, through Japanese anime broadcasted on TV and manga in Indonesian translation version. Endang, Reynold, and Almira said that watching anime and reading manga were their hobbies in elementary school, and these hobbies triggered their interest in learning Japanese during the higher stages of their education. Endang became interested in Japanese language since lower secondary school but started to learn Japanese formally since the second grade of upper secondary school.

28Endang: Dari awalnya hobi. Dulu itu karena hobi baca komik gitu, manga. Dulu ya senang aja sama anime, manga gitu. Makanya punya tekad pengen belajar bahasanya. Mulai suka anime manganya itu sejak SD, tapi mulai tertarik bahasanya sejak SMP.

In the beginning, it was a hobby. I used to have a hobby of reading comics, manga. I just loved anime and manga at that time. That is why I determined to learn the language. I started to like anime and manga since elementary school but started to become interested in the language since junior high school.

(Translated by the author)

Reynold was a die-hard fan of manga and anime. He even had a collection of anime's videos. His interest in manga and anime have brought to the wonder of Japanese language. He started learning Japanese with the help of a friend when he was in upper secondary school.

38Reynold: Tadinya emang dari SD itu udah suka baca komik, tapi ngga tahu itu asalnya dari Jepang atau gimana, yang penting komik, jadi cuman ikut baca. Terus lama-kelamaan jadi ngikutin, terus beli ini, beli ini, beli ini, dan

akhirnya suka. Saya suka komik sama film-film kartun sampai sekarang. Saya punya koleksi VCD dan DVD-nya. Karena itu saya belajar bahasa Jepang.

At first, since elementary school, I already liked reading manga, but I did not know whether they were from Japan or else, as long as it comic, I just read it. Gradually, I was following them, buying this and this and this, and finally took a fancy to them. I like manga and anime until now. I have collections of anime's VCD and DVD. That is why I learned Japanese.

(Translated by the author)

Almira also was a fan of Japanese anime since she was in elementary school. Having an interest in anime, she tried to learn Japanese by herself when she was in junior high school through a Japanese dictionary which has become her first tool to know Japanese.

18Almira: *Dari SD saya suka anime Jepang, terus pas SMP lihat kamus Jepang gitu. Nah, di situ kan ada hiragana, katakana, saya belajar di situ, dari kamus itu.*

Since elementary school I like Japanese anime, then when I was in junior high school, I saw a Japanese dictionary. There were hiragana and katakana characters in it, so I learned them, from that dictionary.

(Translated by the author)

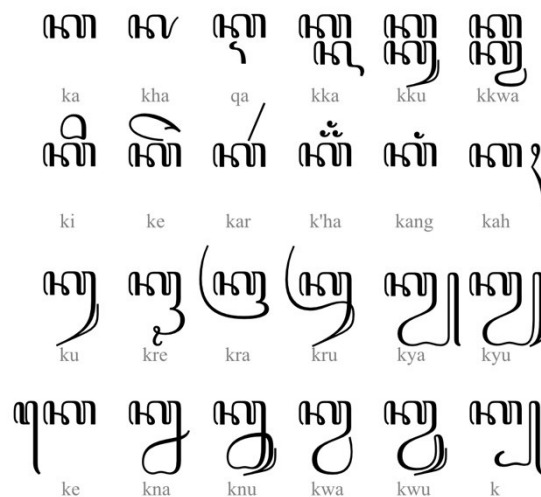
Another proof of how strong Japanese anime has influenced participants since young is the story of Indah. She used to watch Japanese anime when she was little, and the appearance of Japanese characters has made her curious and interested. She learned Japanese by herself in lower secondary school, then learned it formally when she was in second grade of upper secondary school, for two years.

22Indah: *Iya, senang belajar bahasa Jepang. Tertarik gitu, penasaran. Dari penasaran jadi tertarik gitu. Soalnya dulu kan awal-awalnya gitu aneh gitu lho. Kan ada film-film semacam Doraemon kan waktu kecil gitu, kok bisa gitu lho. Terus huruf-hurufnya tuh tahunya saya tuh huruf China. Terus orangtua saya kalau muter-muter lagu tuh ya lagu-lagu China gitu. Ternyata beda Jepang sama China. Jadi tertarik aja. Kok bisa sih orang-orang baca huruf aneh. Saya saja yang orang Jawa ngga bisa huruf-huruf aneh gitu.*

Yes, I like learning Japanese. I got interested, curious. From curiosity, I became interested. At first, they looked strange. When I was young, there were some anime like Doraemon, and I wondered why they look like that. Then I thought they were Chinese characters. My parents often played Chinese songs. Later I found out that Japanese characters were different from Chinese. So I just became interested. I wondered why people could read strange characters. I am Javanese, but I could not read those strange characters.

(Translated by the author)

Indah was from Javanese ethnic group, the largest ethnic group in Indonesia who came from Java Island. Javanese people speak Javanese language and use special characters called *Hanacaraka*, originated from the Sanskrit language. Javanese characters are sometimes seen in public spaces and are still taught at the school across Java as part of local contents.



Source: https://id.wikipedia.org/wiki/Aksara_Jawa

Figure 5.1. Javanese characters

However, unlike its spoken language which is still widely used in the everyday interaction between Javanese people, the Javanese characters are no longer used as a communication tool. That is why many young Javanese generations, including Indah, could no longer able to read them. Indah's interest in Japanese characters came from her curiosity as a Javanese who also has her specific Javanese characters. She used to think that Japanese characters are similar to Chinese characters. How different languages, including her mother tongue, could have different characters seems to roused her curiosity.

Similar with anime, the popularity of manga which had translated into Indonesian language among Indonesian young people is unquestionable. Adel and Rina shared a similar hobby of reading manga. Their interest in Japanese came from this particular hobby.

37Adel: Awalnya dari SMP, waktu pas booming-boomingnya manga gitu. Terpengaruh teman juga, jadi tertarik bahasa Jepang. Kebetulan di SMA ada, jadi makin suka gitu.

It started from junior high school when manga was booming at that time. With that and my friend influence, I became interested in Japanese. Luckily, there was a Japanese lesson in senior high school, so I liked it more.

(Translated by the author)

While Adel had Japanese lesson when she was in senior high school, Rina started learning Japanese on her own initiative by taking Japanese course when she was in the second and third grade of junior high school.

8Rina: Hobi saya membaca manga. Sewaktu SMP, saya pernah kursus selama 2 tahun. Saya belajar bahasa Jepang dari awal. Kan ada 6 level dulu, 6-5-4. 3-2-1-nya mandeg.

My hobby was reading manga. When I was in junior high school, I took a Japanese course for two years. I learned Japanese from the beginning. We had six level, and I was in level 6, 5, 4. Level 3, 2, 1 could not continue.

(Translated by the author)

Not only anime but also information about Japan through Indonesian TV channel also influences participants' interest in anime and Japanese language. Riska said that after watching the TV program, she liked anime more than before and started to learn Japanese.

16Riska: *Dulu gara-garanya kan nonton TV. Pas nonton TV ada channel, dulu NHK. Saya ngga tahu NHK itu apa. Di situ ada program acara bangumi, itu tuh nanyain tentang Jepanglah pokoknya. Tentang Osaka-Jo kalau ngga salah. Itu tuh kok bagus ya, jadi ada minat ke situ. Lama-lama jadi suka anime. Anime sih emang dari dulu suka, tapi gara-gara si bangumi itu jadi makin suka. Pas SMA kelas 1 itu mulai cari kamus, cari-cari sendiri, belajar-belajar sendiri.*

It was because of watching TV. I watched a TV channel; it was NHK. I did not know what NHK is. There was a *bangumi* program, asking about Japan. About Osaka Castle, if I am not mistaken. It was a good program, and I got interested in. Gradually, I liked anime. Of course, I like anime before, but because of the *bangumi*, I liked it even more. When I was in the first grade of senior high school, I began looking for a dictionary, finding out myself, learning by myself.

(Translated by the author)

The influence of fans club community of Japanese popular culture is such of significance as well. Such communities have been proliferating, especially in main cities in Indonesia. Santi, who was born and grew up in Jakarta, the capital city of Indonesia, is one example of this situation.

4Santi: *Saya tahu pertama kali tentang Jepang, waktu itu nonton Doraemon, Crayon Shinchan, Sailormoon, sama Ultraman waktu SD. Mulai suka Jepang waktu SMP. Itu kakak yang menularkan. Kakak itu pencinta manga, anime, terus cosplayer juga, jadi saya diajak ke festival-festival, jadi suka gitu. Terus di SMP itu punya teman yang pencinta komik, jadi makin berkembang. Beli komik, kumpul bareng, tukeran, jadi di situ tahu komik-komik shojo gitu. SMA itu saya ikut Japanese Club, terus keluar. Saya ngga ada bakat gambar jadi saya keluar, karena club itu lebih khusus ke gambar anime gitu. Tapi saya ikut komunitas yang sesama pencinta musik J-Pop gitu, namanya Arashi.*

First time I knew about Japan, it was when I watched Doraemon, Crayon Shinchan, Sailormoon, and Ultraman in elementary school. I started to like

Japan when I was in junior high school. I got it from my brother. He was a manga and anime lover, also a cosplayer, so he took me to festivals, and I began to like it. In junior high school, I also had a friend who was manga lover, so my interest kept growing. We bought manga, got together, exchange our comics. There I knew about *shojo manga*. In senior high school, I joined the Japanese Club, but I quitted. I did not have any drawing talent, that is why I quitted because that club more focuses on anime drawing. But I then joined a community of a J-pop music fans, called Arashi.

(Translated by the author)

She knew about Japan since elementary school, through anime programs on TV. Her brother was a manga and anime lover, as well as a cosplayer. In junior high school, she had a friend who was also a comic lover. During her senior high school, she joined Japanese Club and later changed to Arashi fans club community, a popular Japanese boys band. In sum, Santi had various stimulations of Japanese popular culture from her surroundings, in every stage of her life since elementary school to senior high school, in different environments, and with different people. These stimulations had significantly impacted on her choice to study Japanese in higher education. For that preparation, Santi took a short Japanese course in the last year of her study in upper secondary school, before national graduation exam.

The influence of friends who have similar interest also happened to Desta. Desta's admiration of her friend who was a self-taught learner of anime and Japanese have triggered her interest in Japanese and made her join an extracurricular class of Japanese at upper secondary school. Desta asked her mother to find her an upper secondary school with Japanese class. She then joined two Japanese classes, one was an extracurricular class, and the other was a private lesson with her Japanese teacher at the school.

8Desta: Jadi dulu pertamanya suka anime. Terus ada teman saya yang belajar otodidak tentang anime itu, terus bisa sedikit-sedikit bahasa Jepang. Akhirnya kayaknya seru belajar. Tapi emang SMP belum kesampaian. Makanya SMA itu saya bilang ke Mama, "Ma, cari yang ada bahasa Jepangnya dong. Setidaknya ekstrakurikuler aja" dan akhirnya masuklah

SMA itu dan kesampaian belajar. Yang masuk kurikulum sih cuma Mandarin. Saya tuh ngambil bahasa Jepang emang ekskulnya aja.

22Desta: Waktu SMA sempet les juga. Jadi guru ekstrakurikuler saya itu menawarkan mau ngga les. "Oh, boleh deh."

At first, I liked anime. Then there was a friend who learned anime autodidact and knew Japanese a little bit. So I thought it must be fun to learn it too. But when I was in junior high school, I still could not do it. That is why I told my mother, "Mom, please find me a senior high school which has a Japanese class. At least an extracurricular one". I entered the school and finally learned Japanese. Only Mandarin was included in the curriculum. I took Japanese only in extracurricular class.

In senior high school, I took a private lesson too. My teacher in the extracurricular class offered me a Japanese private lesson, and I said, "okay, why not?".

(Translated by the author)

Not all participants started their interest in Japanese learning with anime, TV program, and manga. Some of them got it after their first experience with learning Japanese itself. Like Danny, the first encounter was his Japanese lesson in the second grade of senior high school that made him interested in the language. He was clearly stated that when he was young, he did not have any interest with Japanese, even though Danny knew and began to like anime since he was young. It only happened after his first learning experience of Japanese language.

25Danny: Kalau saya, sejak kecil kenal anime. Waktu itu tertariknya cuman animenya sih, bukan Jepangnya. Baru tertarik belajar itu sejak kelas 2 SMA.

I knew anime since I was young. At that time, I was only interested in the anime, not the language. I became interested in Japanese after I learned it in the second grade of senior high school.

(Translated by the author)

Slightly different from Danny, Dena did not have any interest in anime and manga at all. Her encounter with Japanese in the second and third grade of senior high school has made her interested in Japanese, especially its characters.

12Dena: *Saya tertarik bahasa Jepang sejak masuk kelas 2 SMA itu. Kok pengen bahasa Jepang, tapi ngga tertarik sama anime atau manga gitu, ngga ada. Yang menarik kayak dari hurufnya. Kayaknya kalau bisa nulis pake hiragana katakana itu udah keren, terus pengen lebih belajar lagi.*

I am interested in Japanese since the second grade of senior high school. I just want to study Japanese, but not interested in anime or manga, nothing. The interesting thing was the characters. It looked cool when someone can write in hiragana katakana, so I just wanted to learn more.

(Translated by the author)

5.1.2. Extrinsic motivation for learning Japanese language

In contrary with intrinsic motivation, extrinsic motivation came from the outside of participants, by doing something in order to get external rewards or to avoid negative consequences. This part will discuss several sources of extrinsic motivation for learning Japanese before university. Participants with extrinsic motivation in this study chose to learn Japanese without any significant interest in Japanese language itself. There are two sources of extrinsic motivation found in this study: (1) the influence of other people and (2) Japanese language as a compulsory subject at upper secondary school. Both were interwoven within the stories of three Japanese learners in this study: Ivy, Karla, and Sisi.

The influence of other people was of great significance for learners in choosing Japanese as a course or major to be learned in upper secondary and higher education. Japanese teacher at school is one example of the people who influenced learners' choice. The choice Ivy made to enter Language major rather than Natural Sciences major, which was her first choice, came from her Japanese teacher's suggestion.

5Ivy: *Belajar bahasa Jepang dari kelas 1 SMA, terus waktu kelas 2 penjurusan. Nah, awalnya sebenarnya saya masuk Jurusan IPA. Waktu itu kelas Bahasa mau ditutup dan butuh peserta, nah saya dan teman-teman saya masuk kelas bahasa. Di SMA saya, bahasa Jepang itu masuk wajib. Kelas 1 wajib semuanya, kelas 2 kalau masuk Jurusan Bahasa, dapat lagi bahasa Jepang dan bahasa Jepang itu masuk ke ujian nasional.*

17Ivy: *Ada guru yang dulunya tuh memang pancen bahasanya. Bapaknya tuh ngga enak kalau misalnya ditutup kan, pengen berjuang supaya tetap*

bertahan gitu. Akhirnya saya masuk di situ diajak. Saya juga mikirnya meskipun saya masuk Jurusan Bahasa, saya juga bisa berprestasi.

I learned Japanese since first grade of senior high school. Then in second grade, there were majors. At first, I was in Natural Sciences major. At that time, Language major would have to be closed and needed some students, so my friends and I got into Language major. In my senior high school, Japanese is a required subject. It was required for first graders, and in second grade if we chose Language Major, we had Japanese subject again, and it was included in the national exam.

There was a teacher with such good Japanese ability. He did not want Language major to be closed, and he tried hard for the major to keep going. Finally, I was asked to join Language major instead. Well, I also thought that even though I enrolled in Language major, I still could have the achievement.

(Translated by the author)

As a compulsory subject, Japanese language had to be learned by all first graders at Ivy's upper secondary school. Then in second grade, even though her main interest was Natural Sciences, she could not refuse when her Japanese teacher asked her to take Language major instead. The language major is the least popular major at the upper secondary school in Indonesia, compared to Natural Sciences and Social Sciences majors. Therefore, it is not unusual for Language major to have only a few numbers of students. Some schools do not even have a Language major; thus students with interest in language studies will have to choose Social Sciences. The most popular major is indeed Natural Sciences because it directly relates students to main, big majors at university which provide an excellent job opportunity in the future, such as Medicine and Engineering majors.

For Karla, her older brother and sister have helped her form a "good image" of Japan which make her want to visit Japan someday. Both liked anime and were fond of Japan and its technology. Karla's first knowledge about Japan came from many information shared by her brother and sister.

6Karla: *Saya punya kakak, cewek dan cowok. Dari kecil, kakak saya suka nonton Gundam, Naruto, yang kayak-kayak gitu. jadi agak tahu Jepang. Terus kakak saya juga suka sama teknologinya Jepang. Jadi misalkan ada komputer atau apa gitu, dia ngasih tahu "Ini lho bagus. Ini lho Jepang". Terus suka video atau film-film apa gitu akhirnya agak tahu Jepang. Jadi dari kecil, "Jepang tuh bagus, ya", udah mindsetnya kayak gitu. Sampai akhirnya SMA pun masih tetap kayak gitu, makanya pengen ke Jepang. Kalau di SMA saya dulu bahasanya cuman ditambahin, jadi ada bahasa Jepang sama bahasa Perancis. Waktu kelas 1 memang kita dapat. Terus kelas 2 itu difokusin, salah satunya itu kita dapat bahasa Jepang.*

16Karla: *Saya jurusan IPS. Jadi waktu kelas 2 kan disuruh milih: IPA, IPS, Bahasa. Tapi saya memilihnya ke IPS karena saya lebih suka ke Ekonomi. Jadi selingan aja bahasa Jepang.*

I have older brother and sister. Since young, they liked watching Gundam, Naruto, and things like that, so knew a little bit about Japan. They also liked Japanese technology. When there is a computer or something, they told me "This is a good product. This is Japan". They liked watching videos or movies, so they knew more about Japan. That is why since young, I already had a mindset that "Japan is a good country." Even in senior high school, I still had it. That is why I wanted to go to Japan. Language subjects were extra lessons in my school. We had Japanese and French. It was required for us in first grade. Then the second grade was more focused, and one of them was Japanese language.

I was in Social Sciences major. We had to choose majors when in second grade: Natural Sciences, Social Sciences, Language. I chose Social Sciences because I like Economic more. Japanese was only a variation.

(Translated by the author)

Karla learned Japanese as a required subject in the first grade of upper secondary school, then another two years of Japanese as a compulsory elective subject in Social Science major, during her second and third grades. Although she grew up with a good image of Japan, she got from her older brother and sister's influence, learning Japanese was never an interest for Karla.

Similar with Ivy and Karla, Sisi learned Japanese during her second and third grades of upper secondary education, as one of the compulsory subjects for her major in Social Sciences. Even though she also knew Japan since elementary school, from the anime program on TV, it did not give any influence on her.

5.1.3. Japanese language learning environment

For participants in this study, there was three Japanese language learning environment before university: (1) formal education at upper secondary school, (2) informal education at Japanese course, private lesson, or extracurricular activity, and (3) autodidact (self-taught) using printing materials or through peer study. Regarding Japanese language learning at upper secondary education, there were three patterns recognized in this study. The first one is the pattern of which Japanese as required foreign language subject started to be taught in second grade all the way to the third grade for Language major. This pattern was experienced by Dena, Endang, Indah, and Sisi. The second one, Japanese was learned since the first grade as a required foreign language subject and become a required elective subject from the second through the third grade for students in majors other than Language. Ivy, Adel, and Karla experienced it. The third one, Japanese as a required elective subject for foreign language subject in second grade only, especially at vocational school. It was experienced by Danny with his yearlong Japanese learning experience when he was in second grade. For upper secondary education, Japanese lesson was taught mostly using SAKURA textbooks volume 1, 2, and 3 published by The Japan Foundation Indonesia.

Regarding the condition of Japanese learning at upper secondary school, some participants described the limitation of the content as well as the teacher's ability. Dena said that during her two years of learning Japanese, she did not learn much of Japanese as she expected.

4Dena: ... di Jurusan Bahasa itu ada bahasa Jepang, Jerman, Mandarin, sama Inggris, terus tertariknya cuma sama bahasa Jepang. Tapi dulu senseinya belum terlalu serius gitu ngajarnya. Hiragana katakana gitu selama 2 tahun, sama 'sore, kore, are'.

... In Language major, there were Japanese, German, Mandarin, and English, but I was just interested in Japanese. But the teacher was not seriously teaching us. We only had hiragana katakana for two years and 'sore, kore, are'.
(Translated by the author)

49Ivy: *Guru bahasa Jepang saya itu, ngajarnya ngga begitu, sebenarnya bapaknya sangat pintar, nah karena terlalu pintarnya itu kadang malah ini, ngga dimengerti sama muridnya. Jadi jarang yang bisa gitu lho.*
My Japanese teacher, his teaching was not good. He was really smart, but he was just too smart that sometimes he hardly able to be understood by his students. So, only a few who could do it.

(Translated by the author)

Other participants had inspiring Japanese teachers who made learners enjoy and understand Japanese classes. Endang was so inspired by her Japanese teacher that she wanted to become a Japanese teacher as well someday. Karla said that her Japanese teachers were nice and she liked their teaching methods.

150Endang: *Emang menarik, cara ngajarnya enak aja. Jadi, "Wah, kapan-kapan bisa nih jadi sensei kayak begini," gitu lho. Murid-murid aja tertarik sama dia, cara ngajarnya. Berarti kan dia udah paham dengan materinya atau cara menarik siswa untuk merhatiin dia gitu. Ngga tahu, senang aja. Banyak yang bilang teman-teman saya, "diajar sama sensei ini enak". Walaupun mereka juga ngga ngerti bahasa Jepang tapi kalau diajar senang gitu.*

It was indeed interesting, and her teaching method was excellent. So I thought, "Someday I want to be like this teacher." Students were interested in her, her teaching method. It means that she understood very well about the content of her teaching or how to attract students' attention. I did not know, but I enjoyed it. Many of my friends said that "I enjoyed to be taught by this teacher." Even though they did not understand Japanese, but they enjoyed.

(Translated by the author)

In the case of informal education, two participants of this study, Rina and Santi, initiated to take Japanese course. Rina explained in previous part that she took Japanese course for two years, started from the elementary level 5 and continued until level 4. The intermediate-advanced levels were from level 3 to level 1.

156Rina: *Rasanya tuh pengen nyelesein sampai level 1, tapi ternyata teman yang ngajakin itu berhenti. Terus mesti nunggu dulu sampai peminatnya banyak. Kalau level 5-6 itu masih banyak, tapi mulai level 3 itu sudah mulai sedikit. Terus katanya disuruh nunggu. Tapi nunggu-nunggu ngga dikontak juga, ya udah keluar berarti.*

I wanted to finish it until level 1, but my friend who asked me to join the course quitted. I had to wait until they could gather more students. For level 5-6, there were many students, but from level 3 the number started to decrease. I was told to wait, but they never contacted me again, so I just quitted.

(Translated by the author)

While Rina learned Japanese from basic to lower intermediate levels, Santi, on the other hand, learned only Japanese characters, hiragana and katakana, in a once-a-week short Japanese course she took before national graduation exam.

34Santi: *... Tapi itu les cuman belajar hiragana katakana doang. Bener dikencengin hafalannya. Jadi dikasih kartu ini bacaannya apa. Tapi belum masuk bunpo, kalimat belum bikin.*

... But the course was only about learning hiragana and katakana. We had to memorize it. So we were given a card and were asked about how to read it. However, we did not learn grammar yet, did not write the sentence yet.

(Translated by the author)

Japanese learning as part of extracurricular activities at upper secondary school focuses more on the introduction of Japanese language and Japanese culture. Desta who took Japanese extracurricular class in the second grade of upper secondary school also took Japanese private lesson with her Japanese teacher, in addition to the extracurricular one.

18Desta: *Itu biasanya kalau pertama pertemuan emang masih belajar hiragana katakana, tapi dulunya ngga fokus harus bisa sih, karena memang masih ekskul kan. Terus awalnya pake romaji, terus mulai pengenalan biasa, games, kayak-kayak gitu. Terus coba-coba bikin origami, bikin masakan Jepangnya, kayak gitu.*

22Desta: ... *Kalau les tuh, mungkin karena belum terbiasa belajar bahasa Jepang yang kayak gitu, jadinya berat kan. Sedangkan bahasa Inggris saja itu menurut saya tuh susah belajarnya, gimana bahasa Jepang.*

Usually the first several meetings we were still learning hiragana katakana, but the class did not require us to master it, because it was only an extracurricular class. We first learned using Roman characters, then with self-introduction, games, things like that. We also tried to make origami, make Japanese dishes, things like that.

... In the private lesson, maybe it was because I did not get used to studying Japanese like that, it was difficult. For me, English alone was challenging to learn, not to mention Japanese.

(Translated by the author)

For autodidact learners, like Almira, Reynold, Indah, and Riska, they initiated their own Japanese learning using resources they could find around them. All of them were using a Japanese dictionary to learn about Japanese characters (hiragana and katakana) and vocabularies. Meanwhile, Reynold was also helped by his friend who knew Japanese to learn katakana and simple sentences in Japanese.

56Reynold: *Otodidaknya pertama ya sama teman, kosakata yang mudah kayak 'ohayo gozaimasu'. 'konnichiwa', kayak gitu. Terus lama-lama hafal, terus sama teman saya diajarin nulis namanya sendiri pake katakana. Terus mulai dari situ saya tanya-tanya sama dia, "Kok kamu hafal to kayak gitu?". "Iya, aku punya kamusnya. Mo beli po?" Kalau kamus ketoknya sulit, akhirnya aku cuma bisa nulis nama saya itu tok, terus lama-kelamaan tambah excited gitu. Terus ke Gramedia liat kok ada yang segini tuh murah banget, terus saya beli. Saya baca-baca sendiri gitu, mainichi gitu kan. Kok kelihatannya sulit ya.*

My autodidact began with my friend, with some simple vocabularies, such as 'ohayo gozaimasu,' 'konnichiwa,' like that. Gradually I remembered them, and then my friend taught me how to write my name using katakana. I then asked him, "How can you remember those things?". "Well, I have the dictionary. Do you want to buy it, too?". Using dictionary seemed difficult, so I could only write my own name until then. However, gradually, I became excited. I went to Gramedia bookstore and saw a dictionary with such a low price, so I bought it. I read it myself every day. However, it looked difficult.

(Translated by the author)

Besides learning by herself using a Japanese dictionary, Almira also initiated to form an Otaku Club during her third grade of vocational school with her schoolmates, to learn Japanese together and to discuss Japanese popular culture.

164Almira: ... *saya kan di SMK ngga ada bahasa Jepang, tapi saya malah memutuskan sama teman saya, "Ayo kita kumpul-kumpul belajar bahasa Jepang" gitu, kayak membuat perkumpulan otaku gitu. Cuman kumpul, terus bahas-bahas anime, bahas gambar, bahas tentang kejepangan juga. Pas itu saya kelas 3, saya ngajak adik-adik kelas untuk bikin klub itu. Namanya Otaku Club. Bahasa Jepangnya cuman dikit-dikit gitu, kosakata doang, ngga serius banget. Pakai buku-buku bahasa Jepang pertama, ya kayak gitu, dasar banget.*

... I did not have Japanese class in vocational school, but then I decided with my friend, "Let's get together to study Japanese", making an *otaku* gathering. It was just getting together, then discussing about anime, drawings, about Japan. I was in third grade at that time and I invited my juniors to join the club. Its name is Otaku Club. Learning Japanese a little, only vocabularies, not really serious. We used basic Japanese books, well, it was very basic indeed.

(Translated by the author)

5.1.4. Learners' attitudes toward study in Japan

Regarding Japanese learners' attitudes toward study in Japan, some participants of this study mentioned how going to Japan had become one of their dreams before they enrolled in a Japanese language program at the university. Danny, who studied automotive in vocational school, has dreamed about going to Japan and it became his reason to choose the Automotive major in vocational school. In the second interview with Danny, he mentioned again about his wish to go to Japan.

29Danny: ... *Karena kan dulu saya jurusannya Otomotif. Kebanyakan kan dari dulu kalau kelas otomotif itu dibekali dengan bahasa Jepang, karena memang berpotensi untuk moga bisa ke sana. Dulu kan guru saya juga dari sana, berharap juga jurusan Otomotif bisa berkembang.*

395Danny: *Sebenarnya itu, pengen itu (tertawa). Dulu sebenarnya kan masuk Otomotif itu juga pengennya ke arah sana, lewatnya Otomotif.*

... Because my major was Automotive. Most Automotive classes were provided with Japanese lesson, because they have the potentiality to go to Japan. My teacher also went there, hoping that Automotive major could develop as well.

Actually that, I want that (laugh). I chose Automotive because I wanted to go there, through Automotive.

(Translated by the author)

In high school, Danny had wished to go to Japan, but not particularly to study nor to work. He just wanted to see Japan with his own eyes and to experience Japan with his own skin.

403Danny: *Kalo kerja sih, pengen sih kalo misalkan diberi kesempatan. Kalo misalkan ngga, ya pengennya ke sana dulu lah. Yah saya juga ngga tahu ngapain, yang penting bisa ke sana itu. Kalo saya sih mungkin lebih ke tempatnya, pengen tahu negara Jepang tuh seperti apa gitu.*

About work, I want it if I am given a chance. However, if not, well I just want to go there. I also do not know yet what to do, what matter is I just want to go there. For me, it might be because of the place, and I want to know how Japan looks like.

(Translated by the author)

Besides Danny, Karla also expressed her big interest in going to Japan, not particularly to study, but only to visit Japan. Her good image of Japan, formed by the influence of her older brother and sister since she was little, had a strong impact on Karla who learned Japanese for three years in upper elementary school. Her Japanese teacher told her about the benefit of getting into the Japanese language program at the university, which was a bigger opportunity to go to Japan.

17Author: *Jadi sebenarnya kamu ngga begitu minat bahasa Jepang tapi pengen ke Jepangnya?*

18Karla: *Iya, sebenarnya kayak gitu. ... Kan saya bingung. Saya memang dari pertama pengennya masuk Manajemen. Tapi pilihan kedua belum tahu apa. Terus sensei saya bilang, "Udah ambil bahasa Jepang aja. Bahasa Jepang itu bagus, lho, ntar kamu bisa ke Jepang." Oh iya, ya. "Iya, lagian gampang kok, kamu pasti bisa," katanya gitu. "Siapa tahu kamu bisa ke Jepang gitu kan, nanti kayak saya dapet beasiswa." Jadi kepikirannya, "Oh iya ya, nanti saya*

bisa ke Jepang, saya bisa ke Jepang," terus ya udah, ngga apa-apa deh. "Lagian saingannya masih dikit," kata dia gitu. Ya udah deh, aku pilihan keduanya bahasa Jepang saja.

Author: So actually you were not really interested in Japanese but wanted to go to Japan?

Karla: Yes, actually like that. ... I was confused. From the first time I wanted to enroll in Management, but I did not know with my second choice (university major, *author*). Then my Japanese teacher said, "Why don't you just choose Japanese? Japanese is a good one, and you can go to Japan later." Oh yes, it is. "Yes, and it is easy. You surely can do it," my teacher said. "Who knows you can go to Japan, just like me with the scholarship." So I thought, "Oh yes, it is. I can go to Japan later. I can go to Japan." So, I thought, it is okay. "And, fewer competitors," repeated my teacher. So it settled then. My second choice was Japanese.

(Translated by the author)

Ivy also had a dream to continue her study in Japan after graduated from upper secondary school. Her Japanese teacher often took the students to local Japanese festivals; thus they had chances to know more about Japan. From this experiences, Ivy's interest to study in Japan started to grow. Therefore, after graduated from her school, Ivy applied for MEXT (*Monbukagakusho*) scholarship for undergraduate studies in Japan but failed.

57Ivy: Saya pernah dulu daftar Monbukagakusho pas SMA. Kan selain daftar ini saya nyoba semuanya, pokoknya apapun ada pendaftaran ya dicobain. Saya iseng-iseng. Waktu tahun saya itu masih bisa pakai raport semester 1 sampai 5. Akhirnya nyoba gitu kan. Waktu itu rata-rata saya kan masih 8.3, yang SI kan 8.2. Tapi memang saingannya kan susah banget. Tapi saya pengen nyoba aja, akhirnya saya nyoba SI tapi belum lolos.

I once applied for *Monbukagakusho* when in high school. Besides applying this (Japanese program in university, *author*), I also tried everything, any application. I just tried. At that time, I still could use my school report from semester 1 to 5. So I tried. My average grade was 8.3, while the minimum requirement for undergraduate was 8.2. However, the competitors were tough. I just wanted to try, and I tried the undergraduate program but not yet succeed.

(Translated by the author)

Unlike Danny and Ivy who started their interest of studying in Japan after their encounters with formal Japanese classes, Almira, on the other hand, wanted to study in Japan since she learned Japanese by herself in lower elementary school.

64Almira: *Dari dulu saya pengen ke Jepang, mungkin dari SMP. Dari dulu motivasi saya animasi. Saya pengen belajar animasi, pengen ke Jepang dan belajar animasi.*

I wanted to go to Japan since long time ago, maybe since junior high school. The animation is my motivation for a long time ago. I wanted to learn animation, to go to Japan and learn animation.

(Translated by the author)

Similar with Almira, Reynold's dream to go to Japan emerged since he was in lower secondary school. The influence of TV program and people who had experience of living in Japan has made Reynold wanted to go and study in Japan as well.

88Reynold: *Kalau pengen ke Jepang, sejak dari SMP udah pengen sih, soalnya lihat-lihat di TV itu ada sakura. Kok kelihatan bagus banget. Terus teman om saya juga ada yang kerja di Jepang tuh cerita, ya bagus banget gitu. Terus saya dikasih oleh-oleh baju Jepang gitu, jadi tambah pengen ke sana. Saya pengen lihat Jepang tuh negaranya gimana, pengen ngerasain coba tinggal di sana juga, pengen ngelanjutin sekolah di sana juga.*

About going to Japan, I really wanted to go to Japan since junior high school, because I saw a program on TV about sakura. It looked beautiful. My uncle's friend also was working in Japan, and he told us how great Japan is. Then I received a Japanese shirt as a gift. So, I wanted to go there even more. I wanted to see the country looks like, I want to know how it feels to stay there, and I want to continue my study there.

(Translated by the author)

As discussed in the previous part of this chapter, Almira was interested in anime since she was an elementary school's student. It motivated her to learn Japanese and became the main source of her dream to study in Japan. Almira wanted to pursue her interest in anime by studying in Japan, while Ivy wanted to study in Japan because of her

growing interest in Japan itself. Danny and Karla, on the other hand, had no particular interest in the study, but they were obsessed to go and experience life in Japan.

5.2. Present experiences of Japanese language learning at university

This section will discuss participants' experiences in learning Japanese language at university. Similar with the previous section, there are four themes to highlight in this part: (1) intrinsic motivation of learning Japanese language at university, (2) extrinsic motivation of learning Japanese language at university, (3) Japanese language learning environment, and (4) learners' attitudes toward study in Japan.

5.2.1. Intrinsic motivation for learning Japanese language at university

Participants' intrinsic motivation in choosing Japanese program at university can be divided into three kinds of motivation: (1) interest in Japanese language, (2) interest in Japanese pop culture, (3) interest in study in Japan. Several participants, such as Adel, Dena, Endang, Indah, Reynold, Rina, and Riska had a great interest in learning Japanese language. As discussed in the previous section, they already had intrinsic motivation during their years in upper secondary school or even earlier. Some of them had studied in formal education, while some others actively initiated their own Japanese learning through informal education and autodidact learning. All of them have maintained their intrinsic motivation to continue learning Japanese at the university.

Adel, Dena, Endang, and Rina chose straight Japanese program as their preferred major at the university in the national entrance exam. Adel learned Japanese for three years in upper secondary school and decided to continue learning it at the university. Therefore, she tried entrance exams for Japanese major in four public universities, including one university of education, but all failed. Then, she tried vocational college of

a public university and succeeded. Similar with Adel, Dena had great determination to continue learning Japanese and had to convince her parents about her choice.

20Dena: *Iya, tamat SMA kalau ngga bahasa Jepang, ngga mau. Dulu kan sama orangtua bolehnya di kota S, tapi di kota S ngga ada bahasa Jepang kan. Sampai ya udah di akademi bahasa yang ecek-ecek aja tuh ngga apa-apa, yang penting belajar bahasa Jepang gitu. Tapi terus akhirnya boleh di kota Y. Sampai nangis-nangis. Kan awalnya disuruh pindah jurusan gitu kan, perhotelan atau apa gitu yang gampang cari kerjanya gitu, tapi terus nanti kalau kuliah ngga seneng gitu kan mending masuk bahasa Jepang di sekolah yang kecil-kecil gitu. Akhirnya boleh di kota Y.*

Yes, after graduating from senior high school, I did not want if it was not Japanese. At first, my parents only allowed me to stay at S city, but there was not any Japanese program there. It was okay even if I had to study at a small language academy, as long as I learn Japanese. However, finally, I was allowed to go to Y city. I even cried for that. Because at first, I was told to choose another major, such as Hospitality/Hotel or something like that so it will be easier to find a job. However, I argued that I would instead study Japanese at a small school than study other things I do not like. Finally, I was allowed at Y city.

(Translated by the author)

Dena also tried another public university in a different city, but then she decided to take the one at Y city because it was closer to home and much older than the previous one. She also had to argue about her choice with her parents who thought it would be hard for the graduates of Japanese major to look for a job in the future. Endang had a similar argument with her parent as well. Her parents opposed her choice.

34Endang: *(Tertawa) Iya, yang penting bahasa Jepang. Sempat ditentang sih sama orangtua. Alasannya, "Ya untuk apa? Kamu kan IPS, kenapa ngga ekonomi aja?" Daripada nanti ngga sesuai keinginan, ngga berjalan mulus, nantinya gimana gitu, saya tentang aja, akhirnya dibolehin.*

(Laugh) Yes, as long as it was Japanese. My parents opposed it at first. Their reason, "What for? You are Social Sciences major, why not just take Economy?" Rather than struggling with major I did not want, I chose to resist, and finally, it was allowed.

(Translated by the author)

Rina who did not learn Japanese in formal education chose Japanese major, both in the regular four-year undergraduate program and three-year vocational program at the same university. She failed the former but was accepted in the latter. Rina used to take a Japanese course for two years during her lower secondary school years but could not continue until the advanced level. She did not have any Japanese class at upper secondary school. Her great interest in Japanese made her choose only Japanese major to study at university.

Reynold had the intention to choose Japanese major since even before enrolling at the upper secondary school. He made Japanese as his first option and English as his second but failed to enter the regular (S1) program.

96Reynold: *Saya ngambil Sastra Jepang sama Sastra Inggris, tapi yang S1 saya ngga keterima semua (tertawa). Ya udah, pasrah kan itu. Terus saya juga punya cadangan di Universitas S, Sastra Inggris. Udah keterima di sana, tapi temen saya ngajak "Reynold, di Universitas G juga ada D3. Mo nyoba ngga? Ada bahasa Jepangnya lho". Terus saya kan langsung tertarik. Ya udah tanpa pikir panjang saya langsung ngikut sama teman-teman saya itu. Ikut tes, tapi pas hari pengumumannya ini, itu tuh hari pertama ospek di S. Jadi mau ngga mau saya juga harus ikut di sana to. Pas ospek itu banyak SMS masuk. "Reynold, selamat! Kamu keterima." Pulangnya langsung beli koran itu, ternyata emang ada nama saya.*

107Author: *Ngga keterima di Sastra Jepang itu sempet kecewa ngga?*

108Reynold: *Iya, sempet nyesek juga. Wah, ngga keterima. Padahal dari SMA udah siap-siap, udah otodidak tapi ternyata ngga keterima. Udah sempet mikir, wah emang jalannya bahasa Inggris kali ya. Sempet kayak gitu. Terus ternyata yang ini keterima, ya ternyata masih dikasih jalan buat belajar bahasa Jepang.*

Reynold: I chose Japanese Literature and English Literature, but I failed all S1 program (laugh). So that is it, I only need to accept it. I already had an alternative at S private university, English Literature. I enrolled there, but my friend asked me, "Reynold, there is a D3 program at G public university. Do you want to give it a try? It has Japanese." I got interested right away. Without a second thought, I went there with my friends. We took the exam, but the result came on the same day as the orientation for new students at S University. So I had to be there. During the event, many messages came in. "Reynold, congratulations! You are in." On the way back home I bought a newspaper and found my name there.

Author: Did you feel disappointed when you failed the S1 program of Japanese?

Reynold: Yes, I felt terrible I did not get accepted. Even though I have prepared from senior high school and have learned autodidact, but still I did not get accepted. I thought that maybe English is destined to be my way. I used to think like that. However, then I got accepted in this program, so I was still given an opportunity to learn Japanese.

(Translated by the author)

Reynold tried to apply for another Japanese program, even though he already enrolled at English program at a private university. He quitted the English program when he got accepted in Japanese program and felt happy because he finally could learn Japanese formally. Quitting the other major and enrolled in the Japanese program also happened to Riska. Her first choice was Japanese major, but she failed to enter Japanese and got accepted in the other major. She left and tried for the next entrance exam of the Japanese program in another city and finally passed. Indah also had a similar situation, where she applied different programs, including Japanese, both in the national entrance exam and independent entrance exam. She passed both exams but decided to enroll in Japanese major. In sum, all participants with intrinsic motivation of learning Japanese at the university were very determined regardless of the discouraging circumstances they have to deal.

As also discussed in the previous section regarding Japanese learning environment, one of the participants, Santi, received great influences of Japanese popular culture from her surroundings since young age until upper secondary school. TV, her older brother and sister, friends who shared similar interests, and fans club community of Japanese music group had shaped Santi's strong preference for Japanese popular culture.

This preference had impacted on her choice in university's major as well. Although Santi majored in Natural Sciences when she was in upper secondary school, she decided to choose Japanese major at university. Santi's parents, especially her mother,

supported this choice. It is unlike the general cases in which many parents prefer, and even force, their children to choose sciences over social majors.

20Santi: ... *Tante saya juga kan Sastra Arab Universitas I sama Kedokteran Hewan Institut B. Mereka pas lulusnya tuh malah kerja di kantor TOEFL di Sudirman. Jadi lebih ke bahasa. Terus akhirnya mereka nyaranin juga "Udah deh, daripada ngambil bahasa Inggris, mendingan ngambil bahasa Jepang aja." Saya juga kan dulu sukanya Arashi itu cuman nonton konsernya, ngga ngerti bahasa sama sekali kalo ngga ada teksnya. Tapi dulu suka drama-drama yang suka tayang di Indosiar.*

21Author: *Jadi akhirnya ngambil Sastra Jepang itu ya? Niatnya pengen belajar bahasa Jepangnya?*

22Santi: *Iya, itu tuh bulan Maret awal tuh tiba-tiba udah fix Sastra Jepang ngambilnya. Terus orangtua juga "Udah deh, ngga apa-apa, yang penting kamu kuliah, kamu suka. Ini kan hobi kamu." Jadi itu tuh dari saya SMA kan saya suka dateng ke matsuri-matsuri Universitas I, Universitas J gitu.*

Santi: ... My aunts were Arabic Literature major of I University and Veterinary major of B Institute as well. After graduated, they even worked at TOEFL office at Sudirman. So more into the language. They also suggested me, "Well, rather than taking English, it is better for you to take Japanese." I also liked to watch Arashi's concert only, I would not understand the language at all if it was not because of the subtitles. However, I also liked Japanese drama on TV channel Indosiar.

Author: So, you finally chose Japanese Literature major? Did you want to learn Japanese?

Santi: Yes, it was the beginning of March when I already fixed on Japanese Literature major. My parents also said, "Well, it was okay, as long as you study, you like it. It is your hobby, anyway." Because I often went to Japanese festival at I University or J University since I was in senior high school.

(Translated by the author)

As a preparation, Santi took an extra lesson at a private course for the national entrance exam and Japanese course to understand Japanese characters. Santi admitted that she was desperate enough to learn Japanese that she paid her own Japanese course fee without telling her parents.

34Santi: ... *Senin-Jumat itu les Matematika Fisika gitu kan, nah minggunya itu emang khusus belajar bahasa Jepang. Saya bayar sendiri gitu lho, tapi tetap ketahuan ama ibu saya. "Kamu hari Minggu ngapain keluar?" Akhirnya ketahuan kan. ... Jadi udah nekad gitu lho pengen belajar bahasa Jepang. Jadi sebelum UN tuh udah nyolong-nyolong gitu lho. Tapi itu les cuman*

belajar hiragana katakana doang. Bener dikencengin hafalannya. Jadi dikasih kartu ini bacaannya apa. Tapi belum masuk bunpo, kalimat belum bikin.

... From Monday until Friday I learned Math and Physics at a private course, then Sunday was devoted to learning Japanese. I paid it by myself, but my mom finally found out. "Why did you go out every Sunday?" Finally, it was found out. ... So I was desperate enough to learn Japanese. Before the national entrance exam, I already did it secretly. However, it was just about learning hiragana katakana. We memorized it really hard. We were given cards and spelled it, but we did not get into grammar nor make sentence yet.

(Translated by the author)

Another intrinsic motivation, which is to study in Japan, has driven Ivy to learn Japanese language at university. After failed in the application of MEXT scholarship for undergraduate studies in Japan, Ivy tried several selection programs for the university. Because of the economic reason, she tried a program which provides a full scholarship for six semesters.

47Ivy: ... Di situ kan saya ngambilnya IPS. Kan ada 5 jurusan bahasa di vokasi. Saya Perancis ngga dapet, bahasa Inggris juga. Makanya pengen nyari selain bahasa Inggris itu. Nah, waktu itu di sini ada bahasa Mandarin sama bahasa Jepang. Nah, saya pilihannya bahasa Jepang dan Mandarin. Alhamdulillah, pengumumannya itu malah jauh sebelum ujian nasional. Jadi saya juga berharapnya bisa masuk tanpa tes dan tanpa biaya itu kan, dan menyenangkan orangtua. Dan Alhamdulillah ternyata pengumumannya lolos gitu kan.

... In the program I took Social Sciences. There were five foreign languages program at vocational college. I did not have French before, English as well. That is why I wanted another program beside English. At that time, there were Mandarin and Japanese. So, my choice was Japanese and Mandarin. Thank God, the result notification was far before national exam. So I hoped I could enter without test and and tuition fee, and make my parents happy. And thank God the result notification said I passed.

(Translated by the author)

Ivy then got the full scholarship to study at Japanese language program for three years. By learning Japanese at university, she hoped to be able to go to Japan someday. Not only Ivy but Danny also desperate enough to go to Japan. Danny had similar stories with Reynold and Riska, who chose to quit the major they were enrolled in and changed

to Japanese major. After graduated from vocational school majored in Automotive, Danny pursued his dream to go to Japan by applying for an internship program to Japan through Work Training Center (*Balai Latihan Kerja/BLK*) of the Indonesian government. However, because of the strict physical requirement, he did not continue. He then chose to continue his Automotive major at a university of education in his hometown.

35 Danny: *Sebelumnya saya udah pernah kuliah, dulu di universitas negeri S, jurusannya juga otomotif. Tapi karena di tengah jalan ngga kuat, pusing, ya malah ditinggal, baru semester 2. Itu mulai agak anu, udah pengen masuk jurusan bahasa Jepang. Udah mulai ditinggalkan sih.*

I went to college before, at S University of Education, also taking Automotive major. However, I could not take it anymore, so I quitted when I was still in semester 2. At that time, I started to hmm, I wanted to get into the Japanese language program. So I started to leave.

(Translated by the author)

When he was asked the reason why he chose the Japanese language program, he mentioned his interest in Japan. He mentioned his growing interest in Japan and his dream about going to Japan. Danny did not specify his intention to go to Japan, whether to study, to work, or just to visit Japan. However, seeing from his attempt to apply in an internship program to Japan after graduated from vocational school, it suggested that Danny wanted to have the experience of working in Japan as well.

31 Danny: *Karena lebih tertarik lagi. Yang penting sih pengen tahu Jepang, Suka yang Jepang-Jepang, berharap bisa ke Jepang.*

Because I became more interested. The important thing is that I want to know about Japan. I like all about Japan, hope I can go to Japan.

(Translated by the author)

5.2.2. Extrinsic motivation for learning Japanese language at university

Some participants who chose Japanese learning program at the university were motivated by several extrinsic motives resulted from the circumstances they had to deal with after graduated from upper secondary or vocational schools. The analysis of the data

found a similar extrinsic motivation shared by participants. Most of the participants with extrinsic motivation had to face the reality of finding the alternative major as a second option in order to continue their study at university. Almira, Sheila, Desta, Jasmine, Karla, Sisi, and Sephia mentioned about it in their narratives. Regardless of her interest in Japanese popular culture since young, Almira never had formal Japanese language education and had only learned Japanese characters by herself during her secondary education years. She learned Multimedia major at vocational school and chose Communication major in the national entrance exam for university enrollment. Unfortunately, Almira failed and had to find another major. She found the information about Japanese language major by chance and decided to pursue her old passion in Japanese.

46Almira: Jadi di sekolah tuh saya nemu brosur. Nah itu saya pertama kali tahu sekolah vokasi dari brosur itu. Terus ternyata ada bahasa Jepang, ya udah saya ambil aja. Pas ujian, saya ambil pilihan pertama bahasa Jepang, yang kedua Pariwisata, tapi lebih minat ke bahasa Jepang.

I found a brochure at my school. It was the first time I found out about the vocational college from that brochure. It turned out there is a Japanese language program, so I just decided to take it. For the exam, my first choice was Japanese, the second choice was Tourism, but I was more interested in Japanese.

(Translated by the author)

Sheila, who never learned Japanese and did not have a particular interest in the language nor the popular culture, chose Japanese major after failed in several entrance exams, both national and independent exams conducted by each university, which have left her with fewer options. She majored in Natural Sciences at upper secondary school and was willing to enroll at Physics, but could not make it. She had expanded her options to health sciences and social sciences but ran out of luck. It was at that time when her

mother, with whom Sheila constantly consulted her choices, came with an option of language studies.

118Sheila: *Pilihannya tuh di kota S sama Y, universitas S dan universitas G. Kalo di Universitas S itu ada, "coba ngambil bahasa", kata ibu. Terus saya bilang, aku tuh ngga bisa apa-apa selain bahasa Inggris. "Yah, jangan bahasa Inggris. Bahasa Inggris itu udah terlalu banyak. Apalagi cuma bahasa, nanti kamu susah. Ambil yang lain." Terus saya lihat di Universitas S itu ada bahasa Mandarin. Saya mau daftar, terus saya lihat bawahnya ada tes kemampuan bahasa Mandarin. Oh ngga mau, ngga mau. Terus akhirnya, ya udah itu aja di Universitas G. Ambilnya apa? saya tanya gitu kan sama ibu. "Itu lho, bahasa Jepang apa bahasa Perancis." Terus saya bilang yang pilihan pertamanya yang mana ya? Terus udah Jepang aja. ... Saya mikir, oh iya, aku suka nonton anime. Saya lumayan suka. Terus ya udah, Jepang pilihan pertama, Perancis pilihan kedua.*

The choice was in S and Y city, between S university and G University. At S university, my mother said, "Let's try language." However, I said that I know nothing except English. "No, do not take English. It has too many students already. Let alone it is only language major. It will be hard for you later (to get a job, *Author*). Let's try others." Then I saw Mandarin major at S University. I wanted to apply, but it required Mandarin language proficiency test. No, no, I did not want to do it. Finally, I chose G University. What should I take? I asked my mother. "There are Japanese or French." Then I said, what would be my first choice? I just chose Japan. ... I thought, well, I liked watching anime, quite liked it. That is why I had Japan as a first choice, and French as my second choice.

(Translated by the author)

It turned out that Sheila also passed the exam of health sciences program where she wanted to enroll, but had to continue with the Japanese program because she already paid the tuition fee. A similar thing happened to Sisi, who wanted to get into Accounting major and passed the exam, but ended up in Japanese language program because she already paid the tuition fee after the result notification of the previous exam finally came out.

Meanwhile, for Desta and Karla, their previous experience of Japanese learning and their good relationship with Japanese teacher at their upper secondary school have impacted on their decision to make Japanese major as their alternative option in

university entrance exam. However, Desta interested in International Relations or Korean language major, while Karla wanted to enroll in Management major.

28Desta: *Awalnya pengen berubah sih, karena waktu mulai naik kelas 3 mengenal bahasa Korea. Terus semakin ke sini, mikir "Itu tulisannya ngga sebanyak bahasa Jepang, ya". Bahkan ngga cuma hiragana katakana, ada kanji juga kan. Terus mencoba ikut SNMPTN. Saya ngga ngambil bahasa Jepang. Jadi ngambilnya tuh HI sama bahasa Korea. Ngga masuk juga. Pokoknya sampai ujian mandiri pun ngga dapet gitu. Akhirnya universitas ini buka yang vokasi. Pokoknya waktu itu juga saya daftar. Terus pilihan satu saya isi bahasa Jepang, yang kedua Korea. Akhirnya saya lulus bahasa Jepang. Awalnya gimana ya, kalo boleh jujur, ngga senang sih.*

Actually, I wanted to change because when I was in third grade, I started to know Korean language. It made me think "The characters are not as many as Japanese." In Japanese, not only hiragana and katakana, but there is also kanji. Then, I tried SNMPTN (national entrance exam). I did not take Japanese. I chose International Relation and Korean language. I did not pass. I tried an independent university exam as well but did not pass either. Finally, this university opened the vocational college. So I just applied at that time. The first choice was Japanese and the second was Korean. I got into Japanese major. However, the truth is, I did not feel happy about it.

(Translated by the author)

Both Desta and Karla have decided to continue studying Japanese regardless their reluctance toward it, merely because they did not want to waste time by trying and doing all the process all over again. The reputation of the university they enrolled at was another reason they chose to stay.

Jasmine and Sephia have similar stories with Sheila. They never knew Japanese, except for Jasmine who got some information regarding Japanese from her friends who used to learn Japanese and went to Japan. However, Jasmine never tried to learn Japanese until she failed the national entrance exam. She got the information about the Japanese program from her friends, and they suggested Jasmine to give it a try and promised to help her learn Japanese.

34Jasmine: *Sebenarnya saya kaget, ya soalnya SMA-nya tuh dapetnya Jerman, dan Jerman kan cuman tulisan-tulisan biasa kayak bahasa Indonesia.*

Ini kan ada beberapa tulisan. Saya juga takut. Terus aduh, mampu apa ngganya itu ngga tahu. Kenapa dulu juga ngga ngambil yang sudah keterima? Tapi ya udah, udah telanjur. Mau ngulang 1 tahun lagi kasihan uang sama kasihan orangtua. Jadinya bertahan sampai sekarang.

Actually, I was surprised, because in senior high school I only had German class, and its characters were only alphabets, just like Indonesian language. While Japan has several characters. I was afraid, too. I was not sure whether I could learn it or not. I regretted why I did not take the study offer. However, things already happened. I do not want to redo another one year. I pitied the money and my parents. That is why I kept continuing until now.

(Translated by the author)

Jasmine got an offer to study at another university, but she turned it down because she wanted to get closer to home. She also felt anxious about how her study at Japanese program because she never studied it before. Another participant, Sephia, chose Japanese program after failed several times getting into her favorite major. She got the information about vocational college and Japanese program from her older sister who found about it on newspaper. It was her sister who suggested to apply for vocational college. Sephia chose Tourism as her first choice and Japanese language as her second choice. She passed the Japanese program and decided to continue her study in the program.

26Sephia: Kan dari koran, mbakku baca kan, "Ini ada vokasi." Vokasi apa? "Itu lho D3. Ya udah daftar aja, barangkali ntar beruntung. Emang kamu kalo ngga kuliah mau jadi pengangguran? Emang ngga malu? Mas-masmu kan kuliah.

From the newspaper, my older sister read about it, "There is vocational college." What is vocational college? "It is D3 (three-year diploma program, *Author*). Apply this, and maybe you will get lucky. If you do not study, do you want to be unemployed? Are not you ashamed? Your older brothers studied at university.

(Translated by the author)

5.2.3. Japanese language learning environment

The environment of Japanese learning experiences of participants during their enrollment at university might be categorized into two types: (1) in-classroom learning experiences, and (2) out-of-classroom learning experiences. Many participants who had

previous formal Japanese learning experiences in upper secondary education shared similar attitudes toward the in-classroom Japanese learning experiences. They tended to compare between their previous learning experience and the one they were having at university, then came out with a similar voice which said that the Japanese learning they were having at university was way more difficult and complicated than the previous one at upper secondary school.

In upper secondary education, participants used SAKURA Textbooks 1, 2, and 3 for each grade. Meanwhile, at university, they used MINNA NO NIHONGO (MNN) Textbooks 1 and 2 for basic and lower intermediate level of Japanese grammar. Karla, Adel, Dena, Danny, Ivy, Endang, Indah, and Sisi shared the similar notion of the gap in the contents of SAKURA and MNN. Karla surprised to find how different the level of difficulty between these textbooks.

34Karla: Kalau SMA dulu tuh, saya merasa beda sih SAKURA sama MNN tuh jauh banget. Jadi kayak agak kaget juga sih megang MNN gitu, waktu pertama semester 1. Yang SAKURA tuh kayak apa-apa tuh simpel gitu. Cuma kalimat terus digabung-gabung kayak gitu kan. Kalau MNN kan kayak yang udah emang, gimana ya, yang Jepang banget gitu. Jadi "Duh, kok kayak gini?". Lama-lama tuh di semester 3 Bunpo turun. Yah di semester 1 Bunpo aja udah C, semester 2 Alhamdulillah B, terus C lagi. Terus semester 3 udah mulai yang panik gitu, merasa kayak "Aduh, kok lama-lama susah banget ngikutin Bunponya." Terus Menyimak juga kurang. Ngomong tuh kadang juga masih yang ngga bisa, ngga bisa gitu. Jadi kosakatanya kurang. Belajar tuh kayak "Waduh, kok berat banget." Udah dari mikir tuh berat-berat gitu, terus jadi kayak hmm, tapi mikirnya pengen ke Jepang, tapi ngga ada ininya buat belajar gitu. Terus ya udah sih, terus semester 3 kemarin sempet pengen yang "Duh, udah-udah" gitu.

I felt that the difference between SAKURA I used in senior high school and MNN is too far. So I was quite surprised when I held MNN for the first time in semester 1. In SAKURA, everything was so simple. It was only sentences; then you put them together. While MNN already looks like, how to say, so Japanese. "Oh my, why like this?" Gradually, my grade for Japanese grammar in semester 3 went down. Well, in semester 1 it was C already, but Thank God it was B in semester 2, but then back to C again. In semester 3, I began to be panic, felt like "Why! The grammar is getting hard to follow." Not to say my lack in Listening as well. I also sometimes could not do well in Speaking. There was a lack of vocabularies. Learning felt like "Why! It is so

hard!" I kept thinking about it, and it made me feel like hmm, I still want to go to Japan, but have no passion for studying this anymore. So, when I was in semester 3, I used to think "It is over."

(Translated by the author)

Adel also started to have the feeling similar to Karla's since semester 3. She described the difficult part of Japanese grammar she was struggling.

57Adel: *Semester 3, di bunponya susah. Yah banyak penggunaan polanya. Satu pola bisa dipakai buat ini, ini juga. Jadi bingung gitu lho kapan makai pola ini, ininya.*

In semester 3, the grammar was difficult. Many applications for the grammar patterns. One pattern could be used for this, and this too. So I got confused when to use these patterns.

(Translated by the author)

Various teaching method also became one of the experiences participants had which had a significant impact on their Japanese learning. Dena mentioned about the Japanese speaking (*Kaiwa*) classes she had and the impact of different teaching methods she experienced.

156Dena: *Paling Kaiwa ya yang paling saya senengi. Tapi semester kemaren tuh, yang kaiwanya Business Nihongo, tapi ngga terlalu... Kalau dulu kan SN sensei, terus nanti kita disuruh bikin percakapan, terus kita bercakap-cakap di depan itu kan. Kalau yang SH sensei ini kayak agak pasif gitu jadi jarang ngomong. Paling ke depan itu cuman beberapa kalimat dan itu kayak hafalan gitu lho. Jadi udah bagus-bagus naik, trus mundur lagi.*

162Dena: *Kalau SN sensei tuh di MNN temanya apa gitu kan. Kalau NN sensei itu lebih maju lagi, jadi kayak beda-beda temanya gitu kan, jadi kayak bisa mikir sendiri gitu. Tapi kalau pas SH sensei tuh kayak mundur lagi, cuman hafalan-hafalan gitu. Cuman dari buku disuruh menghubungkan, dan cuman 2-3 kalimat gitu.*

I loved Kaiwa the most. However, last semester, we had Kaiwa for Business Nihongo, but it was not too... With SN sensei, we had to compose our speaking script, then presented it in class. However, with SH sensei, he was quite passive, so we had less speaking practice. Just presenting some sentences and memorizing it. So, the progress we had before declined.

With SN sensei, the themes for Kaiwa were picked up from MNN textbook. While with NN sensei, she was more progressive. Every time different themes, so we could think one of our own. However, with SH sensei, we kind

of declined, just memorizing stuff. Just took them from the textbooks and combined, only 2-3 sentences.

(Translated by the author)

The difficulty with Japanese grammar and the impact of various teaching methods Japanese teachers had on participants were experienced as well by Endang and Indah, especially between semester 2 and semester 3. Besides grammar, Kanji was a big challenge for some participants. Indah, whose interest was Japanese characters, admitted that grammar and Kanji were the most difficult lessons for her.

72Indah: *Kanji rumit kan, terus banyak banget yang harus dihafalin, dan cara bacanya ada banyak banget. Jadi saya tahunya cara bacanya yang A, tapi ternyata ada B, C, D, jadi mana yang benar, padahal semuanya benar gitu.*

Kanji is complicated. There are too many to remember and too many different pronunciations. So for example, I only know A pronunciation, but there are also B, C, D pronunciations. I do not know which one is the right one, even though all of them are right.

(Translated by the author)

Support from native speakers in the classroom seemed to have a positive impact on participants, especially related to their self-confidence in speaking Japanese, as mentioned by Danny.

71Danny: *Kalo perubahan saya, ya mungkin lumayan sih. Ditambah lagi pas kalo kuliah itu mungkin ada Nihonjin-Nihonjin yang diundang ke sini itu, ya benar-benar kita bisa ngobrol itu. Paling ngga ya berani ngobrol itu, ya dapat keberaniannya juga yang pasti. Kalau bahasa ya masih biasa-biasa saja.*

My progress maybe not bad. Particularly with classes that invited some Japanese people, we really could talk there. At least, I am now more confidence talking in Japanese. I definitely got the courage now. Regarding the language, I am still on average.

(Translated by the author)

As Danny mentioned, speaking in Japanese as a way to express one's feeling related significantly with self-confidence. To respond to a Japanese conversation was another challenge that participants needed to face in learning Japanese. Ivy said that she was good enough of being a listener, but still difficult to actively giving a response in conversation.

87Ivy: Kalau ngobrol, kalau yang sederhana, masih bisa. Terus kadang kalau misalnya lihat orang ngomong, denger orang ngomong gitu ngerti. Cuman kalau balas ngomongnya gitu kadang yang susah. Tapi kalau sama yang sederhana-sederhana, bisa gitu.

I still could handle a simple conversation. Sometimes when I saw and listened to people talking, I still could understand. However, to give a reply is difficult sometimes. However, for simple conversation, I am okay.

(Translated by the author)

Participants with no prior formal Japanese education faced similar difficulties regarding some highly challenging subjects in the Japanese language classroom: grammar and Kanji characters. Almira, Reynold, Riska, and Sephia said that it was difficult for them to remember the writing rather than the pronunciation. Meanwhile, Sherly and Desta said that Japanese grammar needed much hard work, time, and energy to be dealt.

In addition to in-classroom Japanese learning, some participants involved in out-of-classroom learning experiences as well. Even more, these learning experiences have become something of significance in participants' investment in the future which related to Japanese. Out-of-classroom Japanese learning experience was very much related to the application of Japanese knowledge participants learned during in-classroom activities. Through out-of-classroom experiences, participants could apply their previous knowledge of Japanese language, as well as learning new things about Japanese that they did not get during their study in the classroom.

Internship program using Japanese language

Many of the out-of-classroom Japanese learning experiences resulted from the internship program vocational college' students were required to do as part of the academic credit. The internship program aimed to connect students with communities of practice outside academic setting and to introduce them to job market they will enter in the future after graduating from university. Being Japanese learners, many participants in this study chose to do the internship at the Japanese-related job.

Almira and Indah were among the students who chose to do the internship as Japanese tourist guide at one popular tourist spot in the region. It was a one-month internship program by learning the basic knowledge of guiding in Japanese from professional tour guides, including specific Japanese expressions and manners. Almira described how the experience made her realize of her lack of Japanese ability. The experience also taught her the new Japanese expressions she never learned in her Japanese class before.

96Almira: *Saya pernah minder dengan kemampuan bahasa Jepang saya. Paling kentara itu pas PKL. Jadi kan interaksi sama Nihonjin. Kadang kan Nihonjin ngomongnya cepet banget, padahal saya tugasnya menjelaskan terus menjawab pertanyaan mereka. Nah, kalo saya ngga paham tuh rasanya "Aduh, ini gimana sih? Udah 2 tahun belajar kok ngga nangkep?" gitu.*

102Almira: *Yang paling berkesan itu ngobrol sama Nihonjin, iro-irona Nihonjin. Jadi ada yang dari daerah ini, daerah ini. Saya tahu ada kata "haru" yang di Hiroshima atau daerah mana gitu. Jadinya saya ngga paham dia ngomong apa. Ternyata itu logatnya sana gitu. Nihonjinnya beda, logatnya juga beda. Baru tahunya itu pas guide itu. Jadi kalau di kelas sama sekali ngga tahu, ngga diajarin. Kan yang diajarinnya Nihongo yang textbook banget, ngga yang daerah-daerah. Manfaatnya kosakatanya tambah. Terus mungkin karena sering disuruh pakai bahasa yang hormat, jadi agak ngerti-ngerti gitu. Terus bunponya juga nambah, soalnya banyak yang diajarin.*

I once felt ashamed with my own Japanese ability. The most obvious moment was during the internship program. We had interaction with Japanese. Sometimes they were speaking too fast, while my job was to explain and to answer their questions. So, when I did not understand them, I felt like "Oh,

no! What is wrong with me? I have studied Japanese for two years, why could not I understand?".

The most memorable experience was having a conversation with Japanese people, different kinds of Japanese. They came from here and there in Japan. I found out there is a word "haru" in Hiroshima or a region there. I did not understand at first what they said. It turned out that it was a specific accent of that region. Different Japanese, different accent too. I only found out about it when I did the guide job. In the Japanese classroom, we did not know at all because we never been taught about it. What we have been taught was a very textbook Japanese, not those used in regions. The benefit was my vocabularies increased. Maybe because I often have been told to use honorific form, so I quite understood. My grammar also increased because I have been taught a lot.

(Translated by the author)

Participants of the internship program came from different Japanese language programs of several universities. Indah mentioned that she was placed in the same group with other Japanese learners from different universities, from Japanese Literature and Japanese Education programs. It has given her plenty of opportunities for asking questions and sharing about Japanese language with them.

148Indah: *Kalau tentang bahasa Jepang itu saya sharing-sharing gitu, misalnya bunpo, kan ada mbak-mbak yang memang bener-bener jadi guru kan. Jadia dia itu sudah guru banget gitu. Jadi sering saya bawa buku gitu kan, terus nanya "Ini gimana sih?" terus "bahasa Jepangnya ini gini-gini, kan?". Terus kadang-kadang dibenerin "ini gini, apa gini aja" gitu. Asyik juga. Jadi banyak temen juga.*

We did some sharing about Japanese, such as grammar. There was a woman who is really a teacher. She was totally into a teacher thing. So I often brought my textbook there, then asking her questions like "How about this?" or "The Japanese word for it is this, right?". Sometimes she would correct me "This is like this, make it this way." It was fun. I also got many friends.

(Translated by the author)

Besides being Japanese tourist guide, participants also involved in other patterns of the internship program, some of them related to Japanese language and some others did not. Riska did an internship at a local coffee production company which famous

among international tourists, including Japanese. Riska was assigned to handle Japanese tourists.

78Riska: *Jadi itu ngejelasin proses pembuatan kopi luwaknya itu. Kalo misalkan ada tamu, terus kita sambut tamunya, jelasin, terus habis itu bantuin ngejualin. Tamunya banyakan dari Eropa sama Jepang. Jadi saya megang yang Jepang. Pas pertama PKL kan dapat materinya dulu, diajarin dulu, terus suruh ngafalin. Awalnya sih yang punya itu nganggep kita itu tamunya dia. Terus dia ngejelasin pakai bahasa Jepang itu, terus kita nyatet seadanya. Terus sambil nyatet sambil merhatiin, nanti kita disuruh merhatiin dia pas dia nyambut tamu atau ngejelasin ke tamunya itu. Besoknya suruh sendiri. Jadi dapet temen juga, dapet informasi juga.*

My job is to explain the making process of civet coffee. If we had guests, we welcomed them, gave an explanation, then helped selling the coffee to them. Most of them came from Europe and Japan. So I handled Japanese guests. On the first day of the internship, we had lecture first, then were taught specific expressions, and had to memorize them. At first, the owner would pretend that we were the guests. He would explain in Japanese, and we had to jot them down. We were taking notes while doing observation when the owner was welcoming the real guests and giving an explanation to them. The next day we had to do it by ourselves. I got friends and also information there.

(Translated by the author)

The internship experiences gave Riska an opportunity to learn some specific Japanese expressions and manner she never had before in Japanese class. It also gave her chances to interact with Japanese native speakers and got some information about Japan.

Teaching Japanese language

Other than internship program, Japanese language program also offered "Japanese Teaching Method" for students. This subject required students to teach Japanese at several upper secondary schools. Endang, Karla, and Reynold were also among students who enrolled in the subject. Endang and Karla already had experiences with SAKURA textbooks used by many upper secondary schools. However, Karla still faced unexpected questions about the content that made her lost confidence in her Japanese ability.

Meanwhile, Endang who wanted to be a Japanese teacher in the future learned some difficulties of working in the field.

154Endang: *Kesulitan paling besar adalah mengatasi keributan (tertawa), sama materi aja. Kadang kan walaupun itu materi yang udah pernah dipelajari, mungkin lupa jadi kita gelisah sendiri. Mungkin juga dari sensei yang di sananya kurang ngasih tahu materinya, jadi kita baru belajarnya itu hari itu juga gitu. Jadi terlalu mendadak banget, mikirnya kita gelisahlah, gugup. Malah saya sendiri salah ngasih informasi, tapi akhirnya ta'benerin lagi.*

The biggest hurdle was to deal with class noisiness (laugh), and also the content. Sometimes even though it was the content we had learned before, we might forget and become nervous. It might also because the teacher did not give enough information on the content, so we learned about it on the day we had to teach them. It was so unanticipated that we got so nervous to think, anxious. Once, I even gave the wrong information, but then I could revise it.

(Translated by the author)

For Reynold, even though he never learned Japanese formally during his upper secondary school year and never used SAKURA textbooks, he could master the content of Japanese basic level and enjoyed teaching them.

Other participants were teaching Japanese as a part-time job, at upper secondary and vocational schools and private Japanese courses. Ivy got the information of the part-time job to teach Japanese at a vocational school through an announcement board at Japanese language program. She applied and soon after that she was asked to teach Japanese at second grade, as part of the extracurricular activity for one semester. The next semester, she was asked to teach Japanese for third graders where Japanese subject was integrated into the school's curriculum. Ivy learned to improvised the content by focusing on hiragana at the beginning of her class.

97Ivy: *Awalnya saya tuh ngajar hiragana dulu. Untuk katakana, bisa dipelajari sambil jalan. Soalnya waktu itu saya pakainya buku SAKURA. Kalo buku SAKURA tuh full bahasa Indonesia, malah hiragana katakana itu dipelajari cuman di belakangnya, per satu baris satu baris gitu. Ngga ada*

penekanannya gitu. Kalau saya melihatnya, kalau di buku SAKURA itu lebih ke tata bahasanya. Tapi saya kalau bisa, hiragananya ya bisa gitu.

In the beginning, I taught them hiragana first. While for katakana, it could be learned on the way. The reason was that at that time I used SAKURA textbook. SAKURA was written in Indonesian language, hiragana and katakana were only in the last part of the textbook, only on each line. Not focusing too much on the characters. I think SAKURA puts more focus on the grammar. However, I wanted to teach hiragana as well.

(Translated by the author)

Besides Ivy, Santi also taught Japanese at a private Japanese course. The offer came from her senior who already taught there. Another participant, Sheila, gave private Japanese lessons to people who wanted to learn Japanese. The experiences of teaching Japanese gave participants some insights on their own Japanese level, as well as provided images of what they could do with their Japanese ability in the future.

Interaction with Japanese students

Every year, some exchange students from Japan would visit the university for two weeks. Some students of the Japanese language program were asked to be their tutors, including Dena. For Dena, it gave her the opportunity to practice her Japanese speaking skill, something that she found difficult to do with her classmates.

44Dena: Hmm, sebenarnya kan kayak kurang praktek gitu ya kalau di sini. Kayak sama teman-teman gitu misalnya, kalau mau praktek pakai bahasa Jepang gitu malah diketawain, terus jadi ngga kebiasa ngomong kan. ... Cuman paling kan ada beberapa teman yang dari Jepang gitu, terus nanti tanki di sini, terus nanti kan disuruh jadi tutor sama A sensei gitu kan. Masih hubungan dengan LINE gitu, paling prakteknya lewat itu aja sih. ... Yang paling berkesannya kan dulu sering ada happyou buat ke Jepang itu, jadi disuruh ngecekin bahasa Jepangnya "Ini udah bener belum?" Paling kalo salah, partikel-partikelnya dibenerin. Terus tanya-tanya Jepang itu gimana. Terus dikasih oleh-oleh.

Hmm, actually we did not have enough practice here. For example, with my classmates. If someone wanted to practice using Japanese, he or she even laughed at him or her. So, we did not get used to speaking Japanese. ... Well, there were some friends from Japan, they did short exchange program here, and some of us were asked by A sensei to be their tutors. We still

communicated via LINE, we practiced our Japanese with that. ... The most memorable thing was when I was preparing my presentation to do in Japan, I asked them to check my Japanese "Is it good or not?" If it were wrong, they would correct the particles I had mistakenly used. I also asked them about Japan. They also gave me souvenirs.

(Translated by the author)

Not only Dena, but also other participants, such as Indah, Ivy, and Reynold were often asked to be the tutors for Japanese students who came to the university in an exchange program. Being in an environment with less opportunity to use Japanese outside of the classroom, the interaction with Japanese students gave participants a positive stimulation to practice Japanese and to use it in their everyday lives.

Community of Japanese pop culture fans

Santi, who has been an active member of a fan-club community of Japanese pop-culture when she was in upper secondary school, joined similar fans club community after her enrollment at the university. The community was the place where Santi and her friends were sharing knowledge and information related to Japan, including Japanese language and pop culture.

56Santi: Itu bukan fans club aja sih, udah kekeluargaan, dan kita tuh suka sesama Jepang gitu, ngga Arashi aja, dorama, komik, manga. Dan nyambung terus diajarinlah sama mereka-mereka. Kalau Kanji itu gini-gini lho. ... Dan teman-teman itu tahu juga bahasa sehari-hari, meskipun ngga ada background belajar bahasa Jepangnya, tapi bisa dengan ya itu, nontonnya itu.

57Author: Jadi Santi belajar dari situ?

58Santi: Iya, dipaksain sih sama teman. "Kamu ngga bisa kalau belajar dari teks terus. Harus diusahain dengan dia ngomong apa, dengan Kanji." Ya udah deh, belajar dari situ. Dan Alhamdulillah kebantu banget, dari bunpo, chokai. Kalau dokkai sih, ya kan di bacaan kan jawabannya. Ya, jadi penyemangat juga.

Santi: It is not just a fans club. It is more like family, and we share a similar interest in Japan, not only Arashi band but also drama, anime, manga. We are connected, and they taught me Japanese too. How to write Kanji. ... Moreover,

they also know daily Japanese, even though they do not have a Japanese learning background, but they can because they watched Japanese programs.

Author: So you learned from that?

Santi: Yes, my friend encouraged me. "You will not be able to speak Japanese only from learning the text. You have to try to understand what they said, with their Kanji." So I learned from that. So Thank God it was really helpful, with grammar and listening. With reading, the answer was already in the text. So, it was encouraging as well.

(Translated by the author)

Her friends in the community had encouraged Santi to learn Japanese not only by textbooks but also with Japanese pop culture and other Japanese TV programs. Santi used Japanese drama, variety shows, songs, and also NHK channel to improve her Japanese ability.

5.2.4. Learners' attitudes toward study in Japan

Among 17 participants of this study, six participants already went to Japan in several short exchange study programs. Sheila has participated in JENESYS (Japan-East Asia Network of Exchange for Students and Youth) program and stayed in Japan for around ten days. According to the official website of JENESYS Program, the program also included school visits and homestays with Japanese families, in order to promote mutual understanding, friendship, and trust between participants, Japanese students, and residents. Dena, Rina, and Riska participated in a five-week exchange program at a technology college in Kitakyushu city. There were also Ivy and Almira who joined a three-month study program at a Japanese language school in Hokkaido.

Participants' attitudes toward study in Japan were mostly based on their interest to go to Japan and to have firsthand experience. Sheila described how she had been very vague about her purpose to Japan and what she intended to do there prior joining the JENESYS program. At the beginning of the fourth semester, her classmates were passionately talking about their dreams to go to Japan. There was an internal selection

within Japanese language program through an interview, and Sheila who had good grades decided to join her friends in the selection process. However, she failed and was disappointed with her Japanese speaking ability.

174Sheila: *Teman-teman udah pada mulai ngomong tuh "pengen ke Jepang, pengen ke Jepang." Saya sebenarnya juga mikir kan, kalo ke Jepang aku mau ngapain (tertawa). Saya juga ngga terlalu suka anime. Terus saya juga ngga sefanatik Santi yang suka Arashi. Drama juga ngga terlalu. Saya juga bingung, saya mau ngapain di sana. ...Terus karena mereka memang mau ke Jepang, coba-coba ah, tapi aku juga ngga tahu sampai Jepang mau ngapain gitu lho (tertawa). Ya udah, terus akhirnya ada tes seleksi prodi. Waktu itu saya jatuhnya di kaiwa, terus saya juga agak sedih, down gitu lho. Dulu sempet nyesel banget kok ngga lolos sih. Sampai sebulan itu saya kayak marah sama diri saya sendiri.*

My friends started to say "I want to go to Japan, I want to go to Japan." I actually thought what I want to do in Japan (laugh). I do not like anime that much. I am not as fanatic as Santi who loves Arashi. I also do not really like Japanese drama. I was confused, what I want to do there. ... So, because they wanted to go to Japan, I also thought to give it a try, even though I do not know what I want to do there (laugh). Then there was a selection at Japanese program. I failed the interview, and I became quite sad, a bit down. I used to regret why I could not pass. I was mad at myself for a month.

(Translated by the author)

Sheila was mad at herself because she realized her Japanese speaking ability was not good enough compared to her friends. However, because of her good grades, another opportunity to go to Japan through the JENESYS program was offered to her. Her passion for studying in Japan and for improving her Japanese skill has resulted from her experience of visiting Japan through the JENESYS program.

212Sheila: *Ke Jepang itu mau ngapain ngga tahu, belum tahu. Terus saya tahunya setelah mau pulang kemaren sih. Pengen balik ke sana tapi mau belajar. Udah itu doang. Udah ada keinginan. Maksudnya kalau dulu kan ngga ada keinginan, maksudnya kalau bisa, kalau ngga ya udah. Tapi kalau yang sekarang ini, mungkin lebih kepacu, harus balik ke sana buat belajar gitu. Pengen belajar lagi buat mendalami kaiwa (tertawa)*

I did not know yet why I wanted to go to Japan. I realized it before I returned home. I wanted to go there again to study. That is all. It is my passion. I used

to have no passion about study in Japan. But now I do. I have to go back there again to study. I want to study to improve my speaking (laugh).

(Translated by the author)

Having an interest in Japanese language long before their enrollment at Japanese language program has made Dena, Rina, and Riska always wish to go to Japan. The exchange program was their first chance to go to Japan, and they wanted to take the offer. For Dena, it gave her plenty of chances to practice speaking Japanese more, especially with native speakers, something that she could hardly do with her classmates. Even though it was not a scholarship program and they had to pay the fee partially, they determined to go to Japan.

Ivy and Almira took a different path regarding their study in Japan. They found an offer from a local Japanese language course to study Japanese for three months at a Japanese language school in Hokkaido. They also had to pay the program fee partially.

439Ivy: *(tertawa) Sebenarnya nyoba-nyoba sih. Saya tetap minta izin orangtua, kan biayanya mahal. Saya pengen ke Jepang soalnya selama saya mengajar di manapun itu, pertanyaannya "Mbak udah pernah ke Jepang belum?" gitu.*

(laugh) Actually, I just wanted to try. I still asked for my parents' permission, because it was expensive. I wanted to go to Japan because, during my experiences of teaching Japanese wherever it was, they always asked, "Have you been to Japan?"

(Translated by the author)

70Almira: *Waktu lihat posternya kayak ngga tertarik gitu, soalnya ada biayanya, "Kok harus bayar, ya?". Terus Ivy cerita-cerita gitu "Oh iya sih, kenapa ngga?" gitu. Mumpung mahasiswa gitu saya pengen, daripada udah lulus kan.*

When I saw the poster, at first, I was not interested because of the fee, thought "Why should I pay that?". However, then I talked with Ivy, and I thought, "Oh yeah, why not?". I wanted to do it while I am still a college student, rather than later after I graduated.

(Translated by the author)

Besides the interest to go to Japan itself, Ivy's experience of teaching Japanese and how she had always been asked about visiting Japan has motivated her to participate in the study program in Japan. Meanwhile for Almira, being a Japanese learner was another motivation for her to study in Japan. Their status, as a Japanese teacher and a Japanese learner, has become a significant stimulus for going to Japan and study Japanese there.

One of the obstacles for learners to participate in exchange study program to Japan offered by Japanese language program was the minimum GPA of 3.5 as one of the requirements to be able to participate in the selection process. Ivy and Danny could not apply for the exchange programs because their GPA was below 3.5, made them ineligible for joining the competition.

Although going to Japan has been a dream for many Japanese learners, especially those with great interest in Japanese language and culture, not all of them were willing to pay for the program fee, including Reynold. Meanwhile for other learners, visiting Japan has been a preferable option rather than studying in Japan, such as for Karla, Indah, Desta, and Adel.

67Karla: Saya suka banget sama negaranya. Kalau dulu sih ngebayanginnya yang penting bisa main dulu di sana, ngerasain negaranya itu kayak gimana. Apalagi yang pas tugas kuliah Kejepangan, saya membahas Osaka. "Ini keren banget Osaka-Kyoto". Kalau ke Jepang, pengennya ke sini, pokoknya pengennya ke sini dulu. Pengen ngerasain gimana sih kerennya Jepang gitu lho. Habis kalau di film-film kayaknya emang bagus banget sih.

I really loved the country. I used to imagine I could go there, and feel the country with my own skin. Especially when we had the subject Introduction to Japan in the class, I discussed Osaka, "Osaka and Kyoto were so cool." When I go to Japan, I want to go there first, I really do. I want to experience how cool Japan is. From movies I watched, it looks so great.

(Translated by the author)

5.3. Future plan after graduating from university

Based on the application of Japanese language skills, participants' future plan after graduating from the Japanese language program at university could be divided into two categories, that is to say future plan to work and/or to continue study (1) with relation to Japanese language, and (2) with no relation to Japanese language. Danny, Ivy, Almira, Sheila, Dena, Rina, Endang, Santi, Reynold, and Riska belonged to the first category. After finishing their study at university, working or continuing study were the most common options participants had in their minds. Some of them wished to work at Japanese companies, while others wanted to continue their study at the regular undergraduate program (S1 program) to get a higher degree.

Before her enrollment at the university, Dena only knew that by learning Japanese she could become a Japanese translator. However, during her university years, she learned to know other job opportunities for Japanese learners. Before going to Japan for an exchange study program, she got an offer from her native Japanese teacher to work at a Japanese-affiliated company after graduated. Dena was often asked to be a tutor for Japanese students who came to the university through by her native Japanese teacher and has gained his trust ever since. Dena decided to accept the job offer because she has another opportunity to revisit Japan through that job.

110Dena: *A sensei kan bilangnyanya itu kayak ngajar yang calon TKI itu, terus saya bilang saya ngga mau jadi guru. Ya udah, jadi staf aja ngga apa-apa. Ternyata ada perusahaan yang di Jepangnyanya juga. "Bahasa Jepangmu nanti kepake kok. Nanti pekerjaan kamu kayak kirim-kirim email dan berkas-berkas, jadi bahasa Jepangnyanya tetap kepake." Terus saya bilang ke orangtua saya. Kan tadinya saya mau nerusin ke Universitas U. Kalau mau nerusin S1 ngga apa-apa, kalau mau kerja ngga apa-apa, terserah gitu. Tapi saran Bapak sih, kesempatan itu ngga datang dua kali. Terus saya bilang sama A sensei, saya tuh masih pengen ke Jepang, saya masih pengen nyari beasiswa lagi. Terus dibilangin, "Ya nanti kalau kamu pintar, bisa kok dikirim training ke Jepang." Ya udah, habis itu saya mikir, "Yah sapa tahu dari situ bisa ke Jepang lagi."*

A sensei said that the job is to teach Japan's trainees, but I said that I do not want to teach. So, he offered me to be a staff instead. The company has its office in Japan, too. "Your Japanese will be useful later. Your job includes sending emails and documents, so you still use Japanese." Then I told my parents. I had a plan to continue my study to U university. My father said that to work or to continue study is up to me to decide, but the chances will not come twice. Then I said to A sensei that I still want to go to Japan and want to look for scholarship to go there. He said, "Well, if you work well, you can be sent to Japan later." So, I thought, "Who knows I might be able to go to Japan again."

(Translated by the author)

Being a Japanese translator is another job some participants intended to do after graduating from university. Almira wishes to be a Japanese translator in a Japanese company. According to Almira, being a Japanese translator is a challenging, yet an interesting job because she is required to have broad knowledge about many things. Similar to Almira, Reynold also wanted to become a Japanese translator, working at a publishing company translating manga into Indonesian.

215Reynold: *Saya mau masuk ke perusahaan EM, penerjemah komik. Mau nyoba ke situ. Soalnya kemarin di seminar penerjemahan itu disuruh. "Soalnya kalau penerjemah Indonesia itu kan cuman sedikit, sedikit banget. Terus kalau mau nyoba ngga apa-apa, nyoba aja, ngga usah takut." Jadi kemaren waktu seminar terus mulai tergugah gitu, jadi pengen nyobain nerjemahin komik.*

I want to try EM company, the comic translator. I want to try it. I have been told about it when I was attending a translation seminar some time ago. "The number of the comic translator in Indonesia is still small, very small. So it is fine if we want to try. Just try it, do not be hesitated." So, since the seminar, I am getting more interested and wanted to try translating manga.

(Translated by the author)

Beside Japanese translator, being a Japanese interpreter is also one of the Japanese learners' dreams, including Rina. She wanted to become an interpreter rather than a translator because she did not like studying grammar, while a strong knowledge of grammar is indispensable for a translator.

Some participants also had a passion for teaching Japanese, such as Ivy, Sheila, Endang, and Riska. While others chose to continue their study to become a professional Japanese teacher, Riska had a wish to teach Japanese by opening a Japanese course back at her hometown. She wanted to help local people to have more access to foreign language learning, particularly language other than English.

68Riska: *Rencananya sih kan pengen pulang nanti. Di sana kan tempat les bahasa Jepang masih kurang. Jadi pengenlah gitu membuka satu lembaga kursus bahasa Jepang di sana kan. Di sekolah-sekolah juga tuh bahasa asing yang dipelajari itu cuman bahasa Inggris, yang bahasa-bahasa lainnya ngga ada. ... Kepikirannya baru-baru ini aja sih. Soalnya kemaren pas pulang libur 3 hari itu kan ketemu sama temen. Terus teman itu ternyata ikut les bahasa Jepang juga. Karena dia dikasih tugas, terus dia minta bantuan saya kan. Terus tiba-tiba mikir, "Oh iya ya, kenapa aku ngga buka lembaga kursus bahasa Jepang aja ya, biar aku ngajarin kalian-kalian ini". Ya udah, kepikirannya dari situ.*

My plan is to go back to my hometown. Japanese course is only a few there. So, I want to open a Japanese course. At schools as well, English is the only foreign language to be learned, there are no other languages. ... This idea came out recently. Some time ago, I went home for three days for holiday and met my friend. She is attending a Japanese course too. She had homework and asked for my help. Then I thought, "Yeah, why do not I just open a Japanese language course, so I can teach other people Japanese." So, that was how the idea came.

(Translated by the author)

Ivy has been teaching Japanese as a part-time job during her years at university and wanted to become a Japanese teacher or lecturer. In order to be a teacher or lecturer, she needed to have a higher degree, minimum Bachelor degree with a major in Education. Therefore, taking Japanese language education at a University of Education is the option she has decided to take.

183Ivy: *Pengennya ngelanjutin lagi. Pernah sih tertarik sama yang ditawarkan senpai untuk kuliah di Jepang, cuman kan biayanya mahal, biaya sendiri. Kalau misalnya ada beasiswa, bisa nyari-nyari gitu, tapi kalau ngga, niatnya tetap lanjut tapi di Indonesia aja gitu. ... Yang jelas pengen lulus dulu D3nya. Habis itu kemaren sih udah nanya-nanya ke beberapa universitas apa bisa lanjut ekstensi, ada yang bisa ada yang tidak. Terus waktu tanya ke salah*

satu dosen di Universitas Negeri S, itu katanya bisa. Di situ kan pendidikan. Katanya sekarang aturannya ngga ada Akta 4, dihapuskan. Dulu kan ada Akta 4, jadi meskipun dari Jurusan Sastra atau Ilmu Murni, bisa ngambil Akta 4. Sekarang itu ngga ada. Jadi tetap dari Jurusan Pendidikan kalau mau jadi guru.

I want to continue my study. I once got interested in the offer from my senior to study in Japan, but the cost was expensive, self-funding. I could look for a scholarship if there is any, but if there is not, I still want to continue my study in Indonesia. ... One thing for sure, I want to graduate first from the D3 program. I have asked some universities whether I could apply for an extension, some can and some cannot. Then when I asked one of the lecturers at S University of education, he said I can. There is a Japanese Education major there. The new policy is no more teaching certificate Akta 4. It had been abolished. With Akta 4, people from literature or pure science majors also were able to get it. Now they cannot. So we still need to take Education major if we want to be a teacher.

(Translated by the author)

Similar to Ivy, Endang and Sheila also wanted to continue their study at the University of Education, majoring in Japanese language education. Endang wanted to become a Japanese teacher at upper secondary education, following the role model of her former Japanese teacher at her previous upper secondary school, while Sheila wanted to become a Japanese lecturer. However, not all universities open an extension program from Diploma (D3) to undergraduate regular (S1) program, making it difficult for vocational college students like them to continue the study at the university of their choice. Because of that, Sheila also thought about the possibility to continue her study in Japan.

310Sheila: *Kemaren sih ibu bilangnyanya, "Lanjut aja dulu S1, soalnya kan dua tahun lagi ibu sudah mau pensiun, jadi lanjut dulu. Kalau bisa, coba cari negeri. Pilihan terakhir tuh swasta." Terus saya juga udah nyari-nyari informasi tapi kayaknya susah memang. Kalau Universitas J memang buka ekstensi, tapi bukan yang Sastra Jepang, buat teknik-teknik gitu bukannya. Terus yang kemaren itu saya mikir, "Apa aku ke Jepang lagi ya?" Nyobanya program yang kemarin ada di selebaran itu. Saya mau nge-apply satu-satu, mana tahu ada yang positif.*

My mother told me, "Just continue your study to S1 because I will be retired in two years, so it's better for you to continue studying. If it is possible, find a public university. The private university is the last choice." I also have tried to

look for any information, but it seems really difficult. J University opens an extension program, but not for Japanese. Only for Engineering. Then I was thinking, "Should I go to Japan again?" Try for the study-abroad program mentioned in the leaflet I saw some time ago. I want to apply one by one, who knows one of them will be positive.

(Translated by the author)

Besides Sheila, Danny was also determined to go to Japan ever since he studied Japanese at upper secondary school. He chose to quit Automotive major and changed to Japanese language major in order to realize his dream to go to Japan. For the future, he did not feel confident enough with his background in Japanese learning and still wanted to pursue N3 in order to be able to go to Japan.

415Danny: *Kalau untuk masa depan sih sebenarnya saya juga merasa kalau mungkin untuk pekerjaan itu belum. Bingung juga. Sementara ini belum ada rencana. Pengennya sih kerja, terus saya tuh tetep ngejar yang N3, biarpun bekerja tetapi tetep belajar bahasa Jepang biar untuk N3nya lulus. Buat ke Jepangnya sih. Rata-rata kan mungkin persyaratannya untuk D3 lulusnya paling ngga N3, mengejanya itu. Sebetulnya kemaren ada program yang dari kursus bahasa Jepang J itu, dulunya bayar 20 juta itu. Saya sebenarnya sudah ngomong sama keluarga sih tentang itu. ... Kalau bisa, setelah lulus ya pengen nyari program-program yang kayak gitu. Itu modelnya belajar budaya, 20 juta itu untuk selama 3 bulan, belajar tentang Jepang, seperti itu.* About the future, I actually feel that I am not ready yet for the job. I am confused. I have no plan for now. Well, I want to work, but I also want to pursue my N3, so even if I work, I have to keep studying Japanese in order to pass N3. It is for going to Japan. The requirement for D3 students is mostly N3, so I am targeting it. Actually, there was a program from J Japanese language course, paying around 20 million rupiahs. I have talked to my family about it. ... If possible, after graduated, I want to look for that kind of program. It is about learning culture, 20 million rupiahs for three months, learning about Japan and stuff.

(Translated by the author)

Another participant with the same determination to go to Japan was Santi. With constant influences of Japanese pop culture from her environment ever since she was young, Santi felt a great longing for Japan. During her study at university, she has applied

for the MEXT scholarship but failed the screening process. She still wanted to try for another chance after graduated from university.

100Santi: *Pengennya sih apply lagi MEXT, terus sambil nunggu itu, ya freelance. Kalau udah dapet apply, dimasukin, oke. Tapi ibu saya nyuruh S1 sih lanjut. "Sayang, kak" kata dia gitu. Tapi itu cuma ada di Universitas P. Kemaren ama mbak T kan aku nanya, itu mahal sekali dan jauh banget dari rumah saya. ... Saya pengennya di D2 MEXT jadi yang bener-bener special training gitu, jadi kepake aplikasinya, bahasa Jepangnya. Ngapain ngambil S1 lagi, kan udah dapet.*

I want to apply MEXT again, and while waiting for it, I will do freelance work. Then when I can apply, I will submit it. However, my mother asked me to continue to S1 program. "You are halfway done," she said. However, the extension program is only available at P private university. I have asked my senior T; it is so expensive and too far from my home. ... I want to apply the D2 program of MEXT, the one with a special training program, so I will be able to use the applied knowledge and the Japanese language. It is useless to take the S1 program; I have already got my Japanese.

(Translated by the author)

Santi did not want to continue learning Japanese language. She wanted to apply her Japanese knowledge to learn new knowledge and skills. By applying for the D2 program of the MEXT scholarship, she wished to be able to study in Japan and using her Japanese skills to study a new field of expertise. Similar to Santi, Adel, Indah, Desta, Karla, Jasmine, Sisi, and Sephia were among participants of this study who mentioned in their interviews about their intention to work or continue study in the field not related to Japanese language. Except for Jasmine and Sephia, they all have studied Japanese at upper secondary schools. Only Adel and Indah who chose Japanese language program based on their interest in Japanese language. Meanwhile, the rest of the five participants chose Japanese as their second or last option in order to enroll at the university.

During her last year of study, Adel has been contemplating her choice of study and started to doubt whether she was in the right track or not. Adel's involvement in a

community event has brought a new awareness of her capability to face the future after graduated.

75Adel: Setahunan terakhir ini sempat mikir, "Apa saya salah jurusan?" gitu kan. Saya sempat dapat undangan jurusan Manajemen, tapi karena keukeuh pengen Jepang, jadi saya tolak gitu. Jadi sempet pas udah ke sini, "Oh iya ya, sayang," gitu. Makanya ada rencana juga setelah ini pengen coba lanjut ambil Manajemen.

This past one year, I was thinking, "Am I taking the wrong program?" I once got an invitation letter from the Management Program, but I refused it because I insisted on learning Japanese. However, after I got into this program, I began to think, "It is a pity I let it go." So, I have a plan to continue my study at Management after this.

(Translated by the author)

Continue study in another program of their interest is also a part of the future plan of Desta, Sisi, and Sephia. Desta wanted to study Communication and Visual Design, Sisi wanted to study Accounting, and Sephia wanted to study Hotel and Tourism. On the other hand, Indah, Karla, and Jasmine chose to work rather than continuing study as soon as they graduated from university. Even though Indah particularly interested in Japanese language, especially its characters, she did not have any preference for working at Japanese related jobs. She had an image of "ideal office worker" and wanted to realize this image.

245Indah: Saya membayangkan dalam lima tahun mungkin saya bakal kerja di kantor itu, terus saya mungkin udah pernah jalan-jalan ke Jepang. Ya gaya orang-orang kantor yang keren-keren itu, yang sibuk selalu membawa tas sama dokumen-dokumen itu. Saya memandangnya sih keren orang-orang kayak gitu.

I imagine within five years I may be working in an office and already visited Japan. Just like those cool office workers, who always brings handbag and documents. I think they are cool.

(Translated by the author)

Karla wanted to work at a company—preferably a Japanese company—a bank or a hotel, as a marketing or public relations (PR) staff. After involved in many events during her university years, Karla had more confidence in her marketing and PR skills rather than her Japanese language skills.

109Karla: *Rasanya sia-sia sih gitu udah ditekuni. Kayaknya tiga tahun ini kenanya marketing dan PR gitu. Tapi ini yang saya bisa, mau gimana lagi. Lama-lama kayak "Daripada ngga bisa kerja, ya udahlah skill yang dimiliki saja."*

The Japanese I have been learning felt useless somehow. These three years I learned marketing and PR instead. However, this is what I am good at now. There is nothing I can do about it. After some time, I thought, "It is better to work by using the skills I have, rather than I cannot work at all."

(Translated by the author)

Similar with Indah and Karla, Jasmine also wanted to work at a company, whether it is a Japanese or non-Japanese company. Her relative is working at a Japanese company in Jakarta, and he has promised Jasmine to help her find a job after she graduated from university. Jasmine was also suggested to continue her study in the S1 program with a different major; thus she could combine both of her skills and knowledge for the sake of her future work.

5.4. Chapter summary

This chapter has discussed learners' narratives of Japanese learning experiences at Japanese language program of an Indonesian university. The first section described the narratives of 17 Japanese language learners. In the second section, the result of the analysis of narratives was discussed in three timelines: past, present, and future. Japanese popular culture and Japanese lesson at upper secondary school had been the strong intrinsic motivation for learning Japanese language before university. Thus, learning Japanese language in a formal educational institution is also the main language learning

environment before university. During their present experiences of learning Japanese language at university, besides interest in Japanese language and popular culture, the study in Japan has been another strong intrinsic motivation for Japanese language learners. Learners' engagement in various Japanese language learning environment outside classroom indicates the strong needs for learners to apply their language knowledge into actual practice. Their attitudes toward study in Japan has more explicit objectives compared to the previous one before university, one of them is to improve their Japanese language skills. Lastly, regarding the future plan after graduated from university, learners who previously engaged in Japanese language communities of practice have related their future plan to Japanese language use, whether to work, to continue the study, or to go to Japan.

CHAPTER 6

LEARNERS' NARRATIVES OF STUDY ABROAD EXPERIENCES IN JAPAN

This chapter discussed the further investment in Japanese learning through the analysis of narratives of ten learners on their study abroad experiences in Japan after they graduated from Japanese language program of Indonesian universities. Findings from the analysis of learners' narratives of their study abroad experiences are categorized into ten themes which will be further explored in this chapter, consists of: (1) the inadequacy of Japanese language skills, (2) the importance of JLPT N1/N2 and Japanese language for business, (3) the extra value of living-in-Japan experience, (4) the realization of Japanese dream, (5) learning Japanese at Japanese language school, (6) the using of Japanese in the workplace, (7) study and work demands, (8) dealing with prejudices and discrimination, (9) negotiating personal values and identities, and (10) study abroad and the future.

6.1. The inadequacy of Japanese language skills

When the author asked the participants their reasons to participate in a study-abroad program in Japan, most participants voiced similar anxious and inferior feelings. They had feelings of inadequacy regarding their Japanese language skills and proficiency, even after spending three to four years at university studying Japanese. Tissa said how difficult it is for her to look for a job that suited her educational background and interest.

Tissa: Aku tuh orangnya ngga suka yg nanggung. Aku udah terjun ke situ, dan aku masih merasa belum cukup. Aku masih merasa bego. Alasanku pengen ke jepang hanya satu, aku ngga mau kuliahku sia-sia tiga tahun tapi ngga bisa bahasa Jepang. Itu doang alasanku

Author: Berarti dirimu merasa ngga bisa dong waktu pas lulus terakhir?

Tissa: Iya. Aku merasa itu tidak cukup sensei, apa yang diajarkan itu terlalu basic. Iya, aku merasa 'kok gini aja sih?'. Cuman aku pengen belajar sendiri juga ngga ngerti, karena aku bukan otaku bukan apa kan. Ngga suka anime,

ngga suka game, ngga suka apa kan, jadi mau belajar lebih pun dari mana aku ngga ngerti. Dan aku ngerasa udah terjun di situ, jangan tanggung dong. Jangan sampe kamu tiga tahun itu uangmu, uang orangtuamu terbuang hanya untuk sesuatu yang kamu ngga bisa. Nanggung banget, karena habis lulus kan ngelamar-lamar kerja tuh. Ngelamar kerja aku ngga ada yg diterima karena apa, ya aku tahu diri sendiri, ngga cukup kemampuanku segitu. Ngelamar jadi penerjemah, ngga cukup, cuman lulusan vokasi. Mau jadi pengajar, mengajar SMP, bisalah ngajar, tapi paling yang basic-basic, yang les-lesan biasa gitu itu bisa. Cuman kan karena aku ngga ada kyomi untuk ngajar, jadi emang ngga ada yg mau aku ambil. Itu juga mereka syarat semuanya N1, N2. Kebanyakan yang daftar juga kebanyakan yang udah pernah ke Jepang. Aku ngga pernah ke Jepang. Jadi intinya kalau kamu cuman lulusan vokasi, lulus mentah. Udah langsung itu nyari kerja, kalau kamu keluar dari jalurmu misalnya kan banyak perusahaan menerima jurusan apapun yang penting D3 S1 gitu doang kan. Nah itu ngga apa-apa. Tapi kalau kamu mau terjun yang bahasamu, zettai muri, muri muri. Susah. Itu yang perlu diperbaiki. Standarnya ditambahin.

Tissa: I do not like leaving things half done. I have already thrown myself in this (studying Japanese, *Author*) and still it feels it is not enough. My only reason to go to Japan is that I do not want my three-year study to go to waste because I cannot speak Japanese. That is my only reason.

Author: So, does it mean you do not think you are capable when you graduated?

Tissa: Yes. I felt it is not enough. What we have been taught was too basic. Yes, I felt like, "That is it?" I wanted to learn by myself, but I could not because I am not an otaku or as such. I do not like anime, do not like games, do not like those kinds of stuff, so I did not know from where I could study more about Japanese. Moreover, I have already thrown myself in it, so I did not want to do it halfway. I did not want my whole three years and my parents' money to go to waste for something I was not capable. It was so halfway. I did job hunting after I graduated. I applied for jobs, but none was accepted. You know why? Because my (Japanese, *Author*) skill is not enough. I applied for an interpreter position, it was not enough, because I am just a vocational college graduate. Applying for a teacher, teaching junior high school, well I can teach, but only the basics. I can teach the language course. However, I did not have any interest in teaching, so I did not take any of those jobs. They all also require N1 or N2. Most people who apply for the job also have been to Japan. I have never been to Japan. The point is, if you are only a vocational college graduate, you are a mere graduate. After that you are looking for jobs, if you are willing to be out of your track since many companies are looking for any majors of D3 or S1 graduates, then it is okay. However, if you want to have a job related to the language you studied, it is impossible, impossible, impossible. It is difficult. That is what needed to be improved. The standard needs to be raised.

(First interview 5/29/2016, translated by the author)

In the interview above, Tissa has raised several significant points regarding her decision to study abroad in Japan. These points might also reflect the current condition of

Japanese language education faced by some higher educational institutions in Indonesia. The first one was about the inadequacy of Japanese language skills. Learning Japanese for three years at university was not enough for Tissa to be a capable candidate for Japanese-related jobs. Her Japanese skill was inadequate to apply for jobs that employ Japanese, such as an interpreter. As a university graduate, she was still able to apply for any jobs not related to Japanese. However, Tissa still wanted to work in the field relevant to her major.

Besides Tissa, other participants such as Danny and Rita also mentioned a similar factor that motivated them to participate in study abroad program to Japan. Interview with Danny which was conducted in 2015 revealed as well how learners felt unprepared for the new life of work. Danny expressed the uncertainty of his future in his interview before graduated from university.

474Author: *Pernah merasa menyesal ngga sih banting setir dari otomotif ke bahasa Jepang?*

475Danny: *Kalau menyesal, mungkin kadang tuh ada orang yg masuk bahasa mau kerja di bagian apa gitu. Saya sendiri untuk masa depan, kadang saya kepikiran juga. Ke depan, kalo bahasa tuh, untuk ukuran kayak saya yang tanggung-tanggung gini mau kerja di mana gitu kan mungkin yang susah gitu.*

Author: Have you regretted your decision to change major from Automotive to Japanese Language?

Danny: About regret, maybe sometimes there is someone who is wondering about what kind of work he can do as a language major graduate. I am also thinking the same thing sometimes about my future. For a mediocre language learner like me, it might be difficult to find a job in the future.

(Interview in 3/23/2015, translated by the author)

The issue of inadequacy of Japanese language skills was not a problem specific to D3 vocational college graduates like Tissa, but also to S1 regular undergraduate program graduates, such as Rita and Een. Rita experienced the challenge of the labor market's high demand related to Japanese language skills.

Rita: *Tapi masalahnya kan kalau di Indonesia kan orang to pasti tuntutan, kita kan istilahnya lulusan Sastra Jepang, pasti otomatis harus tuntutan ki kita setidaknya harus bisa bahasa Jepang. Terus cari kerja pasti, kalau misalnya ndak dilihat misalnya persyaratannya, lulusan Sastra Jepang, pekerjaan ini, mungkin lulus berkas lah, tapi kan kalau giliran nanti masuk kerja kan kita harus fasih berbahasa Jepang. Kalau kita ndak bisa pasti ndak bisa ki.*

Rita: The problem is in Indonesia, that is what people require. We are Japanese Literature major graduates, so automatically we are required to be at least capable in Japanese. When we applied for a job opening available for graduates of Japanese major, we might get through the document review. However, later on, we will still be required to speak Japanese fluently at work. If we cannot, then we surely will not be able to do it.

(First interview 5/28/2016, translated by the author)

Rita had worked as a bank officer—a job with no relation to Japanese language—for two years after graduating from the S1 regular undergraduate program, before decided to quit the job and to come to Japan to study Japanese. The high expectation of society toward the language skills of Japanese major graduates' ignored the reality of the situation. Many graduates, like Rita and Tissa, actually felt less confidence with their inadequacy of Japanese language skills. This situation left participants with very limited alternatives: to get JLPT certificate of minimum N2 or N3 so they would be able to work in the field using Japanese language, or to apply to any job in the field which available for them. Rita was forced to choose the latter option since she did not have the N2 certificate when she was graduated from four-year Japanese program of an Indonesian university.

Rita: *Tapi begitu mi, kadang to kayak mauki juga kerja yang berhubungan sama Sastra Jepang tapi giliran saya liat lagi persyaratannya, aduh ciut ka lagi, N2, harus belajar bahasa Jepangnya yang setidaknya bisa baca kanji sama tulisan. Itu kan, pas lagi dilupa semua mi, ndak pernah mi saya sentuh-sentuh. Jadi makanya pas kemarin Een bilang "saya mi dulu ke sini na, coba-coba ka dulu liatki di sini. Kalo bagus, ke sini moko juga." Satu bulan sebelum berangkat saya resign mi.*

Rita: It is just that I wanted to have a job related to my educational background in Japanese language, but every time I read the requirement, I

recoiled at the N2. I have to learn Japanese again, at least to be able to read the *Kanji* characters and the writing. Besides, I forgot most of the things after being idle all this time. So, when Een said, "I will go first and see the situation in Japan. If it is okay, you can come here, too." A month before I went to Japan, I resigned.

(First interview 5/28/2016, translated by the author)

Lacking speaking skill was one of the problems faced by many Japanese learners. Agatha came to Japan to study Japanese because she wanted to improve her Japanese speaking skills and to have some experiences in Japan, as well. Agatha felt that majoring in Japanese at the university has helped her to develop her Japanese literacy, but did not do much to boost her Japanese fluency.

Agatha: Pengennya sih, pokoknya pengen punya pengalaman ke Jepang begitu. Dulu kan pengen ke sana ke sini itu sama Tina itu kan. Pengennya sih dulu, pengen Japanese Studies yang Monbusho itu yang cuman setahun itu. Pokoknya pengen ngerasain Jepang setahun aja rasanya tuh, dulu waktu masih kuliah kita cari-cari tuh. Ngga boleh kan D3.

Author: waktu ngelanjutin ke sini, tujuannya apa?

Agatha: Pokoknya itu deh, cuman pengen ngelancarin bahasa Jepang. Kuliah di Universitas G kan ngga ngaruh sama sekali kan bahasa Jepangnya (tertawa). Cuman tahu bunpo, tahu dokkai, kayak begitu tapi ngga bisa ngomong kan.

Agatha: I really wanted to have experience of Japan. Tina and I had tried once when we were still university students. We wanted to try Japanese Studies of *Monbusho*⁹ which was only a one-year program. At that time, we just wanted to experience Japan for only one year. However, the program was unavailable to D3 students.

Author: When you decided to come to Japan this time, what was your purpose?

Agatha: I just wanted to improve my fluency in Japanese. Studying at G University did not have any impact on my Japanese (laugh). I only knew *bunpo*¹⁰, knew *dokkai*¹¹, but I could not speak.

(First interview 8/7/2017, translated by the author)

⁹ Monbusho is a former official name for Monbukagakusho/MEXT Scholarship

¹⁰ grammar

¹¹ reading

The application of Japanese skills, especially Japanese speaking skill, is one of the main tasks in Japanese-related jobs or Japanese company. The inadequacy of Japanese language skills might have resulted in the unconfident and anxious attitudes toward one's performance in the workplace, as experienced by Een.

Through study abroad, participants of this study expected to gain some benefits from studying in Japan—things they were not able to gain access to when studying Japanese in Indonesia. Access to Japanese native speaker community and the improvement of Japanese communication skills were among the benefits they could gain from study abroad. One of the participants, Een, said that her dream was to be able to communicate with Japanese people using the Japanese language, something that she could not achieve while learning Japanese in Indonesia.

Een: Tapi yang dari awal itu mau ka bisa bahasa Jepang, bicara bahasa Jepang. Bukan ji ke Jepangnya. Ke Jepangnya setelah belajar bahasa Jepang, "Kayaknya bagus juga kalau ke Jepang."

Author: Kenapa dulu mau ke Jepang? Biar bisa belajar atau mau cari kerja atau bagaimana? Apanya dulu yang bikin mau sekali ke Jepang?

Een: Mau ka lancar bicara bahasa Jepang. Karena kalau misalnya di indonesia, misalnya kalau sama sensei ki juga pake bahasa Indonesia ki. Padahal sensei bahasa Jepang ta ini, tapi kita pake bahasa Indonesia ji juga. Di kelas juga pake bahasa Indonesia ji. Meskipun bertanya yang mudah saja, pake bahasa Indonesia ki juga. Kalau di Jepang, terpaksa ki pake bahasa Jepang jadi terbiasa.

Een: But from the beginning I always wanted to be able to use Japanese, to speak Japanese. It is not about going to Japan that matters. I wanted to go to Japan after I learned Japanese, thinking something like "maybe it would be better if I go to Japan."

Author: Why did you want to go to Japan? Was it for study, work, or something else? What did make you think about going to Japan?

Een: I want to speak Japanese fluently. Because in Indonesia, for example, even when we were talking with teachers, we were still using the Indonesian language. Even though they are our Japanese teachers, we keep using the Indonesian language. We did the same in the classroom. Even asking a simple question, we did it in the Indonesian language. When we are in Japan, we have to use Japanese so that we will get used to it.

(First interview 5/28/2016, translated by the author)

Another participant, Irham, has just passed the recruitment process of a Japanese company and would be assigned to a translator/interpreter job. He turned down the job offer and instead chose to pay a large amount of money to go to Japan to study Japanese.

Irham: Yah justru karena pas lulus itu kan, pas nyari kerjaan itu, oh ternyata penting juga ya bahasa Jepang kalo udah selesai gini. Kerasanya di situ, langsung ya udah pelan-pelan aja. Mau ngga mau, udah nyemplung di sini kan.

Author: Tapi kan udah diterima kerja kemaren?

Irham: Iya sih, emang udah diterima kerja, cuman orangtua bilang kalo misalkan, ini kan masih awal, toh juga kalo misalnya kita dua tahun di sini, bisa dapat banyak kan. Pengalaman juga lebih. Pas kemaren pas aku juga mensetsu di jakarta itu, ada temen-temen sana yang juga udah lulus gitu. Masih baru D3, ya masih pagah pogoh ngomongnya (hehe). Ya udah kalo orangtua udah ngizinin, yaa diambil.

Irham: It was after I graduated, when I was looking for jobs, I realized that Japanese becomes that important when we have finished. I just realized it at that time; I wanted to go slow. Like it or not, I have already in it.

Author: But you got the job, right?

Irham: Yeah, I did, but my parents also said, it is still the beginning. If I go to Japan for maybe two years, I can get more. More experiences, too. When I had that job interview in Jakarta, I met friends who also just graduated. I was still D3, still stumbled over my words (laugh). So, because my parents had given their consent, I just took the chance (to go to Japan, Author).

(First interview 11/20/2016, translated by the author)

During the job interview, Irham met with other interviewees who just graduated from other Japanese language programs. With his background of the D3 program and lack of Japanese speaking skill, Irham felt that he was not in the same league with them. He chose a study-abroad program over a job offer in order to have more experiences of using Japanese in its real community.

6.2. The importance of JLPT N1/N2 and Japanese language for business

The second point mentioned by Tissa in her previous interview was about the demand of Japanese-related labor market to have JLPT N1/N2. Japanese language proficiency standard used by the job market was JLPT N1 or N2, a high-level standard which is somewhat difficult for most Japanese graduates to achieve (see Chapter 5). Tissa expressed her powerlessness in facing the competitive labor market. She realized that the value of her academic capital (university-graduate background) and linguistic capital (Japanese language skill) she gained during her formal education were understated in the labor market she expected to join in. From her accumulated job hunting experiences, Tissa acquired some insights which gradually forming her imagined identity of a capable person in her desired community, that is a person who got an N1 or N2 certificate of Japanese Language Proficiency Test (JLPT) and has experience of living in Japan.

For all participants, JLPT N1 and N2 were difficult to achieve prior coming to Japan. One of the reasons is that there is a gap in the language proficiency requirement between the academic setting and the labor market. The standard of Japanese language proficiency in most universities in Indonesia is N3, although some four-year Japanese programs raised their standard to N2. However, most programs do not require their students to have the certificate of N2 or N3 to graduate, even though they still encourage their students' participation in the test and support them by giving some extra preparation classes for JLPT test. On the contrary, most Japanese companies require proof of Japanese language skill of minimum standard N2. In some cases, N3 is acceptable, especially for office work where Japanese language is used infrequently.

From participants' view, Japanese language education in higher education did not prepare them with adequate Japanese communication skill required in labor market related to Japanese language. By studying in Japan, they expect to increase the value of

their linguistic capital they have gained at university, through the acquisition of Japanese communication skill.

Similar with them, Een—who came from the same program and university with Rita—also mentioned her lack of Japanese language skills when dealing with Japanese people at her previous job prior coming to Japan.

Een: Saya kerja dulu. Pas kan lulus bulan enam, bulan tujuh masuk kerja ka di LPK yang pengiriman tenaga kerja ke Jepang di M. Terus sering ketemu sama orang jepang to, tapi bahasa jepangku masih begitu-begitu ji. Ndak pernah ka ikut ujian N3. Oh, 2014 ka kalo ndak salah, atau 2013 ka, ujian ka N2 tapi ndak lulus. Jadi kupikir, "Aih, ndak bisa ka lulus kalau di sini." Terus kesulitan ka juga kalau misalnya ada dapat email. Emailnya kan pake bahasa bisnis semua. "heisha", "kisha" yang begitu-begitu, ndak mengerti ka. Di pelajaran bunpo dulu ndak ada yang seperti itu. Yang keigo saja, kan di "Minna no Nihongo 2" bab 48 sampe 50, ndak dipelajari. Ndak sampe di situ ki. Pokoknya sedikit sekali ji dulu di waktu kuliah.

Een: I used to work. After I graduated in June or July, I worked at LPK¹² who is sending labor to Japan at M city. I often met Japanese people there, but my Japanese was only so-so. I never took N3. It was in 2014 if I am not mistaken, or 2013, I took N2 but did not pass. So, I thought, "I will never be able to pass if I stay here." I also had problems with incoming emails. All emails used business Japanese language. Words like "heisha," "kisha" I did not understand. There were no such things in my grammar class before. We even did not learn *keigo*¹³ in "Minna no Nihongo 2" textbook, chapter 48 to 50. We did not get to that part. We learned so little when we were at college.

(First interview 5/28/2016, translated by the author)

Unlike Tissa and Rita, Een had worked at a Japanese-related job before coming to Japan. However, she felt that her Japanese language skill was still inadequate to have optimum performance at her workplace. She could not even pass JLPT N2, which encouraged her to go to Japan to study more about Japanese and to improve her Japanese language skills.

¹² LPK is an abbreviation of Lembaga Pelatihan Kerja or work training institution. Mostly private institutions who conduct training for labor trainees before sending them to work in Japan.

¹³ the honorific form

Een: *Bekerja dengan orang Jepang dan melakukan pekerjaan yang berhubungan dengan Jepang selama kurang lebih dua tahun merupakan alasan utama saya melanjutkan sekolah bahasa Jepang di Jepang. Saya menyadari masih banyak hal mengenai bahasa maupun negara Jepang yang perlu saya pelajari. Saya menyesalkan mata kuliah bahasa Jepang untuk bisnis di perkuliahan tidak diwadahi secara serius oleh pihak universitas, padahal pelajaran ini sangat membantu saat memasuki dunia kerja. Saat belajar langsung di Jepang pelajaran bahasa Jepang untuk bisnis merupakan pelajaran yang jarang ditemui dan hanya menjadi mata pelajaran pilihan tetapi sangat membantu di dunia kerja.*

Een: Working with Japanese people and doing work related to Japan for about two years is the main reason why I continued my study at a Japanese language school in Japan. I realized that there were still many things about Japanese language and Japan I need to learn. I regretted that the subject "Japanese for Business" for the Japanese language program was not seriously developed by the university, even though this lesson is beneficial when entering the job market. When I studied directly in Japan, the subject "Japanese for Business" is a rare subject and optional only, but still, it is very helpful in the workplace.

(Excerpt from Een's writing, translated by the author)

One of the significant challenges in Japanese language was the honorific form (*keigo*), part of Japanese grammar mostly used in the business Japanese context. Japanese honorific form has various patterns, depends on the position and social status of the interlocutor as seen from one's perspective. The application of the honorific form and some Japanese grammar patterns at work was something of importance that Japanese language learners had insufficient knowledge practice in Japanese language class.

6.3. The extra value of living-in-Japan experience

The third point mentioned by Tissa in her interview was the value of the experience of living in Japan. According to participants of this study, the experience of having been in Japan is considered important in Japanese-related labor market competition. Living-in-Japan experience is an added value for Japanese graduates to enter the labor market beside Japanese language skills and JLPT N1/N2. In addition to the

inadequacy of Japanese language skills and JLPT N1/N2 standard, the value of the experience of living in Japan has attracted Japanese learners to participate in a study-abroad program to Japan. Irham learned about the value during his job-hunting activities after graduated from university. He thought that "experience" is the key to enter the job market, even though he was finally accepted at a company after applied for the study-abroad program.

Irham: Lulus dari kuliah menjadi "pengacara" yang sibuk cari kerja. Tanya sana sini sama senpai, apply job via online, sampai lamar ke hakengaisha. Berapa kali interview juga ditolak karena jauh dari kriteria, dibandingkan dengan mereka yang sudah pernah bekerja di Jepang, bahkan orang yang mempunyai JLPT/ijazah pun masih kalah dengan orang yang tak punya keduanya tapi pernah merasakan kehidupan di sana beberapa tahun. Yah kuncinya ada di "pengalaman". Ini tragedi klimaks yang buat saya semakin menggebu-gebu untuk segera cari pengalaman langsung di Jepang. "Ada apa di Jepang kenapa orang Jepang lebih memprioritaskan orang yang sudah ke Jepang (bekerja maupun belajar)?"

Irham: After graduated from college, I became "a busy unemployed" who was busy looking for jobs. Asking seniors, applying for jobs online, and through the job agency. I had job interviews several times but failed because I was far from the criteria, compared to those who have been to Japan. Even if you have a JLPT certificate or a diploma, you will still be defeated by those who have experienced living in Japan for several years, even though they do not have both. The key is the "experience." It is my turning point where I had this intense feeling that I need to go to Japan as soon as possible. I want to know "what is there in Japan that makes Japanese people prioritize those who have been to Japan (for study or work)?"

(Excerpt from Irham's writing, translated by the author)

Similar with Irham, Danny also thought that the experience of living in Japan is an added value besides Japanese language skills in the job market. Going to Japan and experience living in Japan have always been Danny's dream as a Japanese learner (see Chapter 5). After graduated from university, this dream has been reinforced with the significance of Japan's experience in the job market.

Danny: *Persyaratan kerja itu ada yg mensyaratkan pernah tinggal di Jepang selama setahun, dua tahun, udah pernah ke Jepang. Jadi menurut saya, bahasa Jepang tuh belum cukup, soalnya pas ngajar juga, "Sensei udah pernah ke Jepang?" Belum (hehe). Selalu ditanya seperti itu.*

Danny: Some jobs required the applicants to have lived in Japan for a year or two, those who have been to Japan. So, I think Japanese language only is not enough, because once when I was teaching Japanese language, my students asked me, "Sensei, have you been to Japan?" Not yet. I said (laugh). I was always asked like that.

(First interview 5/15/2016, translated by the author)

Ida stated in her writing about Japanese language that her experiences in Japan have taught her some important principles in the daily life of Japanese people. She learned about the time discipline as well as the way to manage life in Japan.

Ida: *Setelah lulus dari universitas, saya memutuskan untuk mengikuti program belajar di sekolah bahasa Jepang selama 2 tahun. Impian saya pergi ke Jepang akhirnya terwujud. Namun, Jepang memang negara yang sangat disiplin, seperti yang saya dengar. Terlebih saat mulai sekolah dan kerja paruh waktu, saya belajar begitu banyak hal, terutama soal disiplin waktu. Saya juga memahami betapa pentingnya "Hourensou" atau houkoku, renraku, soudan. Tanpa itu hidup di Jepang tidak akan berjalan lancar.*

After graduated from university, I decided to participate in a study-abroad program at the Japanese language school for two years. My dream to go to Japan finally came true. However, Japan is a very disciplined country, just as I heard. Especially when I started my school and working part-time, I learned many things, especially about time discipline. I also learned of the importance of *Hourensou* or *Houkoku* (report), *Renraku* (contact), *Soudan* (consultation). Without it, life in Japan would not go smoothly.

(Excerpt from Ida's writing, translated by the author)

6.4. The realization of the Japanese dream

As Ida mentioned in her writing, going to Japan had been her dream come true, as well as the dream of most Japanese language learners. During their study at university, the realization of this dream mostly came through scholarship and exchange students program (Chapter 5). However, only a small percentage of Japanese language learners

who could get the scholarship or participate in the exchange student program. In her writing, Ista had a great interest in anime and manga since elementary school and had learned Japanese by autodidact since lower secondary school all the way through upper secondary school. Her decision of choosing the Japanese language program at university was based on her growing interest in Japanese language and Japan.

Ista: Setelah lulus SMA, saya memutuskan untuk belajar bahasa Jepang di Universitas. Awalnya ayah saya tidak mendukung saya untuk masuk di jurusan bahasa Jepang. Akan tetapi, setelah saya bujuk dan menyakinkan ayah saya bahwa saya sangat berantusias untuk belajar bahasa Jepang, akhirnya beliau mengizinkan saya masuk di jurusan bahasa Jepang. Selama belajar bahasa Jepang, hampir semua pengalaman yang saya dapatkan adalah pengalaman positif. Pengalaman tersebut diantaranya adalah saya mendapatkan teman-teman dari berbagai negara, saling bertukar budaya dan pengetahuan. Pengalaman negatifnya adalah saat kuliah di Indonesia, sangat sulit mendapatkan beasiswa untuk pertukaran pelajar di Jepang. Padahal, hal tersebut lah yang sangat saya harapkan sebelum masuk ke jurusan bahasa Jepang.

After graduated from senior high school, I decided to learn Japanese language at university. In the beginning, my father did not support me to get into the Japanese language program. However, after I persuaded and convinced him that I was enthusiastic about learning Japanese language, finally he let me enroll in Japanese language program. During my Japanese language study, almost all of the experiences were the positive ones. Among them were: I got friends from different countries, we exchanged cultures and knowledge. The negative experience was when I studied in Indonesia; it was very difficult to get a scholarship for student exchange to Japan. Although it was something that I really hoped for before enrolling in the Japanese language program.

(Excerpt from Ista's writing, translated by the author)

Agatha had called Japan as her "*negeri impian* (dreamland)," a place she longingly wanted to visit after hearing the study-abroad story of her Japanese language teacher when she was in second grade of upper secondary school.

Pada Oktober 2015, berangkatlah aku ke jepang. Iya, akhirnya bisa juga berangkat ke jepang. Bekal bahasa jepang dasar yang aku peroleh dan yang masih tersisa nempel diingatan saat masih kuliah dulu membantuku hidup

pada awal-awal di Jepang. Aku tak memperoleh kesulitan saat beradaptasi dengan lingkungan Jepang dan suasana baru sekolah bahasa. Mulailah awal hidup mandiriku, di negeri impianku yang berawal dari cerita guruku dulu saat aku mendapat pelajaran bahasa Jepang di bangku sekolah menengah atas. Hingga saat ini aku masih berjalan dan berusaha hidup di negeri impian dari saat masih polos dan kopong dulu.

In October 2015, I left for Japan. Yes, finally I can also go to Japan. The basic Japanese language knowledge that I got when I was in college, and that was still sticking to my memory had helped me live in my early days of staying in Japan. I have no difficulty in adapting to the Japanese environment and the new atmosphere of language school. My independent life begins, in my dreamland that started with the story of my teacher when I got Japanese language lessons in high school. Until now, I am still moving forward and trying to live in a dreamland of mine that has existed since I was still young and innocent.

(Excerpt from Agatha's writing, translated by the author)

Similar with Ista, Agatha entered the Japanese language program at the university with a high expectation of getting the scholarship to go to Japan, but she never got the chance. Most of the scholarships she wished to apply were only for the S1 undergraduate program or graduate students.

Agatha: Lulus dari D3 pada tahun 2014 dan masih mengusahakan bisa pergi ke Jepang, membuatku untuk tidak mendaftar pekerjaan dan alhasil menjadi pengangguran yang menelan dana kantong orang tua. Putus asa dengan semua cara dan tambah beban malu, karena lulusan universitas bagus kok jadi pengangguran, maka teringatlah aku oleh saran kepala prodi S1 waktu itu untuk mendaftar sekolah bahasa Jepang. Masih ngotot dengan harapan pergi ke Jepang, akupun mulai mencari info sekolah bahasa sambil mendiskusikan masalah biaya dengan orang tua. Setelah dapat info sekolah bahasa yang menjanjikan dan berbiaya murah, dengan sangat memekso keadaan keluargaku, direstuilah aku untuk mendaftar sekolah lagi dengan biaya pribadi dari keluarga. Pada Oktober 2015, berangkatlah aku ke Jepang. Iya, akhirnya bisa juga berangkat ke Jepang. Bekal bahasa Jepang dasar yang aku peroleh dan yang masih tersisa nempel di ingatan saat masih kuliah dulu membantuku hidup pada awal-awal di Jepang.

After graduated from the D3 program in 2014, I still tried to find a way to go to Japan. It made me decide not to apply for jobs; thus I became a jobless person who lived from my parents' money. Feeling desperate and ashamed, particularly because my jobless status despite having been graduated from a good university, I remembered the advice I once got from the head of S1 program about applying at Japanese language school. Because I desperately hoped for going to Japan, I started looking for any information on Japanese

language schools while negotiating the cost with my parents. After I got the information about a Japanese language school which was promising and cheap, by imposing on my family circumstances, I was granted a chance to apply with private fund from my family. On October 2015, I came to Japan. Yes, finally I could go to Japan. The basic Japanese knowledge I got at university which I still remembered had helped me get through my first days in Japan.

(Excerpt from Agatha's writing, translated by the author)

Ista and Agatha, as well as other participants, had insisted on realizing their Japanese dream, even after graduated from Japanese language program, through a study-abroad program offered by Japanese language schools. For them, it was a new opportunity to go to Japan, a chance which was provided to them in a very much easier way compared to the scholarship programs they had aimed at before.

6.5. Learning Japanese at Japanese language school

Among ten participants of this study, there were two participants—Almira and Ivy—who participated in a short-term study-abroad program to Japan. Almira and Ivy were joined three-month program offered by a local Japanese course in Indonesia in cooperation with a Japanese language school in Hokkaido. The program has been advertised as a "short-term Japanese learning program with a partial scholarship." They had to pay around 20 million Indonesian rupiahs (around 200,000 Japanese yen) and were promised some free facilities as part of the scholarship, such as tuition fee, round-trip airfare ticket, dormitory, two meals per day, and three-day Tokyo tour. The advertised to-do activity was "to learn Japanese language and culture."

However, after three months of participation in the program, Almira and Ivy did not feel that their Japanese language skills have improved significantly. They had a rare opportunity to practice their Japanese, especially speaking skill, with native speakers.

During the pair interview session with Almira and Ivy, they talked about their dissatisfaction with some contents of the program.

Almira: Kalau saya sih bahasa Jepangnya belum berkembang banget.

Ivy: Soalnya ngomongnya sama bukan orang Jepang, jarang ngomong.

Author: Oh begitu, jadi jarang berinteraksi ama orang Jepang?

Almira: Jarang, interaksinya sama orang luar.

Ivy: Bahasa Jepang, cuma beda.

Almira: Beda ya bahasa Jepangnya orang Jepang sama bahasa Jepangnya orang asing. Kalau buat orang yang pertama belajar, itu pasti cepat berkembang sih. Tapi kalau udah belajar... Soalnya kyokashonya itu kayak Minna no Nihongo shokyu gitu. Kayak gitu ngga diganti-ganti, setelah selesai satu buku, balik lagi belajar dari awal, jadi ngga berkembang.

Ivy: Cuma sebelum ini aja, sebelum Ninosh, yang bener-bener digenjet anak N3, anak N2, sama anak N1. Setelah Ninosh itu, ya biasa. Buku pelajaran biasa.

Almira: Tiap hari yoshuu, tapi sebelum Ninosh doang. Setelah Ninosh, jadi males-malesan gitu. Soalnya belajarnya kyokasho doang.

Almira: For me, my Japanese has not really improved yet.

Ivy: Yeah, because we did not talk with Japanese people. We rarely talked.

Author: Oh really? So you rarely interacted with Japanese people?

Almira: It was rare, we interacted with foreigners.

Ivy: Using Japanese, but it was different.

Almira: The Japanese language between Japanese people and foreigners is different. For someone who was learning Japanese for the first time, he certainly improved fast. However, for those who already learned... Because the textbook is similar to the basic level of Minna no Nihongo textbook. Besides, it was never changed. After we finished one textbook, we repeated from the start again, so we did not improve.

Ivy: Only before the JLPT test, students of N3, N2, and N1 classes were trained really hard. However, after the JLPT test, it became regular. Regular textbook.

Almira: Every day we had practice, but only before the JLPT test. After that, I felt sluggish, because we only learned the textbook.

(Pair interview in 8/11/2015, translated by the author)

The three-month program turned out to be a preparation program for the JLPT test. Almira has taken the preparation class for N2, while Ivy has taken the N3 preparation class. The JLPT test itself was conducted twice a year every July and December. Their program began in May 2015, and they took JLPT test in July of the same year. The first

half of the program had an obvious goal, which was to prepare for the JLPT test. However, after the test, the program had gone dull with no clearer goal as before and only repeated the same textbook all over again. It might have benefited learners without any background in Japanese language learning. However, Almira and Ivy, who was majoring in Japanese language at an Indonesian university, did not feel they gained much from the contents.

Ida who was in the same Japanese language school with Ista, as well as Danny who shared the same school with Irham, had voiced a similar thing regarding Japanese language school. According to Ida, Japanese language school focused more on non-verbal academic achievement, that is JLPT N1/N2, rather than verbal communication skills.

Ida: Itu nihongo gakko cuma akademiknya aja sih, jadi buat ngejar N1nya. Itu baito sih yang ngaruh banget buat saya.

Author: Buat komunikasi bahasa Jepangnya, sama ningen kankei ya?

Ida: iya ya ya. Soalnya di kelas itu pun, interaksinya seringnya sama orang Indonesia, sama mbak Ista ma mas Agus itu lho. Yang sama orang China itu jarang banget karena kebanyakan orang China mereka ngobrol sendiri juga. Ada pun ya juga biasa aja gitu. Di sekolah itu bener-bener cuma belajar gitu lho.

Ida: Japanese language school is only for academic, to get the N1. My part-time job has more influence on me.

Author: For communication in Japanese language and human relationship?

Ida: Yes, yeah yeah. Because in Japanese class, the interaction was mostly with fellow Indonesians, with Ista and Agus. I rarely interacted with the Chinese because most of them were talking with their own kind. Even if we talked, it was just as usual. At school, we were only studying Japanese.

(Third interview 8/13/2017, translated by the author)

In contrast with the short-term program, the participants of the long-term program seem to have a higher degree of satisfaction toward their Japanese class, for example, Tissa and Een. Both expressed their disappointment toward Japanese language program at the Indonesian university. Tissa compared the Japanese knowledge and skills she had

gained from her one-year Japanese language school with the three-year of Japanese language program she enrolled before coming to Japan.

Tissa: Sekolah bahasa dan universitas memang tidak bisa disamakan, namun yang ingin saya soroti disini adalah tentang bagaimana sekolah membuat sistem pelajaran sedemikian rupa tanpa membuat murid bosan untuk belajar. Untuk materi yang sulitpun para sensei mempunyai cara tersendiri untuk membuat materi tersebut mudah dipahami.

Language school and university cannot be compared, but what I want to highlight here is that how the school has made such a learning system without making students feel bored to study. For difficult content, teachers have their own way to make the content easy to understand.

(Excerpt from Tissa's writing, translated by the author)

Een: Di sekolah bahasa Jepang jarang sekali diberikan tugas untuk dikerjakan di rumah tetapi siswa diharapkan agar siap untuk mengikuti pelajaran pada hari itu yang secara tidak langsung mengharuskan para siswa untuk mempelajari buku yang akan dipelajari selanjutnya. Selain itu sehari setelah ujian kenaikan kelas disediakan waktu 10 menit untuk konseling dengan guru penanggung jawab kelas. Saya rasa metode ini juga perlu diterapkan di universitas jadi dosen bisa mengetahui masalah-masalah, rencana ke depan, dan bisa menyampaikan hal-hal yang perlu ditingkatkan oleh setiap siswa bimbingannya untuk menghadapi semester depan.

In Japanese language school, we rarely had homework, but instead students were expected to be ready to learn the topic of the day, so actually, it made us study the book for the next lesson each time. Besides, one day after every class upgrading exam, we had 10 minutes to do counseling with the classroom teacher. I think this method needs to be applied as well at university, so lecturers could understand their students' problem, future plan, and things that need to be improved by their students for the next semester.

(Excerpt from Een's writing, translated by the author)

Another concern regarding the program was that they did not have the opportunity to practice their Japanese with the native speakers, even though they were staying in Japan. Studying at Japanese language school meant that their daily interaction was limited with fellow foreigners who were also studying Japanese at the same school. Unlike other participants who signed up for at least one year at Japanese language school, short-term program participants were not allowed to work part-time, where they would have more chances to meet and interact with Japanese people.

The vocational school was different compared to Japanese language school. At vocational school, Japanese and international students were studying a specific field together using Japanese language as a medium of instruction. However, regardless of the coexistence environment which supposed to provide ample opportunity for interaction with Japanese people, there seems to be a communication gap between Japanese and international students. Tissa experienced this communication gap she had with her Japanese classmates, although she blamed the age difference as the main factor.

Tissa: Yah meskipun aku jarang ngobrol sama mereka.

Author: Oh ya? Kenapa?

Tissa: Ngga tahu ya tapi aku ngerasa ngga nyambung ama mereka, yg orang Jepang. Aku tuh akrab sama orang-orang asing, karena yang orang asing mungkin karena kebanyakan yang seumuranku dan ada yang lebih tua juga lumayan beberapa kan. Kalau yang orang jepangnya kan di bawahku semua dan kebanyakan kan cowok, jadi kayak ngga nyambung.

Tissa: Even though I rarely spoke with them.

Author: Oh, really? Why?

Tissa: I do not know, but I feel like I have no chemistry with them, the Japanese. I get along with the foreigners, maybe because they mostly are in the same age as me and some even older than me. While the Japanese, all of them are younger than most men and me, so it is like we have no chemistry.

(Second interview in 11/09/2016, translated by the author)

Tissa had tried to build communication with her Japanese classmates, but she did not get welcome responses. She used to feel desperate for not being able to make friend with them, but she finally gave up and learned to ignore them, as well.

Tissa: Aku kan pernah kan mencoba untuk menjadi akrab, malah aku yang jadi krik krik sendiri, kok aku dicuekin (hehe)

Author: Dicuekin?

Tissa: Bukan dicuekin, maksudku dia tuh memandang aku kayak "Kamu ngapain sih ngajakin aku ngobrol gini?" Kayak mereka itu juga, aku ngga tahu mereka itu malu, sungkan, atau emang cuek, aku tidak mengerti isi pikirannya.

Author: Jadi awal-awal itu kamu masih nyoba buat dekat?

Tissa: Awal-awal iya, tapi aku merasa stres sendiri, "Ya Allah, ini tuh mereka menjauhi aku atau apa sih?" Mencoba untuk akrab kan, tapi mereka sampe gitu. Ya sudah, aku hidup denga jalanku sendiri lah. Udah anggap aja kalian ngga ada.

Author: Sejak kapan kamu mulai "ah cuek aja deh"?

Tissa: Semester 3. Semester 1-2 aku masih stres gitu "Kok aku ngga punya temen?" Maksudnya yang orang Jepang ya, selain gaijin ya. Kalau sesama gaijin nyambung. Tapi mereka kayaknya jutek banget sih sama aku, senyum pun ngga ada gitu. Menyapa pun ngga ada. Trus akhirnya aku akirame sendiri. Lama-lama ngeliat "Ah, mereka memang seperti itu ya." Ya sudahlah cuek aja. Pasang aja muka galak. Jadi mereka pun ngga berani ngomong sama aku, ya sudah.

Tissa: I have tried to be friendly once, but I was the one who felt terrible at the end, because I was being ignored (laugh)

Author: Being ignored?

Tissa: Not actually being ignored, but he looked at me like "Why are you talking to me?" They were like, I do not know whether they are shy, hesitated, or just being ignorant, I do not understand what they are thinking of.

Author: So, in the beginning, you still tried to get close to them?

Tissa: In the beginning, yeah, but I felt so stressful, "Oh my God, do they really stay away from me or what?" I tried to be friendly with them, but they were like that. So, that is it. I am going my own way and pretend they are not there.

Author: Since when you felt like "just ignore them"?

Tissa: Semester 3. During semester 1-2, I felt so stress, "Why do I have no friend?" I mean the Japanese, not the foreigners. With the foreigners, I felt the chemistry. However, the Japanese looked like they hated me so much they even did not want to smile. Not even greeted me. So, in the end, I just gave up. I came to think "Well, they are like that" so just ignored them. Just put a fierce face, so they would not dare to talk to me too.

(Second interview in 11/09/2016, translated by the author)

It was not the problem of the verbal communication using Japanese that make Tissa felt desperate with her Japanese classmates, because Tissa was using Japanese to communicate with her foreigner classmates, as well. It was more about the non-verbal communication problem between Tissa and her Japanese classmates who were being ignorant toward the people in their surroundings. It could be inferred from the interview data that Japanese language school and the vocational school did not provide learners of Japanese with access to communication with native speakers of Japanese where learners could experience the 'real' Japanese language.

6.6. The using of Japanese language in the workplace

The issue regarding the limited chance of practicing their Japanese communication skills also happened in the workplace was experienced by some participants, as well. Irham and Danny were working part-time in a bento (lunch box) factory where most of the workers were foreigners from Indonesia and Vietnam. Because of that kind of environment, they hardly used Japanese in daily conversation with their fellow workers. The Japanese being used was usually the plain form which is considered not polite to be used to superiors.

Irham: Kayaknya jarang sih kalau yg di kojo ini.

Danny: Banyak orang Indonesia.

Irham: Ngobrolnya pake bahasa Indonesia, atau ngga paling ngobrol sama orang luar, ya pake bahasa Inggris atau bahasa Jepang gitu. Tapi paling bahasa Jepang yang biasa gitu. Cuman kalau udah ngomong sama orang Jepang asli kan, sudah ngomong futsukei, udah ngomong...Ah, ngga ngerti (hehe). Kadang kalau udah kelewat orang Jepangnya ngga ngerti, kita mah pake kotobanya aja udah cukup, oh iyaa (hehe)

Author: Keigo ya yang susah ya?

Irham: Uhm, keigo juga itu (hehe). Kalo udah ketemu Shocho, aduh kagok ngomongnya tuh, kagok euy (hehe). Cuman saya terbiasa ama futsukei toh, kan futsukei jadi ngga enak gitu (hehe)

Irham: Seems that we rarely use it here in the factory.

Danny: Many Indonesians.

Irham: We talked using Indonesian languages, or if we talked with other foreigners, we used English or Japanese. However, it was just the plain form Japanese. Only when we had to talk to the real Japanese people, we were using the plain form; we were using... Huh, I did not understand (laugh). Sometimes if they did not understand at all, we only just say the word, oh yeah, yeah (laugh)

Author: Was the polite form the difficult part?

Irham: Uhm, the polite form too (laugh). When I was talking with the supervisor, I was talking awkwardly, so clumsy (laugh). I just get used to the plain form, but I felt bad using it (laugh).

(Group interview 11/20/2016, translated by the author)

Rita also had a similar experience with her first part-time job. She worked at a laundry service at first but decided to look for another job at a bento shop which provided her with more opportunities to interact with Japanese people and to practice her Japanese.

Rita: Dulu awal-awalnya ada dari sekolah, tapi kan kayak di tempat laundry to, ndak bisa ka banyak ngomong, maksudnya betul-betul kerja saja. Kalau yang pas ini bento, saya cari sendiri mi. Pas dapat di bento, berhenti mi yang di laundry.

Author: Mau pake bahasa Jepang di?

Rita: Iya, maksudnya kan kita mau ki baito to sekalian kayak bisa mi juga interaksi sama orang jepang. Kalo di situ ki kayak betul-betul kerja saja. Jadi yang ditahu itu to istilah-istilah baju ji, kayak waishatsu, ini ini, kayak itu-itu ji yang ditahu. Kan kalau di bento, dikerja semua to, kayak di bagian dapur, di kasir.

Rita: In the beginning, I got my part-time job from school, at a laundry service, but I did not speak much. I mean, it was only working. However, now with my job at a bento shop, I found it by myself. After I got the bento job, I quit my job at the laundry service.

Author: You wanted to use Japanese?

Rita: Yeah, because I wanted to do a part-time job where I also could interact with Japanese people. However, in my previous job, I merely worked. So, I only knew some words related to shirts, such as "waishatsu" or stuff like that. At the bento shop, I do everything. Sometimes in the kitchen, sometimes at the cashier.

(First interview 5/28/2016, translated by the author)

Many participants considered working part-time as the way to practice their Japanese and to learn new knowledge about Japanese language and business they did not get by studying at Japanese language class. In the group interview with Danny and Irham, they stated that their part-time jobs had become their "school" where they spent more time and learned many things related to the way Japanese people conduct their business.

Similar with Danny and Irham, Tissa who was studying Japanese culinary at a prestigious vocational college in Tokyo after graduated from Japanese language school also experienced and learned about the hardship of Japanese culinary business through her part-time work as kitchen staff at a restaurant. She learned particular phrases and words used in Japanese kitchen from her seniors and fellow staffs at the restaurant, as

well as specific skills in Japanese cooking. For Tissa, the knowledge and experiences from her working place became the capital to be utilized for her own Japanese culinary business she has dreamt of building in the future.

6.7. Study and work demands

All participants mentioned in their interviews that their reason to come to Japan is to improve their Japanese knowledge and communication skill. It could be done in two ways: (1) by studying at a Japanese language school to improve their linguistic skills in order to get the JLPT certificate, or (2) by working part-time to improve their Japanese communication skills. As a student, their focus was to study more about the Japanese language. However, other than Tissa who got the scholarship, all participants were funding their own studies. Therefore, they all needed to work part-time, as well. The Japanese government has set up part-time job regulation of a maximum of 28 hours/week for those with a student visa. Nevertheless, one part-time job is not enough to cover their school fee and daily expenses. According to Ista, having two part-time jobs with more than 28 hours/week has become a common practice among students in her school. The school management was actually aware of this situation.

Ista: Malah sekolahan ngga apa-apa. Soalnya di sekolah tahu gitu lho. Jadi kan pernah kayak di ini kan, dikasih bimbingan gitu kan. Jadi kayak misalnya belajar di sana selama dua tahun, terus pengeluarannya berapa-berapa kayak dianu gitu kan. Misalnya arubaitonya cuman 28 jam. Wah kalo 28 jam dengan pengeluaran, paling sedikit misalnya dapat gaji 900 gitu kan, kurang gitu lho. Makanya emang dibolehin.

Ista: School is okay with it. It is because they already knew. We had a guidance session at school. They explained about all the expenses we need to cover in two years of our study here. So for example, we only work part-time for 28 hours and get paid with minimum wages of 900 yen, with all those expenses, it will not be enough. That is why the school let us do it. Most people do it anyway.

(Second interview 11/2/2016, translated by the author)

However, being a student worker whose working hours are longer than study hours had great consequence. Participants admitted that it was difficult to stay focused on study after spending so much time and energy on working. The hardship of the situation put them in a dilemma between work and study, as Irham experienced.

Irham: *Yah awalnya mau belajar bahasa Jepang. Mungkin karena udah baito yang kayak gini, kayaknya saya mikir ya sia-sia aja kalo sembari belajar. Soalnya kerja juga udah capek, terus saya harus mikir. Kayaknya pasti harus direlain kan, gitu. Yah relain belajarnya sekarang (hehe).*

Irham: I came to Japan to study Japanese. However, because of doing part-time jobs like this, I started to think that studying while working is useless because work is exhausting already. At the same time, the study also requires significant effort and energy. I have to give up one, and for now, I am giving up study (laugh).

(First interview 11/20/2016, translated by the author)

Even though learners' further investment in Japanese learning was constrained by how the society has positioned them in different contexts, other participants chose not to give in to the constraints. Ida, for example, chose to prioritize her study and to stick to only one part-time job.

Ida: *Waktu itu bareng, soalnya kaishanya itu kayak butuh arubaito gitu, sementara sih, trus daftar, oh ternyata bisa. Cuma bentar kok, soalnya saya ada ujian yang EJU itu kan, trus mau fokus ke situ dulu, udah berhenti aja.*

Ida: At that time, I had two part-time jobs, because the company needs part-timers, so I applied and got accepted. I worked there only for a while because I had my EJU¹⁴ exam coming soon, and I wanted to focus on that, so I just quit.

(Second interview 11/30/2016, translated by the author)

As participants started, in their study-abroad experience, they also started to move between school and the workplace, between their identity as a Japanese learner and as a foreign worker, negotiating their positioning between their multiple identities and

¹⁴ EJU (Examination for Japanese University) is an examination for international students, who wish to study at the undergraduate level of Japanese universities or other higher educational institutions in Japan, by evaluating their Japanese language skills and basic academic abilities.

different ideologies. The situation created both constraint and opportunity for learners. Some learners resigned themselves to dominant ideologies, while others claimed their right to secure their access to Japanese learning.

6.8. Dealing with prejudices and discrimination

However, having multiple identities—i.e., a student, worker, migrant, or foreigner—has put participants in a somewhat ambivalent position in Japanese society, thus making them vulnerable to prejudice and discrimination. Agatha, Danny, and Irham described their experiences of prejudice and discrimination in the workplace and some public spaces.

Agatha told a story about how she was recruited as permanent staff at the hotel where she has worked part-time during her study at a Japanese language school. After she finished her study, Agatha applied for a permanent staff position and was accepted. Agatha and her fellow foreign trainees experienced discriminative treatments since their job training.

Agatha: Aku ngga sregnya itu di situ, dari awal kenshu, kan ada waktu seminggu dua minggu buat kenshu kan ya, orang luarnya itu ada orang Nepal empat orang, satu saya, sama satu lagi orang Vietnam. kan kalo kenshu kan belajar gitu kan, kita ke semua bagian gitu. tapi kalo gaikokujin gitu, udah ditetepin di bagian baiking doang gitu. kalo orang Jepang lainnya, disuruh berapa hari di furonto, berapa hari di baiten, berapa hari di kyakushitsu begitu kan. trus ada juga berapa hari di hotel lain. kan kita grupnya banyak gitu kan, ada K hotel, ada KO hotel. ada kenshu juga di K hotel kalo orang Jepang. tapi kita dari awal gitu di baiking doang, dengan alasan bahasa Jepang kita ngga bagus gitu. belum bagus.

Author: Semua gaikokujin yg baru masuk pas waktu itu?

Agatha: Heeh. padahal kalo buat saya, saya sih masih jelek banget bahasa Jepangnya ya, tapi kalo teman-teman saya yang orang-orang Nepal itu mereka udah empat tahun di sini, mereka udah NI aja udah dapet gitu kan, udah ngomong gitu udah bagus banget gitu kan, tapi entah kenapa kok kenshu aja begitu. kalo seandainya abis kenshu ditetepin di baiking gitu ngga apa-apa ya. tapi dari kenshunya itu pun kita ngga ada kesempatan buat belajar ke tempat lain gitu.

Agatha: We had job training for two weeks. Foreigner trainees were four Nepalese, me, and one Vietnamese. Usually, when on the job training, we are moving around to all departments because we are still learning. However, for foreign trainees, we were only at the buffet restaurant the whole time. While for the Japanese trainees, some days they were at the front desk, some days at the hotel kiosk, and some days at the hotel rooms. There were some days when they visited other hotels too. There are many hotels under our management group, such as K hotel and KO hotel. For Japanese trainees, they had training at K hotel, as well. However, for us, it was at the buffet restaurant only, because our Japanese is not good yet, they said.

Author: Are they all foreigners who were accepted at that time?

Agatha: Yeah. Well, I think I am the one with poor Japanese skills, but my Nepalese friends had been staying in Japan for four years. They already got their N1, and they can speak fluent Japanese. I do not know why they also were treated like that during on-the-job training. If our position at the hotel restaurant were decided after the training, then it is fine. However, we did not have an opportunity to learn at other departments since we were in training.

(Interview 8/7/2017, translated by the author)

The opportunity to learn more about the job in training was restricted to Agatha and her fellow foreign trainees. Compared to Japanese trainees who were given chances to learn in many divisions in the hotels and another hotel of the same management group, Agatha and other foreigners were positioned only at the restaurant since the first day of the job. Their insufficient Japanese language skill was brought as the main cause of the treatment, even though some of them already has JLPT N1 certificate, is fluent in Japanese, and has been living in Japan for four years.

As a permanent staff, she and her friends were required to work twelve hours per day, plus unpaid overtime work. Meanwhile, other staffs from the different division were received overtime payment.

Agatha: Douki saya 25, udah setengahnya yang keluar. Soalnya ternyata, udah jam kerja kita ternyata over semua, trus uang zangyounya juga ngga ada. Jadi kita mau kerja semalas apapun, sekeras apapun, gaji kita tetep sama begitu. Cuman ada bonus tapi berapa bulan sekali. Aku sampe bandingin sama temanku orang Indonesia. Di hotel situ kan ada orang Indonesia juga, anak chori kan. Kinmu jikan kita, lebih banyakan saya gitu,

tapi ngga tahu kenapa, selain anak chori gitu ngga ada duit zangyou gitu sensei. kalo anak chori ada.

Agatha: My batch was 25 people, but half of them had already resigned. The problem was because we were all work overtime but without overtime payment. So, no matter how lazy we were or how hard we worked, our payment was the same. We had a bonus, but only once in a few months. I even compared with my Indonesian friend. There was an Indonesian who is working there too, as kitchen staff. My work time was more than hers. I did not know, but except kitchen staffs, nobody got overtime payment. Only kitchen staff did.

(Interview 8/7/2017, translated by the author)

Agatha experienced discrimination between Japanese and non-Japanese staffs, as well as between permanent staffs in different divisions. This unequal treatment had made many people quit their job, including Agatha who had found another job when the interview was conducted. The prejudice and discrimination were sometimes experienced by Danny in public spaces, such as in the convenience stores and the trains.

Danny: Cuman orang Jepang kalo sama orang asing gimana banget, jadi sakit hati. Kita orang asing itu, kita misalnya dia di depan, kita di belakangnya gitu ya, dia tahu-tahu hilang, pergi. Eh, tahu-tahu pindah sebelah sana. Di kereta juga.

Danny: The way Japanese people treat foreigners offended me sometimes. When we were standing in line, he was in front, and we were behind him, he just suddenly disappeared, suddenly moved to another line. In the train, too.

(Second interview 11/20/2016, translated by the author)

The prejudice and discrimination issues became one of the topics discussed in group interview session. The police interrogated Irham and Danny because of their suspicious appearance in public spaces. They were asked to show their residence ID card to prove they had legal status in Japan.

Ista: Kena polisi berapa kali kamu, Irham?

Irham: Aku tiga kali.

Author: Hah? Ngapain?

Irham: Ngga, cuman ditanyain doang ma polisi.

Author: Ngapain?

Irham: Pertama kan waktu datang kan pas brewokan itu kan. Lah iya kayak gitu (hehe)

Ista: mencurigakan (hehe)

Irham: Terus yang kedua, pas kita kemaren Danny, jalan-jalan juga.

Danny: Ho oh

Author: Ditanyain?

Irham: Ditanyain, soalnya kita lagi di taman kan, ada orang asing pada ngumpul bertiga. Ada anak-anak kecil maen gitu kan, ada orangtuanya lagi pada ngobrol. Pada maen di taman. nah entah tiba2 tuh kita pas lewat di taman, polisi dateng. Polisi ngomong, ada yang ceritain ada orang yang...

Author: Ayashii?

Irham: Ho oh. Ternyata orangnya ada yg ngelaporin di taman ini mesti. Kita disamperin ditanyain ini zairyu ka-do. Cuman ngga apa-apa, bawa semua.

Author: Oh ada yg ngelaporin ya?

Irham: Iya ada yang ngelaporin. Kan ngeselin.

Ista: How many times did the police get to you, Irham?

Irham: Me, three times.

Author: What? Why?

Irham: No big deal. I was just interrogated by the police.

Author: Why?

Irham: The first time when I just came here and still had my beard. So, it was about that (laugh)

Ista: Suspicious (laugh)

Irham: The second one, when I was with Danny, walking around.

Danny: Yeah.

Author: Were you interrogated?

Irham: We were interrogated. At that time, we were in the park. We were just three foreigners who were hanging out together. Some children were playing together, while their parents were talking nearby. They were playing there, then suddenly when we were in the park, the police came. They said someone told them that there were some people who...

Author: Suspicious?

Irham: Yeah. It must be someone who was also in the park. The police came to us and asked for our ID card. It was okay though because all of us brought it.

Author: So, has someone just reported you?

Irham: Yeah, someone reported us. It was irritating.

(Group interview 11/20/2016, translated by the author)

Another topic of discussion regarding prejudice and discrimination toward foreigners experienced by learners of Japanese was the difference in the application of rules between Japanese and non-Japanese. In the group discussion, participants reflected their experience with bicycle rules in Japan.

Irham: Naik sepeda terus.
Ista: Dingin ya naik sepeda. Naik sepeda pun ini, ntar kena polisi.
Author: Eh, emang naik sepeda kena polisi?
Ista: Kadang disamperin, misalnya lampu ngga dinyalain, terus naik sepeda sambil dengerin ini...
Irham: Headset ngga boleh.
Ista: Ngga boleh tapi orang Jepang juga pake gitu
Irham: Itu dia, pake payung juga. Aku sering liat orang-orang pake payung naik sepeda.
Danny: Kalo mereka melanggar ngga apa-apa ya.
Irham: Iya, heran aku. Diskriminasi banget.
Author: Tapi sebenarnya boleh ngga sih?
Irham and Isti: Ngga boleh seharusnya.
Author: Emang kalo orang asing dimarahin?
Danny: Langsung.
Ista: Apa ya, polisinya tuh, "ah orang Jepang, yo wis" gitu lho, tapi kalo orang asing itu nggolek-goleki orang asing itu lho.
Danny: Iya.
Irham: I ride bicycle.
Ista: It is cold riding bicycle. Not to mention getting caught by the police.
Author: Riding bicycle is got caught by the police?
Ista: Sometimes we were approached, such as when the light was turned off, or when we were riding a bicycle while listening to...
Irham: Using headset is forbidden.
Ista: It is forbidden, but Japanese people are using it too.
Irham: That is the problem, also using an umbrella. I often saw people were using an umbrella while riding a bicycle.
Danny: So if the Japanese people break the rules, it is fine.
Irham: Yes, it is unbelievable. It is so discriminative.
Author: But is it actually okay to use an umbrella or not?
Irham and Isti: It is supposedly forbidden.
Author: So if it is a foreigner, they will be warned?
Danny: Immediately.
Ista: Well, the police are like, "He is Japanese, so it is okay," like that. However, if he is a foreigner, they will search for him.
Danny: Yes.

(Group interview 11/20/2016, translated by the author)

Different treatment the participants received from Japanese people and the authority reflected some prejudices of the native speakers of Japanese toward the foreigners. The situation was exacerbated by the lack of communication and interaction between native speakers and international students enrolled in Japanese language schools

or vocational school. Ida also had unpleasant experiences regarding her identity as a Muslim foreigner who is wearing hijab (headscarf). She met some Japanese people in the street with an unpleasant attitude toward her. It made her pessimistic about the prospect of getting a job in Japan. Her present workplace at a fast food restaurant did not allow her to wear hijab. She instead wore a head cap provided by the company.

6.9. Negotiating personal values and identities

Ida and most participants of this study came from a background of Muslim families who are maintaining the practices of fundamental teachings of Islam into daily life, such as food restriction of pork and alcohol, wearing hijab for women, and five times daily prayers. In Indonesia where Moslem is the biggest population compared to other religions, incorporating religious practice into daily life is an easy task to do. However, it became a great challenge to do once participants came to Japan. The story of Ida with her hijab is an example of the negotiation participants had to make in order to be able to integrate and participate within the Japanese community. Similar with Ida, Rita who worked at a bento shop was not allowed to wear hijab, but a headcap instead.

Beside hijab, maintaining the consistency to do daily prayer five times is a difficult thing to do. For Rita, she had to combine two prayers at one time in order to fit the school and work schedules. The availability of the space to do the prayer was also another problem they had to handle.

Rita: Hampir tiap hari saya jamak. Misalnya kemaren waktu musim panas, kan kelasku dari jam 1, jadi kadang itu saya jamak pulangpi dari sekolah. Kan masih terang. Di situmi saya jamak takhir saja. Sekarang saya jamak takdim lagi karena kalau pulang ndak dapat mi ashar to. Masalahnya kalau di sekolah ndak ada spacenya, ndak dikasih tempat untuk shalat.

Almost every day I combine my prayers. For example, in summer, because my class started at 1 PM, I combined my prayers after went back home from school, because there was still daylight. So I did the previous prayer in the

next one. Now I have to do the next one in the previous prayer because when I got home, it was already dark. The problem was no space for prayers at school. We were not given any space for prayers.

(Second interview 11/5/2016, translated by the author)

Keeping the prayer to five times every day was a hard thing to do for other participants as well, including Irham and Danny. Both of them were able to maintain the five times prayers only in the first two months after their arrival in Japan. After that, they only maintained the Friday prayer which is compulsory for Muslim men. In order to be able to do the Friday prayer, Irham negotiated the class schedule with her teacher at the Japanese language school.

Irham: Kalau aku kemaren kan siang nih, kelas siang. Terus saya kan minta pagi, ditanyain ama senseinya, emang itu kenapa? Oinori tiap jumat. Katanya sih belum pasti, tapi ntar diusahain kata senseinya. Tapi Alhamdulillah sekolahanku itu kan banyak orang Muslim juga, sepuluh ada belasan kali ya, jadi bisa ganti jadwal. Awal-awal orang ngiranya wah pasti ada baito nih karena ganti jadwal. Terus aku bilangnyanya karena ada jumatan gitu, langsung ngerti.

I had afternoon class previously. Then I asked the teacher to move it in the morning. The teacher asked for the reason, and I said because I have the Friday prayer. She said that she cannot confirm it yet, but she will try. However, Thank God there are many Moslems at my school, maybe around ten or more, so we could change the class schedule. At first, people thought it was because we have a part-time job to do. Then I explained that we have the Friday prayer, and they understood. (Group interview 11/20/2016, translated by the author)

Another big challenge for participants was the food restriction. Participants, such as Irham, Danny, and Ista, found themselves could hardly resist from drinking alcoholic beverages or eating pork, especially at the workplace. Irham and Ista were working in a Japanese restaurant where they serve alcoholic beverages every day, while Danny worked

at a hotel once. Their working environment made them deal with alcoholic beverages almost every day.

Ista: Kemaren aku semalem abis minum umeshu. Jadi bikin umeshu kan buat okyakusan, terus ada yang arubaito ini kan bilang, "Ista-san, kamu kebanyakan ngasihnya." "Aduh, terus aku gimana? Ya udah ini dikurangin, nanti diminum ya." Pas pulang ngga diminum, ya udah ta'minum (hehe). Pernah wine itu, juga sisa minum.

Author: Jadi intinya jadi lebih loose ya?

Ista: Eehh, iya kalo di restoran tuh. Terus kadang ini, dikasih sama shainnya gitu lho. Baru nuang orange juice ato apa ya gitu ya, tiba-tiba disodorin wiski.

Irham: Waahh, ini shoganai nih. Ngga diabisin mubazir nih.

Danny: Daripada dibuang (hehe).

Ista: Yang shoganai itu kalau makanan, terus ada daging babinya. Itu biasanya daging babinya ta' singkirin, ya udah ta' makan. Dagingnya ngga ta' makan. Kan biasanya kalo sama temenku kan dia dibolehkan makan babi, jadi ta' kasih. Jadi kayak ngga dimakan juga eman-eman, udah pesen, udah jadi gitu lho, ya udah. Jadi di fotonya itu ngga ada dagingnya itu lho, kayak sayuran. Ini sayuran terus ada gyokai kan, berarti ikan. Tapi ada daging kecil-kecil, bacon ini.

Ista: Last night I drank umeshu. I actually made it for the guest, but a fellow part-timer said to me, "Ista, you are giving them too much." "Oh, what should I do? Well, I will just reduce it, and you drink the rest later, okay?" However, it is time to go home; he did not drink it, so I just drank it (laugh). I also drank wine once, also a leftover.

Author: So, you are kind of loose now, heh?

Ista: Well, at the restaurant yeah. Also sometimes I was given by the restaurant employee. I just poured orange juice or something like that, but suddenly I was offered whiskey.

Irham: Wow, it cannot be helped. If you did not drink it, it would go to waste.

Danny: Better drink it than throw it away (laugh).

Ista: What cannot be helped is the food, when there was pork meat in it. Usually, I just put the meat and ate the rest. I did not eat the meat. Usually if I was eating with my friend, she could eat pork, so usually, I gave it to her. It was like I already ordered it, so it was a pity just to throw it away. In the menu, the picture only shows vegetables, with no meat. Vegetables with seafood it said, so it means fish, right? However, then I found small pieces of meat, bacon.

(Group interview 11/20/2016, translated by the author)

Some special circumstances at the restaurant made Ista drank alcoholic beverages several times. The similar thing also happened when she dined out with her friends. The condition in Japan where they could easily find both items in daily menus everywhere,

plus the permissive environment have made Ista, Irham, and Danny had lowered their level of tolerance toward food restriction. "It cannot be helped" (しょうがない) is the excuse they use to blame their environment, which "has forced" them to break the principle rules of their belief, rather than to blame themselves.

The non-conducive environment for regular religious practice has also made Agatha wish to go back home after her visa expired. She stated that the environment support, from family and friends, was something she missed during her life in Japan.

Agatha: Yang bikin pengen banget pulang itu ya selain keluarga, temen-temen juga di sana, sama yang paling ganjel banget di sini itu kehidupan ibadahnya itu lho. Kalau di Indonesia tuh bisa lancar begitu, tanpa ada masukan-masukan yang tidak baik begitu (hehe). Kalau di sini kan yah sebisanya kayak gitu (hehe). Bareng-bareng gitu kan asyik ya. Kalau di sini itu ya, ya enak nya sih ngga ada yang peduli ya, terserah kita gimana, tapi sendirian gitu. Kalau di Indonesia kan, kalau kita lagi males gitu ada yang ngajakin "ayolah, kerjainlah" gitu kan ya. Kalau di sini, kalau males, ya udah. What makes me really want to go home, besides my family and friends there, the thing that had been troubling me the most is the religious life here. In Indonesia, I could do it just fine, without any bad influence (laugh). However, here, I could only do what I can (laugh). Doing it together is more fun. While here, well the good thing is that nobody cares, it is up to you, but we do it alone. However, in Indonesia, when we feel lazy, someone will encourage us, "Come on, let's do it" something like that. However, here, if you are lazy, then that is it.

(Interview 8/7/2017, translated by the author)

Agatha and other participants have experienced a similar situation of "to go with the crowd." In order to be able to integrate with the society they were involved in, they felt the need to negotiate some basic principles of their religious teachings. As Agatha stated, they realized about getting the "bad influence" from their environment. However, it was not easy to stand out alone in the crowd. To go with the crowd was one of the options that will make it easier for them to blend in. Ida and Rita were among those who tried to keep their Muslim identity by wearing hijab and following the food restriction,

regardless disturbing attitudes, the inconveniences, and the loneliness they might have experienced.

6.10. Study abroad and the future

Study abroad in Japan has opened new opportunities for some participants to participate in the Japanese-speaking community fully. Four of the participants: Tissa, Ista, Een, and Agatha were recruited as permanent employees at various businesses in Japan. Tissa, Ista, and Een already have JLPT N2 which they used to apply for the job they are doing now, while Agatha was still trying to pass the N2 test. Agatha wanted to gain experiences of working in Japan and gain some skills before going back to Indonesia. Tissa is working at an advertisement company as an Indonesian language editor of Japanese product advertisement for the Indonesian market. She used her Japanese language ability to write and edit the product description from Japanese into Indonesian language. Her long-term goal was to go back to Indonesia and build a website to promote Indonesian tourism. In order to achieve this goal, Tissa wanted to improve her skills through her present job.

Meanwhile, Ista was accepted at an outsourcing company who also supports foreigners' employment in Japan. The company has overseas branches, including Indonesia. Being an Indonesian with sufficient Japanese language ability and JLPT N2, Ista has become an essential human resource for the company. Similar with Ista, Een is working at an outsourcing company as a translator and interpreter. For Een, her Japanese ability is an important capital to live in Japan, thus encourages her to keep improving her Japanese by taking JLPT test.

Author: Apa makna belajar bahasa Jepang buat Een?

Een: Belajar bahasa Jepang bagi saya sendiri sangat penting untuk hidup di Jepang. Perusahaan di Jepang tidak menuntut agar saya fasih maupun lulus N1 tetapi bagi saya untuk dapat bekerja dengan baik tanpa adanya kesalahpahaman yang berujung ke kesalahan saat bekerja maka saya perlu terus meningkatkan kemampuan bahasa Jepang saya sendiri.

Author: What is the meaning of learning Japanese for you?

Een: Learning Japanese for me is essential to living in Japan. My company in Japan does not require me to have fluent Japanese or pass N1, but for me, to be able to work well without any misunderstandings that might lead to making mistakes at work, I need to keep improving my Japanese language skills.

(Excerpt from Een's follow-up feedback, translated by the author)

In the last part of her writing "My Story with Japanese Language," Een wrote about the meaning of JLPT N1 certificate for her as a proof of her Japanese ability and significantly relates to her self-confidence.

Een: Dengan kemampuan bahasa Jepang yang saya miliki sekarang saya memang bisa bekerja di Jepang tetapi menurut saya masih kurang untuk bisa bekerja dengan aman tanpa ancaman dipecat. Jadi meskipun telah bekerja saya masih berusaha untuk melulusi ujian kemampuan bahasa Jepang level 1. Selain untuk membangun rasa percaya diri juga menjadi bukti tertulis bahwa saya bisa bekerja di Jepang.

Een: I could get a job in Japan with the Japanese ability I have now, but I think it is still insufficient for being able to work safely without getting fired. So, even though I am working already, I still try to pass JLPT N1. Besides building my self-confidence, it can be written evidence of my ability to work in Japan.

(Excerpt from Een's writing, translated by the author)

Unlike the previous participants, Danny, Rita, and Ida chose to go back to Indonesia after finishing their study at a Japanese language school. After two years of Japanese language school, Danny has passed JLPT N3 and was waiting for his N2 result. He wanted to back home and do job hunting at Japanese companies or teaching Japanese at Japanese language course in Indonesia. Meanwhile, because of the financial issue, Rita

decided to go back to Indonesia. Rita was teaching Japanese at two Japanese language courses in her hometown in order to preserve her Japanese language knowledge. One of the course was actually a study-abroad program similar to the program offered by local Japanese language school in another region of Indonesia, sending Indonesian students to Japanese language schools in Japan. Based on her own study-abroad experience, Rita has advised her students to have at least basic Japanese skills before going to Japan. Therefore, they could save more time and money. Rita realized her limited link and resource to find sufficient information to continue her study in Japan. She was still trying to pass JLPT N2 test and wanted to use the certificate to apply for MEXT scholarship graduate student program.

Rita: Mahal ki nihongo gakko. Makanya itu hari kupikir to seandainya ada link kutahu to, ndak lama-lama ja di nihongo gakko. Masalahnya SPP-nya mau sama dengan kuliah, 340 ribu saya kasih masuk. Makanya kemaren kubilangi itu siswa-siswaku, "Kalau bisa to, saya kan kutahu mi, dari pada kau lama-lama di sana di nihongo gakko, buang-buang uang ji ko. Maksudnya jangan mo ko. Kalau bisa permantap mo ko di sini, cari mo ko tempat les di Indonesia, setidaknya lulus mo ko lah N3 dari sini to." Kalau N5, deh lama sekali ki belajar di sana. Setidaknya level N3. Kalau misalnya ndak mau ko masuk daigaku, kan kalau senmon gakko minimal 6 bulan to, minimal 6 bulan di nihongo gakko masuk mi senmon gakko. Daripada banyak sekali uang ta'buang di nihongo gakko. Baru belajar nihongo ji. Kalau dia mau masuk senmon gakko, banyak ji yang dia bisa pelajari.

Japanese language school is expensive. That is why I thought at that time, if I only had known some links, I would not spend that much time at the Japanese language school. The problem is, the tuition fee was almost the same with college. I have paid 340 thousand. That is why I told my students last time, "If possible, because I have experienced it, do not spend too much time at the Japanese language school because you are just wasting money. So, better not to. If possible, steady your Japanese skill here, find a Japanese course in Indonesia, at least make yourself pass N3 first." With only N5, it takes too much time to study in Japan. So at least N3 level. If you do not want to continue to university, for example, well, the vocational school requires a minimum of six months at the Japanese language school before you enter it. Rather than spending much money at Japanese language school to learn only Japanese language, it is better to enter the vocational school where one can learn about many other things.

(Fourth interview 9/5/2017, translated by the author)

Similar with Rita, Ida has decided to go back to Indonesia after she got JLPT N2 certificate because of the financial issue. She got some job offers from several Japanese companies in Indonesia through her network of friends. Her family financial situation back home and her difficulty in financing her study in Japan became the main reasons for Ida to look for a job in Indonesia instead of continuing her study in Japan. Ida reflected in her interview about how she has made a significant investment in Japanese learning regardless of her family financial limitation back home.

Author: Kenapa kok ngga mau ngelanjutin di senmon aja atau di universitas gitu misalnya?

Ida: Masalah biaya juga sih. Waktu ngomongin itu kan pas banget panennya ngga bagus. Ngga tahu pas cuacanya itu juga kering banget itu lho. "Hasil panennya agak ngga bagus e," katanya. Soal biaya juga sih. Cuma kalau aku cari beasiswa ada juga sih ya.

Author: Kalau di sini kerja part-time terus ngebiayain sendirian susah juga ya?

Ida: Iya sih. Cuman jatah 28 jam itu kayaknya susah. Tapi saya di McD udah telanjur enak gitu lho. Jadi jamnya saya udah maksimalin di situ, 28 jam itu di situ. Dulu baito dua sih. Jadi senin-jumat itu masuk kan. jadi sering banget yang pulang sekolah baito, pulang. Sabtu baito lagi yang McD itu, capekk banget.

Author: Why not continue your study at vocational school or university?

Ida: It was also a financial issue. When I talked about it with my family back home, it coincided with the time when their crop was not good. The weather was very dry at that time. They said, "Our crop was not really good." So it was about the financial. Well, maybe if I look for a scholarship, there will be a chance.

Author: Is it difficult to do part-time and finance yourself here?

Ida: Yeah. With only 28 hours per week, it seems difficult. However, I have already enjoyed working at McD. I have maximized my work hour there, 28 hours there. I used to have two part-time jobs. So, I worked from Monday to Friday, doing a part-time job after school, then went home. On Saturday, I worked at McD. I was so tired.

(Third interview 8/13/2017, translated by the author)

Irham decided to continue to a vocational school of business to get another two-year experience of living in Japan. Her teacher at Japanese language school has recommended him to continue his study at the vocational school. Meanwhile, Almira and

Ivy went back to Indonesia, and after graduating from university, they both were working in the fields using Japanese language. Almira has worked as a staff at a Japanese company, and Ivy was teaching Japanese at a private high school. Both of them were continuing their study to the undergraduate S1 program. Almira chose to major in Management, while Ivy chose Japanese language education as her field of study.

Author: Kenapa mau lanjut pendidikan? Karena ngajar itu?

Ivy: Kalau yang utamanya pengen balik ke Jawa Timur. Kalau balik ke Jawa Timur itu jadi guru di sana, kalau cuma D3 aja, Sastra aja itu udah ngga kepake gitu lho. Apalagi kalau cuma D3. Jadi kalau di Jawa Timur itu saklek, kamu harus pendidikan kayak gitu lho. Udah gitu, saingan di sana kan dari UNESA ada, UPI juga ada. Jadi kan setidaknya eman sih kalau ngga diselesein kan. Udah gitu, kata temen saya, "Percuma kalau kamu pengen ngajar, kamu cuma D3, ngga akan bisa berkembang apapun." Jadi saya di sekolahan itu diakui secara de facto, tapi ngga secara de jure gitu lho. Diakui di sekolahan kamu itu guru, tapi kalo diakui dari dinas itu ya kamu cuma sebatas guru.

Author: Why did you want to continue your study? Because you are teaching now?

Ivy: The main reason is that I want to go back to my hometown in East Java. To be a teacher in East Java, graduated only from Japanese language D3 program or Japanese Literature S1 program is not working anymore. Moreover, I am only a D3 graduate. It is strict in East Java. You must have a background in Education. Also, the competitors came from UNESA¹⁵ and UPI¹⁶ as well. At least, it is a pity if I do not continue it. My friend also said, "It is useless if you want to teach, but you are only D3. You will not be able to develop." So, at school, I am de facto recognized, but not de jure. The school recognizes me as a teacher, but in the eyes of educational authorities, I am no more than a teacher.

(Fourth interview 9/7/2017, translated by the author)

Ivy wanted to be recognized as a teacher not only as a status but also as a teacher who belongs to the national education system along with all her rights. Continuing her study is another further investment in Japanese language learning Ivy has made in order to gain access to higher status and privilege within the society.

¹⁵ Universitas Negeri Surabaya (Surabaya State University), one of the leading universities of education in East Java Province.

¹⁶ Universitas Pendidikan Indonesia (Indonesia University of Education), West Java Province.

6.11. Chapter summary

This chapter has discussed Japanese language learners' narratives of their study abroad experiences in Japan. In the first section, the narratives of ten Japanese language learners were introduced. The second section discussed the ten themes resulted from the analysis of the narratives. The inadequacy of Japanese language skills to face the demand of Japanese-related labor market is one the reasons that has motivated learners to participate in the study-in-Japan program. Lack of JLPT N1/N2, either as competency and as a certificate, as well as lack of knowledge of Japanese language for business context have driven them to make further investment in Japanese language learning by studying in Japan. Furthermore, the experience of living in Japan is considered as another capital with extra value for their future. Studying in Japan is also considered as the realization of their Japanese dream which has become part of their Japanese language learning process since the early stage. However, learners have to deal with several consequences of the nature of their study-abroad program, including the limited communities of practice they could participate in, the demand to balance between study and work, the prejudices and discrimination toward their various identities, as well as the negotiation of their values and identities. These experiences enable learners to construct the meaning of their Japanese language learning process and to make the decision toward their future.

CHAPTER 7

DISCUSSION AND CONCLUSION

This study aims to identify factors involved in students' investment in Japanese learning and study-abroad in Japan, coming from both home and host countries, as experienced by Japanese language learners and to see how the implementation of Japanese language education and study abroad policies and planning has influenced learners' investment in Japanese learning and study in Japan. This study took its stance from the Japanese learners' perspectives, by examining Japanese learning experiences across different time and spaces. The model of investment by Darwin and Norton (2015) is employed as a theoretical framework to explain the way learners engaged themselves in the language learning, and the factors contributed in the decision making of the investment. Furthermore, the push-pull factors of learners' motivation to study in Japan were also examined from the perspective of both the home and host countries. The complete findings of this study were discussed in three previous chapter. Chapter 4 presents the findings on the Japanese language learners' and teachers' perspectives of Japanese language learning and study in Japan. Meanwhile, Chapter 5 and Chapter 6 presents the findings on the narratives of the individual experiences of Japanese learners in two different learning environments, in the home and the host countries. This chapter will address the findings from these three chapters by referring to the theoretical framework of investment in language learning and other theoretical issues discussed in Chapter 2. The discussion and the conclusion will be presented in eight sections. Section 7.1 will discuss factors in Japanese learning investment and study in Japan. Section 7.2 discusses the push-pull factors of study in Japan for Indonesian learners of Japanese. Section 7.3 will explore the impact of the language learning and educational policies and

planning on Japanese language learning investment and study in Japan. Section 7.4 will discuss the meaning of study in Japan as a good return on the students' investment. Section 7.5 will present the contributions of this study to several fields of study. Section 7.6 discusses the limitation of this study and section 7.7 discuss the recommendation this study has produced. Lastly, the final thought regarding this study will be discussed in section 7.8.

7.1. Contributing factors in Japanese learning investment and study in Japan

In determining the factors involved in students' investment in Japanese learning and study in Japan, this study highlighted several sources of exposures to Japanese culture and language which play important roles in students' decision making of investment in Japanese language learning. Before entering university, the exposure to Japan, Japanese language, and culture began in the early years of learners' life which came from the environment they had lived. Mass media and people are two sources of the exposures with high influence to the investment-making. Mass media includes broadcast media such as television and radio, print media in the form of a comic book (*manga*), and digital media includes internet and social media platforms. Meanwhile, people who became the source of exposures mostly were family members, friends, and Japanese language teachers at upper secondary schools. The massive exposure to Japanese culture through mass media and people is happening as well in Thailand, one of the South East Asian countries who has the second largest number of Japanese language learners in the region after Indonesia (Toyoshima, 2013: p. 314).

The influence of television as one of the first source of Japan's exposure has been remarkable. The respondents of this study are mostly the 90's generation who grew up watching Japanese animation (*anime*) on national television. The 1990s has been the

period where *anime*, Japanese drama, and *manga* started their expansion into the Indonesian market. As they grew up into their teen years through the 2000s, Japanese pop music, costume play (*cosplay*), and fashion began to spread around the world, including Indonesia and has brought the same impact as *anime*, drama, and *manga* had already done. The interest in Japanese popular culture (*J-pop*) was cultivated during these early years. The spreading of the internet in Indonesia which began in the 1990s has also opened access to the flow of information on Japan for learners.

Based on the findings from the questionnaire study, people became the second biggest source of Japan's exposure. The biggest exposure particularly came from Japanese language teachers at upper secondary schools. The interest toward Japanese language, culture, and Japan was triggered by the first encounter with Japanese language as a second foreign language learner had at schools. Embedded in the curriculum of secondary education, Japanese language was among five second foreign languages (Japanese, Mandarin, Arabic, German, and French) as an elective subject to be taught in all grades of many upper secondary schools, including vocational and religion-affiliated schools, during the period of early 2000s through 2012 due to the implementation of 2004 curriculum (competency-based curriculum) and 2006 curriculum (educational unit level curriculum). Some schools also conducted curricular activities for Japanese language and culture.

Beside Japanese language teachers, family and friends also brought significant influence on learners. Many of them were exposed to Japanese popular cultures through their family members and friends. They shared a similar interest to the popular culture and began to share information and participate together in the related activities, such as fans club gathering and cosplay events. Some respondents of this study also reported that they knew about Japan from family members, relatives, and acquaintances who have been

to Japan for study, work, or internship program, and shared stories of Japan which had aroused learners' curiosity toward Japan, its culture, and Japanese language.

The stimulus from the environment has driven students to invest in Japanese learning. There were different patterns of investment respondents of this study has been made: doing autodidact Japanese learning, taking Japanese language course, choosing Japanese language subject or engaging in Japanese-related extracurricular activities at school, enrolling in Japanese language program at the university, and participating in a study-abroad program to Japan. According to the finding from the questionnaire study, several reasons for learning Japanese at the first time were because of students' interest in Japanese language, interest in Japan and its culture, and also because of the academic requirement which is part of school's curriculum as well as their major at university. Among these reasons, the uniqueness of Japanese language which has triggered learners' interest became the highest one. The finding shows as well that many students felt that their studying Japanese language, especially in upper secondary schools, was no more than an academic requirement. The result is different compared to the next question about reasons for choosing Japanese language program at the university. Students expressed more internal motivation in learning Japanese. To improve Japanese language skills and interest in the language itself have the highest response in this study. Interest in Japan and its culture came the second, followed by the motivation to go to Japan. Meanwhile, the question about reasons for their desire to study in Japan also shows that Japanese language is the main motivation, followed by the experience of living in Japan and continuing to study. In discussing some factors involved in Japanese learning investment, this study will employ three connecting elements of the key constructs in Darwin and Norton's model of investment: affordances for learning and perceived benefits of investment, systemic patterns of control, and positioning.

7.1.1. Affordances for learning and perceived benefits of investment

Some of the perceived benefits from the investment in Japanese language learning and study in Japan are gaining access to Japanese communities of practice and the acquirement of a certain level of Japanese language proficiency, including communication skills. These perceived benefits reflected somehow the gap between Japanese language education learners had acquired in Indonesia and what learners expect to acquire in Japanese language education institutions in Japan. One of the study abroad participants in this study—Een—expressed her dissatisfaction when she was learning Japanese language in Indonesia. She did not have a supportive learning environment where she could practice communicating in Japanese language. Her classmates, as well as her Japanese teachers, preferred to use Indonesian language most of the time, inside and outside the classroom. She also could not find adequate support for the preparation of JLPT that could help Japanese language learners obtain N1 or N2. Her investment in Japanese language learning by studying in Japan is an effort to increase her capital, that is to say, her proficiency in Japanese language and social network with Japanese communities of practice. On the other hand, the capital she had gained from the previous learning experience in the home country acted as affordances for learning the advanced Japanese language skills and the privilege to access communities of practice that requires a certain level of Japanese language proficiency. In other words, the previous learning experience and the capital learners have gained from it is among the contributing factors in their investment as well.

Moreover, since learning a foreign language is not only about the structure of the language but also involves its social aspect, the experience of living in the country where the language is widely spoken as a national language, is highly desirable for most

language learners. Most of the questionnaire respondents and participants interviewed in this study have the desire to visit and stay in Japan for a certain period. The experience of living in Japan is expected to give learners several benefits. Apart from the access to Japanese communities of practice and the acquirement of a certain level of Japanese language proficiency as mentioned earlier, the value of having the experience of living in Japan is considered something of immense importance. Several participants of this study recalled their experiences of job hunting when they were unable to compete with applicants who used to live in Japan, and moreover, having JLPT N1 or N2 and working experiences in Japan. Students who decided to invest in Japanese language learning by studying in Japan perceived that their investment would benefit them in a way that will, as Norton described, 'increase the value of their cultural capital and social power' (2013: p. 6). For Japanese language learners, studying Japanese language directly in Japan and working in Japanese-speaking workplace will help them acquire Japanese language communication and work skills as part of their cultural capital. Many of them intend to utilize this capital to get good employment in Japanese-related companies, in Japan or Indonesia. The experience of living in Japan is perceived to enhance the value of the already possessed skills, a plus point to be highly considered by companies in the screening process. Furthermore, the experience will also increase the value of their social power because of the status of being a 'Japan returnee.' According to the interviews with a Japanese language teacher, people who returned from studying and working in Japan with JLPT N1 or N2 have bigger opportunity to be recruited in Japanese companies in Indonesia compared to the graduates of Japanese Language Program who have never lived in Japan. In other words, learners' investment in Japanese language learning and study in Japan can be seen as learners' way to add value on their already possessed capital

as well as to gain new resources that will enhance their bargaining power and position in the society.

7.1.2. Systemic patterns of control

Before study in Japan, participants of this study have already possessed academic credentials from Indonesian universities, basic knowledge of Japanese language, and on some participants, working experiences. These are the symbolic elements of what Bourdieu called 'cultural capital' (1986). This cultural capital is meaningful to learners because they are expected to provide learners with 'access to hitherto unattainable resources' (Norton Peirce, 1995: p. 17; Norton, 2000: p. 10), such as networks of Japanese companies. Therefore, a significant investment in learning Japanese language in Indonesian higher education was made to acquire this capital. However, the negotiation of the value of the capital continues as learners move across time, space and borders. It might have been highly valued in a certain context but have less value in another (Darvin and Norton, 2015). For instance, the value of JLPT level N3 is considered sufficient for graduating from Japanese Language Program of Indonesian universities, but it is inadequate to apply for a job at Japanese companies where N1 or N2 level is required. According to the official website of JLPT, N3 is an intermediate level that connects the basic levels (N4 and N5) with the advanced levels (N1 and N2). N4 and N5 measure learners' understanding of basic Japanese language studied in the classroom, while N1 and N2 measure their understanding of Japanese language used in the various situation in real life. As learners are moving from the academic to the labor market context, their capital was then being devalued. However, when learners invest in a study-abroad program to acquire Japanese language skills of N1 and N2 levels, learners used the capital they have possessed as an affordance for learning. According to Bourdieu (1987), when

the capital is recognized and legitimized, it became symbolic capital. When learners acquired the advanced Japanese language skills and using it to participate in communities of practice, the skills became their symbolic capital when it was recognized and legitimated, giving them access to social networks within the communities, material resources, working experiences, as well as social status when they return to the home country.

Regarding the different ideology of Japanese language proficiency between the academic and the labor market settings which became one of the factors affecting students' investment, it is important to look closer at the policy implementation in Indonesian higher education and the dilemma faced by Japanese Language Program. As part of the quality control of higher education, National Accreditation Bureau of Higher Education (BAN-PT) conducts the accreditation assessment of all study programs in Indonesian universities. One of the objectives of the assessment is to measure whether each study program has met its graduates' competency standard. Establishing the competency standard which includes Japanese language proficiency of their graduates needs to consider several factors, such as the availability of learning resources, infrastructures, human resources for teaching Japanese language, the condition of students, as well as the demand of the labor market. When a study program could not produce graduates that met their language competency standard, it will affect the accreditation of the institution significantly. Taking these factors into consideration, therefore, many Japanese Language Programs set their standard on the intermediate level of JLPT N3 which is considered a 'realistic aim' that could be achieved by both students and teachers.

Language ideology, as reflected in the social practice in academic and workplace settings described above, consists of a normative set of ideas which is constructed by

symbolic power of legitimated authority (Bourdieu, 1987; Darvin and Norton, 2015: p. 43). The ideology creates systemic patterns of control that will determine the modes of inclusion and exclusion ((Darvin and Norton, 2015), including the value of one's capital. The language ideology in the academic setting might have recognized learners' capital, but as they moved to the workplace setting, different language ideology have marginalized it. However, the value of their capital remains negotiable in different sites. Learners envisage their imagined identity to become a global citizen with Japanese proficiency in their imagined community of Japanese language. Engaging in a study-abroad program to Japan shows how far learners are willing to invest in the realization of their imagined identity. This investment also indicates learners' effort to increase the value of their capital.

On the other hand, the language ideology in Japanese society is reflected in the implementation of what the author called as 'JLPT norm' in the social practice. JLPT becomes a required standard in Japanese speaking society, with a certain level of proficiency to be reached by non-native speakers. In this sense, JLPT often becomes 'the gatekeeper' in the academic and the workplace settings, granting the privilege to people with a certain level of Japanese language proficiency. According to one participant of this study, the school she intended to apply offers a special discount for international applicants who passed JLPT N1 or N2. Having the certificate of N1 or N2 is also one of the requirements in job hunting for non-Japanese applicants. Japanese language proficiency is considered as an empowering drive as well as a key to social integration into Japanese society (Iino, 2010; Kobayashi, 2014). Japanese language education and the study-in-Japan program have been greatly influenced by this 'JLPT norm' which has become a systemic pattern of control in various contexts, such as education, workplace,

and immigration. 'JLPT norm' has been an important driving force behind learners' investment in Japanese language and study abroad.

7.1.3. Positioning

To improve Japanese language proficiency and communication skills are the two main reasons which are shared by study-abroad participants interviewed in this study. Learning Japanese language at language schools that offer them preparatory courses for JLPT is considered a way to achieve the former. Meanwhile, the opportunity to do part-time jobs is regarded as a chance to accomplish the latter. These reasons indicate students' main focus as language learners who are studying in Japan is Japanese language acquisition. Except for Tissa who received MEXT scholarship for studying at Japanese language school and vocational school, other study-abroad participants of this study are self-funded. Therefore, working part-time is a necessity as well for them. Even though part-time job regulation was set up to a maximum of 28 hours/ week by the Japanese government, many self-funded students found it insufficient to cover all the school and living expenses. Exceeding the maximum weekly working hour is a phenomenon that has become prevalent among students of Japanese language schools. One participant, Ista, said that her language school is well aware of the problem. During the orientation for the new students, the school has conducted a presentation about the high living cost in Tokyo and the amount of monthly income that students needed to cover the expenses, including as well the amount of money they could get from one or several part-time jobs.

Following the development of policy and planning regarding international students, Japanese language school has become an enormous educational business in Japan. There is an upward growth in the number of Japanese language schools throughout Japan, following the rapid increase of international students (Chiavacci, 2012). However,

many Japanese language schools prioritize business profit over educational quality, focusing more on how to attract as many students as they could get (Chiavacci, 2012; Sato, 2016). Students are then encouraged to do part-time jobs in order to cover their school and living costs. Furthermore, language schools act as intermediaries between Japanese businesses seeking human resources and students seeking part-time jobs. Japanese language schools provide part-time jobs information for students on their bulletin board as well as accommodate companies' recruitment process at schools (NHK News, 17 February 2017).

Regardless of their initial intention to focus on Japanese language learning, working several part-time jobs have taken over most of the students' time and energy. Some students were even struggling to stay awake at school after a long working hour or working overnight, not to mention keeping the concentration needed for studying and doing their homework. Working part-time, which was complementary to studying Japanese language at schools, gradually became the main activities of students, putting them in a work-study dilemma. The situation is not entirely students' fault. Being in the position as self-funded students in Japan, taking several part-time jobs is often the only option to cover the high cost of study and living. Moreover, there is a high demand for workers in Japanese business and industry, which further facilitates their involvement in Japan's labor market. The phenomenon of *dekasegi ryugakusei* has emerged from this condition of lacking human resources in both educational and business settings. On the other hand, Japanese language learners are somehow caught in a vicious circle—working part-time to continue their study and practice Japanese language, while they did not have enough time and energy to study because of the work. This condition has also made them being positioned close to the categorization of *dekasegi ryugakusei* and even being labeled as one.

Regardless of the constraints in Japanese language learning and the way they were positioned by others, participants of this study have prioritized their positioning as ‘learners’ over ‘worker.’ For instance, Ida made Japanese language learning and JLPT preparation her top priority, thus working only one part-time job. Nevertheless, she was able to utilize her workplace to practice Japanese language communication skills. Ida had been through the process of what Lave and Wenger (1991) called as ‘legitimate peripheral participation,’ a process when a newcomer learned to become an experienced member through participation in a community of practice. Working in a fast-food chain restaurant, Ida has started as kitchen staff, but she gradually gained her manager and coworkers' trust and eventually became the front staff who are directly dealing with customers using formal Japanese language. This process has significantly improved her Japanese communication skills as well. As they are moving between language school and the workplace during their study abroad, students learn to negotiate their multiple identities, the way they are positioning themselves and are positioned by others. Some students adapted themselves to different ideologies and dominant way of thinking around them, while others chose to claim their right and secure their access to learning Japanese language.

Being a student, a part-time worker, a migrant, as well as a foreigner have put study-abroad participants vulnerable to specific prejudice and discrimination, as experienced by Agatha, Danny, and Irham in public spaces and their workplace. A study conducted by Kibe (2014) found that the rapid increase of non-permanent foreign residents in Japan, particularly those who came under category ‘low-skilled labors’ and those who overstayed their visa and became an illegal worker, is often associated with crime and public security issues. Some students experienced being asked by the police to show their residence card only because they have a ‘suspicious appearance.’ However, on

the other hand, the immigration policy also favors non-permanent foreign residents to work in Japan during a designated period to contribute to Japan's development (Arudou, 2015). There is a tug-of-war between xenophobia—fear of foreigners or of anything that is foreign—and national interest, in which students with their multiple identities are being positioned between the two opposite poles. Herbert argued that there is a view of Japan having only ‘minuscule minority problems’ because of their homogenized society (1996; p.143). The development of Japan into a heterogeneous society with an upsurge of foreign residents from diverse multicultural backgrounds has challenged this view. The positioning of Japanese language learners in Japan’s society is also significantly affected by the tensions between these views.

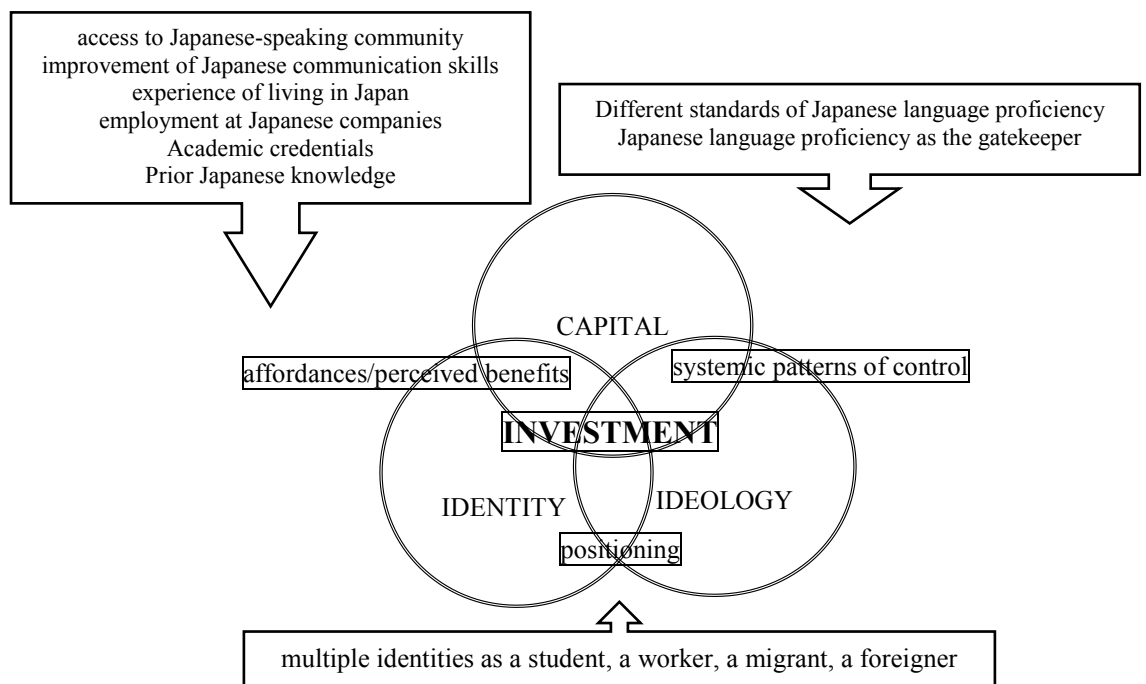


Figure 7.1. Contributing factors in students’ investment in Japanese language learning and study in Japan

7.2. The push-pull factors of study in Japan for Indonesian learners of Japanese

The perspective of push-pull factors in further investment in Japanese learning by study in Japan will also be discussed in addition to the concept of investment. This study recognizes the push-pull factors from the host and home countries.

7.2.1. The push factors from the home country

7.2.1.1. National education policies and planning

The revision of Indonesian national education curriculum in secondary education level has brought a significant impact to the increasing number of Japanese language learners. Following the development of Japanese industry and popular culture in the late 1970s and early 1980s in Indonesia, the implementation of 1984 curriculum which was focused on students' active learning has recognized Japanese language as one of the second foreign languages to be studied at upper secondary schools (Sheddy, 1994). Japanese language education in 1984 curriculum focused on the acquisition of vocabulary and grammar (Furukawa, Kitani, and Nunoo, 2015). In 1994, the new national curriculum was implemented, and Japanese language education focused more on classroom activities based on the communicative approach (Wawan, 1996). The competency-based curriculum of 2004 and its revision in 2006 curriculum had made Japanese language as a required subject for second foreign languages taught in all grades (Japan Foundation, 2009, 2012). Then in 2013, the new curriculum was implemented which decreased the hours of second foreign languages in upper secondary schools and resulted in that the subject of second foreign languages, including Japanese language, was only required for students of language major (Japan Foundation, 2015). The result from the questionnaires study shows that the average starting age for learning Japanese at the first time was around 15-16 years of age, where most students are entering upper secondary schools.

Even though being a required subject for second foreign languages was one of the reasons for studying Japanese at the first time, the findings from the questionnaires study and learners' narratives revealed that the experience of studying Japanese at secondary education had intrigued learners' interest to study Japanese language in higher education further. The findings also revealed that among several reasons for choosing Japanese language programs, interest in Japanese language and culture, as well as interest to go to Japan are in the top ranks.

In higher educational level, the revision and the implementation of the Higher Education Curriculum 2012 or known as *Kurikulum Pendidikan Tinggi 2012*—which was based on the Higher Education Law number 12 and Presidential Decree number 8 regarding Indonesian National Qualification Framework/KKNI (Ministry of Education and Culture, 2014)—have brought several significant changes in Japanese language education, particularly the curriculum and the development of Japanese Language Program. Higher Education Law number 12 has stated clearly about the scope and the objective of each program on each level in higher education, which includes academic education, vocational education, and professional education. By focusing on the improvement of the quality and the competitiveness of Indonesian human resources at the global level, the government is now paying more attention to the standardization and integration between academic, training, and work experience through the establishment of competencies qualification framework with KKNI. This shift of focus indicates that general literacy skill is no longer sufficient to give an optimal contribution to the society. In the field of Japanese language education, having Japanese language literacy skills is not enough without the development of other skills as well, such as communication skills, leadership, teamwork, cultural agility, and entrepreneurship. The development of fourth industrial revolution demands higher education to prepare individuals for lifelong

learning and upskilling, which means that the learning process is now beyond a mere information transfer, emphasizing on student-centered pedagogy and authentic experiences (Gleason, 2018: p. 7). Consequently, work training, internship, and study abroad programs are now being integrated into the curriculum with a credit transfer system. Thus, cooperation with overseas educational institutions, research institutes, as well as industries and companies to conduct these programs are well encouraged, as this is also expected to increase the global competitiveness of Indonesian higher education.

Following the implementation of the new curriculum for higher education, Japanese language programs are making efforts to increase their international cooperation with partner universities in Japan, particularly for student exchange programs, to give more study abroad opportunities for students besides the regular programs such as Japanese Studies MEXT scholarship. Cooperation with Japanese companies and recruitment companies both in Indonesia and Japan in the form of internship programs has been encouraged as well to give students an authentic learning experience of working in Japanese industries, along with the knowledge and skills of Japanese business manners, management, and interpersonal relationship which are indispensable to Japanese-related future career.

However, the implementation of the integrated curriculum is yet a new concept for Japanese language programs. There is still a big gap between Japanese language learners' competencies and the demand of the stakeholders in Japanese-related industries which has not been able to cover by Japanese Language Program. The data collected in this study revealed three necessary competencies of Japanese learners required by the Japanese industries: (1) Japanese language skill with a minimum standard of JLPT N2, (2) good soft skill, especially communication and adaptation skills, and (3) information technology (IT) skill. Graduates of Japanese Language Program who were lacking of

these competencies saw that their participation in study abroad program offered by Japanese language schools is an investment to acquire these competencies as a way to accumulate their cultural capital and to increase their chances of employability, status, and social networks (Yang and Cheng, 2018: p. 43) in Japanese user communities.

7.2.1.2. Limited, high-competitive scholarships

The number of scholarships offered to Japanese language learners in higher educational institutions is limited and extremely high competitive. The most popular one is Japanese Studies Scholarship from the Japanese government (MEXT scholarship) offered by the Japanese Embassy. This scholarship was designed for Japanese language learners in higher educational institutions in Indonesia to learn Japanese language and culture at Japanese universities for a year. The primary screening includes documents review with GPA and recommendation letter, written test consists of basic, intermediate, and advanced Japanese language level, as well as an interview. The Japanese Embassy in Jakarta will then send the documents of the best 20 candidates to Japan for further screening with MEXT Japan.

However, the applicant of this scholarship is limited to those of four-year undergraduate program (S1 program) students. Meanwhile, three-year diploma program (D3 program) students are not allowed to apply, regardless of their status as one of the programs in higher education. Other options to go to Japan for D3 and S1 students are through U to U exchange student programs and youth exchange programs, such as JENESYS. Still, the percentage of scholarship awardees is small compared to the total number of Japanese language learners at Japanese language programs of Indonesian universities. Study abroad with scholarship program has been a privilege for a limited number of students with high academic achievement. Therefore, the increasing number of

Japanese learners participated in self-financed study abroad programs, either during their enrollment in Japanese Language Program or after they graduated, indicates learners' way to go past financial and academic barriers to education in order to get a 'second chance' for the realization of their aspiration (Yang and Cheng, 2018: p. 44). It also shows learners' agency in lifelong learning by pursuing the opportunity to upskill themselves and expand their capabilities.

7.2.1.3. Unconducive Japanese learning environment

Findings from the narrative inquiry with participants of this study have revealed several reasons for Japanese language programs graduates to participate in the study-abroad programs. The inadequacy of Japanese language proficiency, either in Japanese language knowledge or Japanese communication skills, is the main reason for learners to join the programs. Studying at Japanese language school is considered as a chance to improve their Japanese language knowledge, especially up to the level of JLPT N1/N2. Meanwhile, working a part-time job in Japan would give learners the opportunity to enhance their Japanese communication skills. Regardless of being in Japanese language programs for three or four years during their university years, participants of this study reported that they could hardly use Japanese language at university. The Japanese lessons were mostly conducted using Indonesian language (*Bahasa Indonesia*) by local Japanese language teachers. Some participants felt awkward or even worse, were mocked by their friends when they made attempts to speak in Japanese language to their classmates. Outside the classroom, the opportunity to practice Japanese language was scarce with limited access to Japanese language learning resources as well as limited contact with Japanese native speakers. This unfavorable condition is contrasted with the main motivation for learning Japanese language of many Indonesian students which is mostly

utility-oriented, such as to be able to communicate in Japanese language, to work in a Japanese company, or to study in Japan (Fukihara, 2009). From the data analysis of this study, it can be concluded that the utility-oriented motivation played a significant role in the investment of Japanese language learning through study in Japan after learners graduated from the university. Study in Japan thus can be seen as learners' effort to experience the authentic learning of Japanese language and to practice the language in real-life contexts within the Japanese communities of practice.

7.2.1.4. The development of Japanese language educational business

Narratives of the participants of this study also revealed the rapid development of private business in Japanese language education in recent years. This private business related to Japanese language education began to flourish in Indonesia after 2011, which was the year of the occurrence of Eastern Japan Great Earthquake, which might reflect how the domestic affairs significantly influenced Japanese language education overseas in Japan. After 2011, the number of international students from East Asian countries was decreased significantly due to the effect of the Great Earthquake, and some attempts were made especially by Japanese language schools to fill in the gap by inviting more international students from South East Asian and South Asian countries. Except for Tissa, who became the only participant with the scholarship from MEXT, other participants of this study came to Japan through study-abroad programs offered by several local Japanese language courses in Indonesia and Japanese language schools in Japan. Following the changing regulation of study and work in Japan, with simpler immigration system and the increased part-time work hour to 28 hours/week as well as the growing need of human resources in Japan's labor market, many local Japanese language schools in Indonesia began to offer study-and-work-in-Japan programs. The local Japanese

language courses have a partnership with several Japanese language schools in Japan. The local Japanese language course offer consultation on the study in Japan and service for people who want to continue their study or to work in Japan. These local Japanese language courses are now easily found in several cities of main islands of Indonesia, such as Java (e.g., Jakarta, Bandung, Yogyakarta), Bali (Denpasar), Sulawesi (Makassar), and Kalimantan (Pontianak). These programs seem to facilitate both supply and demand from Japanese language learners and Japanese-related business, by providing Japanese language program for students who wants to enhance their Japanese language proficiency and on the other hand, by providing labor force with adequate knowledge of Japanese language to be able to work in Japanese-related businesses and companies, whether in Japan or Indonesia.

7.2.1.5. The different standard of JLPT

One of the attraction points of the new pattern of study-abroad to Japan for Japanese language learners is the JLPT preparation classes, especially for N3, N2, and N1. Japanese language schools offer various classes for specific purposes, including the preparation class in order to pass the JLPT. The finding from questionnaires study on JLPT participation among Japanese language learners at Indonesian universities shows that there are very few learners who could pass JLPT N1 or N2 while they were studying at university. Furthermore, the average standard used by most Japanese language programs at Indonesian universities for their students to graduate is JLPT N3. This standard differs from the one applied for the Japanese-related labor market, which requires JLPT N1 or N2. This gap has caused formidable hurdles for Japanese language program graduates. Participants of this study reported that they felt a lack of self-confidence regarding their Japanese language skills because they could hardly meet the

labor market's demand for Japanese language proficiency. However, on the other hand, many Japanese Language Programs at university consider N3 level as a more realistic goal to achieve for students in general compared to N1 or N2 levels. Setting an achievable standard for all students is also essential for the assessment of Japanese language program itself. Therefore, for Japanese language learners, further investment in Japanese learning through study-in-Japan programs is considered worthwhile because it gives them the expected return on investment in the form of Japanese language proficiency of N1 or N2 standard, improved communication skill, working experiences, and social networks.

7.2.1.6 Japanese language skills and Japan's experience

The primary motive for the participants of this study to participate in study-in-Japan programs is to improve their Japanese language skills, both paper-based JLPT standard skill, and communication skill, and to have the experience of living in Japan. As graduates from Japanese language programs of Indonesian universities, the biggest concern for the participants was whether they could be a competent Japanese language user in the workplace. However, as discussed in the previous section, the different standard of JLPT level between the academic and the workplace contexts has put Japanese language learners in a dilemma. One of the findings in questionnaire study revealed that most students of Japanese language programs are in the N4 level; meanwhile the percentage of students who have passed N1 or N2 is small (see Chapter 4). After studying Japanese language for three years (for diploma program) and four years (undergraduate program), some of them were able to graduate with JLPT level N3, but could not fulfill the requirement of most Japanese-related jobs to have JLPT level N1 or N2. Furthermore, even though some companies might accept the N3 level, the

participants did not have enough self-confidence to communicate using Japanese language in the workplace, even though they graduated from Japanese language programs. The participants of this study expressed their anxieties about the high expectation of Japanese companies toward Japanese language skills of Japanese language programs graduates. Moreover, there is another concern of Japanese language program graduates regarding job hunting. The participants of this study have revealed in their interviews about their experiences in job hunting. Many companies are giving priority to people who have experience living in Japan for some time over those with no experience. This lack of Japan's experience is also one of the reasons for participants to invest in a study-in-Japan program. In addition to the language skills, the experience of living in Japan is of great value itself.

Mulkerne and Graham (2011) reported that the international experience, along with the work placements during the year abroad, is considered valuable in the process of job recruitment and will enhance the profile of the graduates. They also pointed out that students with the experience of study and work abroad are more likely to have 'the ability to use a language actively, and apply it with some fluency in a range of situations, [which] is highly prized by employers' (p. 88). For graduates of Japanese language programs, the study-in-Japan programs with a chance of working part-time is an opportunity for them to enhance their Japanese proficiency level on paper, through JLPT preparation class at Japanese language schools, and to improve their Japanese communication skills by immersing themselves in various communities of practice where they were doing part-time jobs. The investment in Japanese language learning through a study-abroad program is expected to increase the value of learners' 'cultural capital' (Bourdieu, 1986) in the form of language skills and credentials, including Japanese mannerism, which will give them access to social positions as a competent Japanese

language user within the society. Study abroad to Japan, particularly in Japanese language schools, is associated with better Japanese language skills. The overseas credentials which are linked as well to learners' social networks or social capital will facilitate the exchange of cultural capital into economic capital upon their return to the home country (Waters, 2006: pp. 187-188).

7.2.2. The push factors from the host country

7.2.2.1. Limited access to social networks

Despite the assumption of positive relationship between study abroad and social network with native speakers, the result of this study shows that participating in study abroad program to Japan is not necessarily guaranteed learners' access to social networks within Japanese native speakers' society. Participants of the narrative interviews in this study reported that their social networks during their study in Japan only revolved around Japanese language schools and part-time jobs. Thus, the people within their social networks mostly consist of their fellow international students at Japanese language schools and their part-time jobs' colleagues. Since improving Japanese language proficiency is the main purpose of Japanese language schools, schools' activities focused more on intensive Japanese language teaching in the classroom. Meanwhile, intercultural exchanges and communication with native speakers' communities seem to get less attention.

One participant who studied in a vocational school after finishing her Japanese language school reported that vocational school has more Japanese students than international students. However, she also recalled her desperate attempts to communicate with her Japanese classmates but failed to build a good relationship with them regardless of her improved Japanese communication skills. Moreover, studying and working part-

time jobs had taken most of the entire time participants had, leaving less or no time for building a connection with people from outside the school and the workplace's community. The social network within the workplace community was also limited to working hours and hardly expand beyond it. Some participants tried to connect with Japanese native speakers through online social networking communities in order to have Japanese friends and expand social networks beyond language school and the workplace. Limited access to social networks resulted in the occurrence of lonely feeling and lonesomeness. To overcome it, participants tend to flock with their fellow Indonesian students of similar programs or with other international students. It also resulted in a limited chance to develop one's Japanese language communication skill optimally.

7.2.2.2. Negotiation of different sociocultural and religious values

Coming from the largest Moslem country in the world, most participants in this study are Moslem who had been taught since their early years to follow several basic Islamic regulations, such as not eating pork, not drinking alcoholic beverages, performing daily prayers and Friday's prayer (for men), and fasting during Ramadhan's month. As a Muslim woman, wearing a headscarf is also a religious practice which had become part of everyday life and culture of Indonesians. After coming to Japan, these religious values and practice were challenged by different values adopted by Japanese society. In order to be in line with the prevailing values in the society, students had to negotiate the differences. Some participants found it difficult to stay loyal with their religious values and practice. Male participants reported that it was difficult to deal with Friday's prayer time or to perform five times of daily prayers because of the school's schedules. Schools also could not make an exception only for Muslim students. Wearing a headscarf is another concern for female Muslim students. A female participant who was wearing a

headscarf had to change it into a cap when she was doing her part-time job. She also doubted her chance to apply for a permanent job in Japan because of her headscarf.

Japan, especially Tokyo, is being more open now to Moslem from all over the world. Muslim people who came to Japan can easily find Moslem-friendly restaurants and prayer rooms across the city. According to 2016 data, approximately 120,000 Moslems from overseas and 10,000 Japanese Moslems living in Japan (Waseda News, 2017). According to Japan National Tourism Organization (JNTO), about 352,200 Indonesians has traveled to Japan in 2017, increased almost six times compared to the year of 2009, and it was partly because of Moslem-friendly facilities built across the country have made their traveling became more convenient (South China Morning Post, 2017). However, for those living in Japan, the negotiation with different values needs to be made in order to be fully integrated into society. Some participants of this study expressed their concern of losing their Muslim identity, thus making the option of going back home after finishing their program and having some Japanese experiences a viable solution for them.

7.2.2.3. Dealing with prejudice and discrimination

As learners tried to integrate into the Japanese society, they were facing with various treatments which reflected prejudice and discrimination against their multiple identities: as an international student, a part-time worker, a foreigner, as well as a Moslem. During the narrative interviews conducted in this study, the male participants have recalled their experiences with local police who interrogated them and checked their residence card merely because they looked 'suspicious.' Another female participant who is wearing headscarf received unpleasant treatment when she was walking on the street. Discrimination between foreigners and native people also happened in the workplace. A

female participant recalled the discrimination she and other foreigners received during their job training. All foreign trainees were not allowed to move between different departments, while their fellow Japanese trainees were given the privilege to deepen their knowledge and experience by moving around different divisions during their training program. Furthermore, even after working as the permanent staffs, the female participant of this study and her fellow foreign workers did not get paid for their overtime work. They also received unpleasant treatments sometimes, such as harsh words and behaviors, during their work. These incidents have resulted in the decision to quit the job and to look for another job offer, or to go back home after finishing their study.

7.2.3. The pull factors from the home country

7.2.3.1. Social bonding with the family and friends

Findings from the narrative inquiry revealed that participants value their bonding highly with family and friends back home and felt regret for not being able to participate in some important events with family and friends. Annual religious events where families and friends often gather together, such as fasting month and the celebration that follows, as well as Christmas. Losing family members while being away from home is also one thing that makes staying abroad become difficult for some participants. The individualistic and solitary life in Japan is a contrast to the more socially open life in Indonesia, resulted in the occurrence of loneliness feeling and the urge to going back home.

According to Chriss (2007), the social bond has four elements: (1) involvement, (2) commitment, (3) attachment, and (4) belief. These four elements had shaped students' strong social bond with their family and friends before coming to Japan. During their stay in Japan, the element of involvement, which was strong when one spends time together

with family and friends in joint activities, is gradually diminishing along with the attachment, which is cultivated when one feels the emotional closeness to family and friends back home. Losing these elements also created the feeling of loneliness and going back home is a way to restore them as well as to strengthen the social bond.

7.2.3.2. Family financial consideration

Except for Tissa, who came to Japan under MEXT scholarship program as specialized training college student, other participants of this study were self-funded students. The educational fund mostly came from their parents. Focusing on their study, some participants only relied on one part-time job to support their life in Japan. Thus, at times they still had their parents sending money to help them pay the expenses. According to Statistic Center Bureau of Indonesia (*Biro Pusat Statistik/BPS*), income per capita of Indonesian people in 2016 was 47,96 million rupiahs per year, or nearly four million rupiahs per month (around 30,000 yen). With this amount of monthly income, school fees which spend about 750,000 yen per year plus accommodation and daily expenses was quite a burden for parents.

Participants were left with choices to either working double part-time jobs to cover the expenses, thus their parents would not need to send money, with the risk of exceeding 28 hours per week and less time for study, or working one part-time job while also expecting the money sent from home and concentrating more on the study. Some participants chose to give up on continuing their study at a higher educational level because of the financial consideration and went home to look for permanent jobs related to Japanese language.

7.2.3.3. Future career

As discussed in previous sections, social bonding and family financial consideration are two issues that pull some participants of this study to return to Indonesia after completing the study-abroad program. Because of these issues as well, they intend to build their future career in Indonesia instead of Japan in order to live closer to home. As study abroad was intended to gain several cultural capitals (such as Japanese language skills, Japanese language credential, Japan's experience, and networks), these cultural capitals will be utilized to increase learners' bargaining position and open access to desirable resources (such as working at Japanese companies and credibility as competent Japanese language users) in learners' home country. The development of Japanese industry in Indonesia is one of the factors behind the interest toward building a career at Japanese companies in Indonesia. There are approximately 2,021 Japanese companies operated in Indonesia (Teikoku Data Bank/TDB, 2016) and about 93.3% of the labor force in Japanese companies are local people (Investor Daily Indonesia, 21 January 2018). Survey on the motivation to study Japanese language in higher educational institutions shows that 69.7% learners chose Japanese language because of the future work or career (Japan Foundation, 2017a). With the rapid growth of Japanese industries in Indonesia and the career opportunity, they have to offer, participation in the study abroad program to Japan might be considered as an investment with a good return for Japanese language learners.

7.2.4. The pull factors from the host country

7.2.4.1. Embedded Japan's image

As it has been shown in the findings of questionnaire study in Chapter 4, mass media such as TV/radio program, internet, and manga, as well as Japanese teacher/lesson

at school, family members, and friends, had become the main sources of learners' first encounter with Japan. The allure of Japan and its popular culture which has become part of their everyday life since their early years is a significant pull factor for their growing interest in learning Japanese language, enrolling in Japanese language program at Indonesian universities, and studying in Japan. The increasing interest in Japanese language learning is one of the expected outcomes of the spreading of Japanese popular culture into the world which has started in Indonesia since the 1990s. The Japanese popular culture has embedded in learners' life and shaped their identity. The interview with Santi provides a concrete image of this embeddedness. Santi recalled her early years receiving such a great influence of Japanese manga and anime from her older siblings, as well as having the mutual interest and close bonding she shared with her friends as devoted fan club members of Japanese idol group. All of these encounters had shaped the learners' image of Japan as it was embedded in their life and identity, formed a cultural belonging to their imagined community of Japan.

The popularity of Japanese pop culture worldwide has been part of two significant foreign policies of Japanese government: the cultural diplomacy and the "Cool Japan." The idea of "Cool Japan" originated from Japan's cultural diplomacy in the 1970s to soften anti-Japan's perceptions, especially in Southeast Asian countries, and to promote the international understanding of Japan through the cultural exchange (Iwabuchi, 2015: p. 420). The establishment of The Japan Foundation in 1972 as an organization under the Ministry of Foreign Affairs (MOFA) was also part of the Japanese government policy under Fukuda Doctrine¹⁷ which aimed to improve the international image of Japan through the presentation of Japanese culture overseas (Iwabuchi, 2015: p. 420). Because

¹⁷ Fukuda Doctrine consists of three main pillars to strengthen the relation between Japan and ASEAN countries, which was proposed by the 42nd Prime Minister of Japan, Takeo Fukuda (1976-1978), during his visit to ASEAN summit meeting in 1977. The first pillar is to break the psychological barrier between Japan and ASEAN countries as a result of the Second World War. The second pillar is to increase confidence and trust between Japan and ASEAN countries. The third pillar is to become an equal partner and walk hand-in-hand with ASEAN countries.

of this policy, Japanese TV dramas, pop music, anime, and manga reached the peak of positive reception in the 1990s, especially in East and Southeast Asia regions. In the 2000s, the "Cool Japan" policy had been adopted to capitalize on the popularity of Japanese media culture in global markets (Iwabuchi, 2015: p. 421), started with Koizumi¹⁸ plan to strengthen Japan's brand images internationally through content industries, such as film, anime, and fashion. It followed by the establishment of Public Diplomacy Department within MOFA in 2004. Cool Japan was also seen from the perspective of economic benefits which led the Ministry of Economy, Trade, and Industry (METI) to establish Cool Japan promotion office in 2010. Later in 2013, the Council for the Promotion of Cool Japan was also established by the Cabinet Secretariat (Iwabuchi, 2015: pp. 423-424). In 2014, the Minister in charge of "Cool Japan" strategy declared a new mission of "Cool Japan" in addition to the promotion of Japanese culture, which is to provide creative solutions to the world's challenge with its brand value as a nation of innovation through the originality and ingenuity characteristics of its people (Cabinet Office, 2014).

7.2.4.2. Widespread Japanese language education

Besides English, which is the official foreign language in Indonesia and is included in one of the main subjects of the National Exam for Secondary Education and University Entrance Exam, Japanese language is among several foreign languages (Arabic, French, German, Mandarin, and Korean) taught in most upper secondary schools and some lower secondary schools in Indonesia. The teaching of Japanese language in secondary education has fully supported by The Japan Foundation Jakarta Japanese Language Center which was established in 1991 with a primary focus on the development

¹⁸ Junichiro Koizumi, the 56th Prime Minister of Japan (2001-2006).

of Japanese language education in Indonesia, especially in secondary education. Over the years, The Center has developed the Japanese language teaching materials for secondary education following the changing national curriculums. The Center had published "NIHONGO KIRAKIRA" Japanese language textbooks for 1st, 2nd, and 3rd grades of upper secondary schools and religion-affiliated schools, based on the 2013 National Curriculum and 2016 National Curriculum Revision. Workshops related to Japanese language teaching in order to enhance the capacity of local Japanese language teachers, as well as the dispatch of native Japanese language experts to schools and universities to help the establishment of Japanese language education in secondary and higher educational institutions, were conducted in cooperation with Japanese Language Teachers Colloquium (MGMP *Bahasa Jepang*) and Indonesian Japanese Language Teaching Association (ASPBJI). The Japan Foundation scholarships for short-term and long-term training at Japanese Language Institute of the Japan Foundation in Osaka and Urawa are also provided for Japanese language teachers overseas in order to improve their expertise in Japanese language teaching.

Furthermore, in April 2014, the Asia Center was established within The Japan Foundation to promote and strengthen cultural and language exchanges between Japan and Asian countries, particularly ASEAN, in the spirit of Tokyo Olympics and Paralympics Games 2020. One of the programs of the Asia Center is Nihongo Partners, a dispatching program of Japanese citizens mainly to secondary schools in Asia to support the local Japanese language teachers and students. As quoted in the official website of Nihongo Partners, 'the assignment of "NIHONGO Partners" is not only to support the educational activities of the local Japanese-Language teachers but also to spread the charms of the Japanese language and cultures through their learning support and cultural activities in and outside the classroom.' The goal of this program is to dispatch over 3,000

people by the year 2020. So far, Indonesia is in the first rank of the receiving countries with 417 Nihongo partners, followed by Thailand (210 partners), Malaysia (85 partners), Vietnam (77 partners), and Philippines (39 partners). Other Asian countries as Nihongo Partners destinations include Brunei Darussalam, Cambodia, Laos, Myanmar, Singapore, and Taiwan. The widespread of Japanese language education, especially in ASEAN countries and other Asian regions, is fully supported by the Japanese government through various Japanese language institutions and programs overseas. The introduction to Japanese language and culture in secondary education has a significant impact on learners' choice to learn Japanese in higher education, as well as their sense of longing for Japan, which then formed into the desire to go to Japan with an indistinct purpose of experiencing Japan as they have imagined it to be.

7.2.4.3. The changing policies of study and work in Japan

The policy of study and work in Japan has gone through significant changes throughout the years. Among the policies with significant impacts and consequences were the plan to accept 100,000 international students released in 1983 and another plan to accept 300,000 international students which was released in 2008. Both policies had brought the expected outcome of the increasing number of international students in Japan. Japan had reached over 100,000 international students in 2003 and had doubled it for over 260,000 international students in 2017 (Japan Students Service Organization/JASSO, 2017). Even though the use of English as a medium of instruction in higher educational institutions is getting more common in recent years, having adequate Japanese language proficiency for academic enrollment and job hunting in Japan is still much preferable. Therefore, Japanese language school as a language preparatory for university entrance and JLPT N1/N2 is a vital hub or portal for many international students who wish to

study or work in Japan. Some participants of this study reported that having graduated from a Japanese language school is one of the requirements to continue to study at vocational school or to do job hunting in Japan. They were even offered a special discount from some vocational schools if they could show proof of JLPT N1/N2 certificate. This episode indicates the importance of having a Japanese language proficiency in order to be able to engage in Japanese communities fully.

The highly valued Japanese language proficiency and the growing number of Japanese language schools which offer new opportunities for international students to connect with various Japanese communities, whether schools or workplaces, has become the point of interest for study abroad participants in this study. The increasing number of Japanese language schools has increased the competitiveness to attract as many international students as the language schools can. Japanese language education became a promising business commodity. Japanese language schools employ various business strategies to attract international students, including cooperation with overseas Japanese language courses and directly sending out their representatives overseas to scout for prospective students. Furthermore, they also offer chances to experience working, either part-time or permanent jobs, in Japan. For Japanese language learners, this is considered as a new opportunity to improve their Japanese language skills, especially communication skills and JLPT N1/N2, and to have the real working experience as well as the networks in Japanese society. Japanese communication skills, JLPT N1/N2, and Japan's experience are three things which often required by the Japanese-related job market and which most Japanese language graduates found themselves were lack.

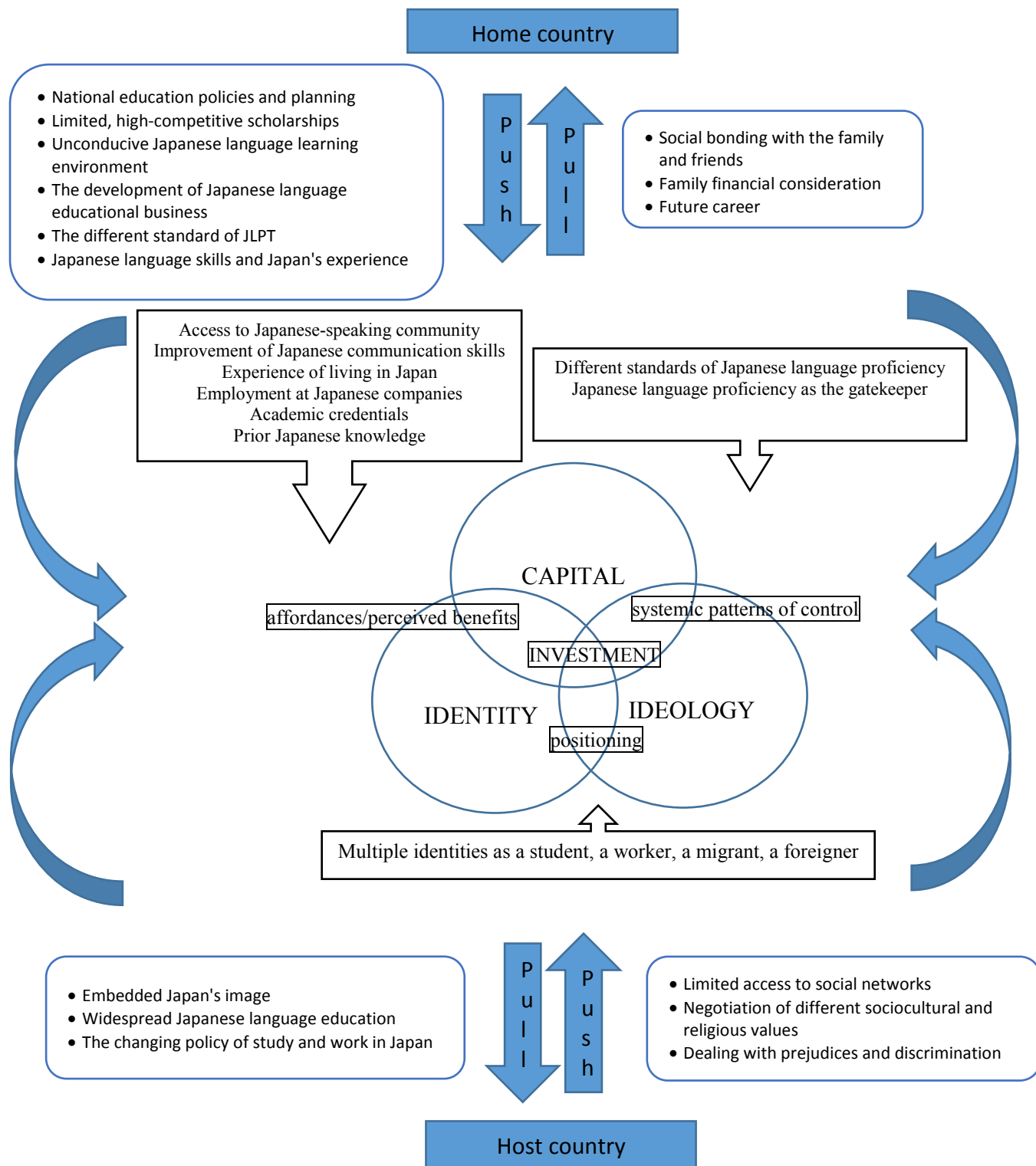


Figure 7.2. Japanese language learners' investment in Japanese learning and study in Japan within the dynamics of push-pull factors between home and host countries

7.3. The impact of the policies and planning on the investment in Japanese language learning and study in Japan

As summarized in Figure 7.2, the investment in Japanese language learning and study in Japan is greatly influenced by several push and pull factors came from both home and host countries. The interaction between capital, identity, and ideology is determined significantly by the implementation of language and education policies and planning in each country. This section will further discuss several policies and planning, which brought significant impact on the Japanese language education and language learners' investment, in two parts: part 7.3.1 will focus on the language and education policies and planning in Japan, and part 7.3.2. will focus on the policies and planning in Indonesia.

7.3.1. Language and education policies and planning in Japan

There are two policies related to international students which have significantly influenced the number and proportion of international students in Japan as well as impacted on Japanese language education: Nakasone plan in 1983 to accept 100,000 international students by the year 2000 and Fukuda plan in 2008 to accept 300,000 international students by the year 2020. Japanese language schools were established to support international students with adequate Japanese language ability to study at higher educational institutions in Japan. Both policies had boosted the number of Japanese language schools across Japan, which also rapidly increased the number of international students in Japan. Lax immigration regulations and the changing rules of working hour for the part-time job had contributed to the unexpected consequence, which was the phenomenon of *dekasegi ryugakusei*, international students who came to Japan under the student visa, but with the intention to work, mostly in low-skilled jobs, instead of study.

The 2011 Eastern Japan Great Earthquake had also contributed to the composition of international students, in which students from Southeast Asia and South Asia began to be recruited to fill the gap left by East Asian students who decreased significantly in numbers due to the Great Earthquake's effect.

The opportunity to work in Japan became wide open as Japan expects international students to work in Japan after graduating from Japan's educational institutions, as well as highly-skilled foreign nationals. In 2012, Japanese immigration introduced a new system of point-based that provides highly-skilled foreign professionals with preferential immigration treatment. There are two kinds of points calculation related to Japanese language skills. The first one is 15 points for the acquisition of JLPT N1 or Business Japanese Proficiency Test (BJT) score of 480 or a person who graduated from a foreign university having majored in Japanese language. The second one is 10 points for the acquisition of JLPT N2 or BJT score of 400 (Immigration Bureau of Japan, 2017). These new trends after 2011 has been implemented by the actors in the field of Japanese language education, mostly by Japanese language schools and their overseas partners of local Japanese language courses, through the promotion of study-abroad program to Japan with aims not only to continue study in Japan, but also to work by utilizing Japanese language skills. For Japanese language learners, this is considered as double opportunities: an opportunity to improve Japanese language skills and proficiency, as well as an opportunity to experience work and life in Japan.

The opportunity to have Japan's experience had been hindered by the limited access to student exchange scholarships. One of the scholarships for Japanese language learners is Japanese Studies Scholarship Program provided by MEXT. This scholarship is intended for university students majored in Japanese language program to study Japanese language, culture, and history for a year at a Japanese university. However, the number of

candidates who passed the primary screening (documents review, written test, and interview) and who got the recommendation from Japanese Embassy of Indonesia to be further screened by MEXT office in Japan is no more than 20 students every year (Embassy of Japan in Indonesia, 2018). This number is small (0.15%) compared to the total number of students majoring in Japanese language programs at Indonesian universities, which is 13,120 students according to the latest survey conducted by The Japan Foundation in 2015. The scarcity of study-in-Japan scholarship for Japanese language learners also contrasted with the high motivation for Japanese language learners at Indonesian universities to study in Japan (Japan Foundation, 2017a). With such a big gap, the study-in-Japan programs with a chance to do a part-time job to cover for the expenses offered by Japanese language schools are considered a reasonable solution for high-motivated Japanese language learners.

The promotion of Japanese language education overseas, including Indonesia and other South East Asian countries, goes hand in hand with Japan's cultural diplomacy through Cool Japan policy and have been among the top priorities of the Japanese government. The opening of The Japan Foundation office in 1974 in Jakarta followed by the establishment of the Japan Foundation Jakarta Japanese Culture Center in 1979 reflected the high commitment of the Japanese government. According to The Japan Foundation data in 1984, the number of Japanese language learners increased 94% within five years. The number has increased following the growing popularity of Japanese popular culture and the expansion of Japanese industry. The Japan Foundation Jakarta Japanese Language Center was established in 1991 to support the development of Japanese language education in Indonesia. Twenty years later, Indonesia has become the second country in the world with the largest number of Japanese language learners (Japan Foundation, 2013, 2017a), mostly concentrated in secondary education. In 2014, The

Japan Foundation established its specialized unit called The Asia Center which aims to promote and strengthen language, cultural, and intellectual exchanges between Japan and Asian countries, especially South East Asia. One of the main programs is Nihongo Partners, which dispatches Japanese citizens to mainly South East Asian countries to support local Japanese language teachers and students of secondary educational institutions. So far, Indonesia is the highest recipient country with 417 Nihongo partners, and in general, the program aims to send 3,000 Nihongo partners by 2020 and to create many human resources who can become the bridge between Japan and Asia (Japan Foundation Asia Center, 2018).

In summary, this section discussed the efforts of the Japanese government to promote Japanese language education and Japanese culture through domestic and foreign policies and planning. The domestic policies and planning seem to focus more on higher education in order to get highly-skilled professionals to work in Japan, meanwhile the foreign policies and planning put more focus on the widespread popularity of Japanese language and culture in secondary education, as it has the biggest proportion of Japanese language learners and Japanese popular culture consumers. However, these policies only put little attention on the development of Japanese language education in higher educational institutions, caused a too-wide gap for learners who now has changed their intention to learn Japanese language from merely as interest to Japanese language and culture, to a bigger purpose such as the development of their future career. As Japan is opening its door to highly-skilled international people, Japanese language learners are also positioning themselves within the changing policies and global market situation, through study-abroad programs and working opportunities in Japan.

7.3.2. Language and education policies and planning in Indonesia

According to The Japan Foundation survey in 2015, the largest proportion of Japanese language learners in Indonesia is concentrated in secondary education with 703,775 learners or 94% from a total of 745,125 learners (Japan Foundation, 2017a). Part of it is the result of Indonesian national curriculum revision in secondary educational level over the years. The 1947 national curriculum was the first to be formulated, two years after Indonesian Independence. Japanese language education was conducted as an elective foreign language subject in upper secondary schools in 1962, then appeared in the fifth national curriculum revision in 1975 (Furukawa, Kitani, and Nunoo, 2015). In 1984 national curriculum revision, Japanese language was recognized as one of the second foreign languages to be taught at upper secondary schools (Tjandra, 1994). In higher education, two Japanese language education programs and two Japanese language programs were established at four state universities of Indonesia during the period of the 1960s (Furukawa, Kitani, and Nunoo, 2015). The period of 1960s-1970s was also known as the establishment period of Japanese language education in formal education in Indonesia (Matsumoto, 2006). Indonesian government through its policy and planning of foreign language education had considered Japanese language as a significant foreign language subject to learn, as Japanese industries and investment proliferated in Indonesia started since 1960s-1970s. Meanwhile, through The Japan Foundation Jakarta office which was established in 1979, the Japanese government also provided support for the establishment of Japanese language education in Indonesia as well. Both governments had worked hand-in-hand to promote Japanese language education in secondary and higher education, resulted in the significant increase of Japanese language learners from only 1,676 learners in 1979 to 27,605 learners in 1984 or increased 16 times in merely five years.

During the 80s and 90s, Japanese language education was rapidly growing following the popularity of Japanese pop culture. With the establishment of The Japan Foundation Jakarta Japanese Language Center in 1991, programs focusing on the improvement of teaching skills and knowledge of local Japanese language teachers and the development of learning materials were conducted based on the Indonesian national curriculum, in cooperation with Ministry of Education and Culture of Indonesia as well as local Japanese language teachers (Furukawa, Kitani, and Nunoo, 2015). In higher education level, the number of Japanese language programs established in public and private universities was increased during 1990s-2000s. Indonesian Association of Japanese Language Education Studies (*Asosiasi Studi Pendidikan Bahasa Jepang Indonesia/ASPBJI*) was established in 1999 who is actively conducting annual seminars in Japanese language studies together with The Japan Foundation Jakarta (Japan Foundation, 2017b).

The period of the 2000s marked a new development of Japanese language education with the implementation of competence-based 2004 curriculum and its revision in 2006. Japanese language became required for the second foreign language subject and was taught in all grades of upper secondary schools. It had a tremendous impact on the number of Japanese language learners with a sudden increase from 85,221 learners in 2003 to 272,719 learners in 2006 and 716,353 learners in 2009. With such a rapid development, Indonesian Association of Japanese Language Teachers in secondary education (*Asosiasi Guru Bahasa Jepang Indonesia/AGBJI*) was then established in 2007 with support from the Ministry of Education and Culture, and together with the Japan Foundation and Japanese language subject teachers' meeting group (*Musyawarah Guru Mata Pelajaran/MGMP Bahasa Jepang*), are actively conducting various educational

training programs to enhance Japanese language skills and knowledge of local Japanese language teachers (Japan Foundation, 2017b).

On the other hand, the number of Japanese language learners in higher education shows a small but constant increase with approximately 51 Japanese language programs (Japanese language education and Japan study programs) in public and private Indonesian universities (The Japan Foundation, 2017b). In 2000s, based on UNESCO's four pillars of education: learning to know, learning to do, learning to be, and learning to live together, Indonesian government reconstructed its curriculum concept from content-based to competency-based in order to produce graduates who can compete in global world, with competent and relevant knowledge and skills (hard and soft skills) to be applied in the community (Directorate General of Higher Education, 2008). In 2012, Indonesian government revised the curriculum from Competence-based Curriculum (*Kurikulum Berbasis Kompetensi*) to Higher Education Curriculum (*Kurikulum Perguruan Tinggi*) based on the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia/KKNI*), which is a framework of competency qualification that can match, equalize and integrate between academic, vocational and professional education (Ministry of Education and Culture, 2014). The background behind this curriculum revision is due to the shifting focus of Indonesian government on the improvement of the quality of education and the skills of the productive age population, which is going to be the biggest part of Indonesian population in 2030-2040, in order to face the high-competitive global labor market (Ministry of National Development Planning, 2017). At the same time, the globalized world is now facing the fourth industrial revolution, where smart and connected machines and systems interact with technological breakthroughs, creating 'a world in which virtual and physical systems of manufacturing globally cooperate with each other in a flexible way' (Schwab, 2016: p. 12). The interaction

between technological, socio-economic, geopolitical and demographic development in the era of the fourth industrial revolution will make transformation on the way people work, the categories of jobs and occupations as well as the skills required for them (World Economic Forum, 2016).

The movement toward the improvement of higher education curriculum began earlier in 2008. As the development of vocational education in higher education started to receive special attention, vocational colleges were established at several leading Indonesian universities, such as the University of Indonesia and Gadjah Mada University. The new policy aims to improve the relevancy between education and the industrial need of graduate users (demand-driven education). Foreign language education, including Japanese language, has taken part in the development of vocational education as well, focusing on the curriculum development and its implementation. It has been a challenging task because before the establishment of vocational college which incorporates diploma programs from all fields of study, Japanese language diploma (D3) program was an integrated part of and a subordinate to undergraduate (S1) program. Thus, the curriculum of the D3 program was adapted from the curriculum of the S1 program with little attention to the development of vocational skills. As a consequence, it was difficult to distinguish the learning outcomes and competencies of graduates between the academic and vocational education. The messiness of the qualification system had resulted in lacking accountability of Indonesian higher education, which became the main reason for the birth of Indonesian National Qualification Framework and Higher Education Curriculum in 2012 (Ministry of Education and Culture, 2014).

Another significant issue of Japanese language curriculum in higher education is the fact that it has not yet met the qualification demanded by the growing Japanese industries in Indonesia. JLPT standard for graduates of Japanese language programs is N3,

and the percentage of Japanese language learners who could participate in a study-abroad program to Japan is small compared to the total number of learners majoring in Japanese language. Furthermore, the course design and curriculum development of Japanese language programs in higher educational institutions mostly cover only the basic and intermediate levels of Japanese language, equal to JLPT N5, N4, and N3 levels. These problems reflect the mismatch between the supply of Japanese language programs graduates and the demand of Japanese-related labor market who mostly required high Japanese language skills, both oral and written, not to mention sufficient knowledge and experience of Japanese industry and mannerism. Lack of qualified local Japanese language teachers with adequate Japanese language skills, knowledge, and teaching ability, as well as lack of information on learning and teaching materials and inadequate educational facilities are some of the factors behind these problems (Japan Foundation, 2013). In order to maintain the quality of education practice in higher education, the Indonesian government established the National Accreditation Board of Higher Education (*Badan Akreditasi Nasional Perguruan Tinggi/BAN-PT*) in 1994. The assessment was conducted every four to seven years, with levels of accreditation vary from "A" (accredited) to "D" (not accredited). Points to be assessed include the curriculum, the number of teaching staffs, the condition of students, coordination of the implementation of education, educational facilities and infrastructures, and administrative readiness. According to the BAN-PT directory data (2018), only 11 out of total 58 Japanese language programs (19%) have got 'A' accreditation. This result shows that there is still a small percentage Japanese language programs which can provide a qualified Japanese language education in Indonesian higher education and therefore able to produce qualified graduates.

7.4. Study in Japan and a good return on the investment

Participants of this study have made a significant investment in the study-abroad program to Japan with high expectation to get a good return on the investment. The investment was made in the form of money, time, energy, status, and position in order to acquire new resources which was inaccessible before, and which will increase their cultural capital's value and social power (Norton, 2013). New resources they now were able to get access to are proof of Japanese language proficiency in the form of JLPT N1/N2, improved Japanese communication skills, networks with Japanese communities, and also experiences of studying, working and living in Japan. Having these resources increases the value of their cultural capital, such as their credentials or qualification as a competent Japanese language user. Furthermore, it also increases their social power in the society, giving them more confidence to face the competitive and the demand of the labor market, as well as gaining recognition from the society. Some of the participants have found permanent jobs in Japan, working full-time by utilizing their Japanese language and communication skills. Some others are utilizing their Japanese language skills to learn new knowledge and skills. Others chose to go back home to Indonesia, working at Japanese companies, teaching Japanese in upper secondary schools, and continuing their study at a higher educational level.

7.5. Contributions of the study

This study offers contributions in several areas: (1) investment in foreign language learning, (2) the policies and planning in Japanese language education and international education, (3) push-pull factors in international student mobility, and (4) language skills for work as part of lifelong learning in higher education. Firstly, in terms of the investment in foreign language learning, this study contributes to the investigation

of language learners' investment, which is widely dominated by studies on English language learning (e.g. Darwin, 2017; Gao, Cheng, and Kelly, 2008; Luo, 2014; McKay and Wong, 1996; Norton Peirce, 1995; Norton, 2013, 2015; Pittaway, 2009; Skilton-Sylvester, 2002), from the perspective of Japanese language learning. This study found that the investment in Japanese language learning was initially motivated mostly by the proximity of Japan's image to learners' early life through Japanese popular culture and technology. This study also found that there are different needs and motivation in learning Japanese language between students in secondary education and higher education, in which the former focus more on cultural-related Japanese language learning, while the latter on the Japanese language application in the future career. However, there is still a huge gap between learners' needs and the actual practice in higher education which then became the motivating factor to make further investment in Japanese language learning through the study-abroad program at Japanese language schools, a new trend of study-in-Japan emerged after 2011 in several South East Asian and South Asian countries. While international students participating in this study-in-Japan program are prone to the stereotype of a growing phenomenon of *dekasegi ryugakusei* (Chiavacchi, 2012; Henning and Mintz, 2015; Iwakiri, 2017; Ryu, 2017; Sato, 2016; Sato and Horie, 2015; Shiho, 2015), this study suggests that in the case of Japanese language learners who graduated from Japanese language program of Indonesian universities, their further investment was expected to bring a good return in the form of language skills and credentials, which will give them access to social recognition in the form of appropriate job position and status as competent Japanese users/speakers, instead of to earn money during their study in Japan.

Secondly, in terms of the policies and planning in Japanese language education and international education, this study contributes to the existing researches on how

language and education policies, planning, and practices responded to the globalization in many countries, including Japan and Indonesia (e.g. Burgess, 2012; Cameron, 2002; Hamid and Nguyen, 2016; Harris, Leung, and Rampton, 2002; Hashimoto, 2000; Kobayashi, 2014; Kubota, 2002; Rahmi, 2015; Shao, 2008; Zacharias, 2013). This study provides insights into the impact of the implementation of language and education policies and planning on learners' investment in Japanese language learning, with a detailed account of learners' experiences in studying Japanese language and factors contributed to several important decision making during the process, both in home and host country. This study has analyzed the policies and planning regarding Japanese language and international education in both countries and suggests that the policies and planning employed in home and host countries have simultaneously created a significant change on the pattern of Japanese language learners' investment. The globalization, migration, and the world economy has also changed the way people move and learn. It is essential for the policies, planning, and practice to adapt to the changing global situation by gaining an understanding of Japanese language learners' perspective on their investment in language learning.

Thirdly, this study contributes to a great deal of researches on push-pull factors of international student mobility in higher education (e.g. Chen, 2017; Chiou, 2014; Didisse, Nguyen-Huu, and Tran, 2018; Kim and Sondhi, 2015; Mazzarol and Soutar, 2001; Wilkins, Balakrishnan, and Huisman, 2012; Xiong, 2017), by adding to existing literatures the complex dynamics of push-pull factors from both home and host countries from the perspective of foreign language learning. This study has added new finding to previous studies investigating students' motivation for study abroad (e.g. Massey and Burrow, 2012; McCarthy, Sen, and Garrity, 2012; Mihi-Ramirez and Kumpikaite, 2014; Oliveira and Soares, 2016; Wiers-Jenssen, 2003), suggests that the development of skills

and knowledge to become a competent member of society has been the main motivation rather than merely economic reasons. Students' motivation to study abroad was analyzed not only by focusing on individual learners' preferences, but also by taking into consideration the government efforts to enhance and manage student mobility through various policies and planning (e.g. Cornet, 2015; De Moor and Henderikx, 2013; Gribble, 2008; Junor and Usher; 2008), in this case by comparing the implementation of some policies and planning in both countries and how it has impacted on learners' motivation and decision to study abroad. This study provides insights into the various patterns of student mobility (e.g., Chan, 2012; Choudaha, 2017; Varghese, 2008) between different educational level, as well as added new perspective on the more salient roles language has within the context of mobility "for shaping identities, communities, and social practices" (Canagarajah, 2017: p. 19). This study highlights the benefits and constraints of study abroad for language learners (e.g., Kinginger, 2013; Miyo, 2010; Taguchi, 2015) and how they were negotiating their identities through social practices and participation in different communities. Language as a tool for communication has become an indispensable symbolic capital. It gives learners access to desirable resources, including status as competent language users/speakers which will enable them to participate in the society fully.

Lastly, in terms of language skills for work as part of lifelong learning in higher education, the result of this study reflects the changing ideas and patterns of working and study abroad, in accordance with the changing policies and planning implemented in each country, where borders between different aspects, dimensions, and fields became more obscure. Language has become 'an acquirable and commodifiable skill' one considered as a good investment for enhancing competitiveness and economic value within the neoliberal world market economy (Allan and McElhinny, 2017: p. 84). The investment in

skills has been indispensable as it has become 'the global currency of 21st century' and the value of one's skills needs to be retained through continuous development throughout life (OECD, 2012: p. 3). Therefore, it is important to consider the promotion of skills for work as part of lifelong learning in higher education, as well as support for international mobility of students and graduates (UNESCO, 2011; p. 17). This study pointed out how learners have practiced their agency in order to acquire and develop their language skills and knowledge they have previously learned in higher educational institutions of the home country through study abroad and social engagement with Japanese communities of practice. On the other hand, this study also found that there are still lacks policies and planning aiming for quality assurance of skills-for-work for Japanese language learners to prepare themselves to face the global labor market. In Indonesia, there are still a big gap between the output of Japanese Language Programs and the demand of Japanese labor market, resulted in the mismatch between the educational background and the occupation of many Japanese Language Program graduates. Following the increased demand for foreign workers in Japan, higher education institutions in Indonesia started to receive many internship programs offers to Japan from Japanese agency companies or Japanese language courses/schools, many of them are combined with Japanese language learning. However, there is a lack of integration between the language contents students have learned in Japanese language classroom with the jobs students are assigned to do during the internship program. The issue of how these programs could benefit Japanese language learners in the long run, beyond merely an experience of living and working in Japan, needs to be taken into consideration, particularly by the policymakers and the stakeholders in Japanese language education. As stated in UNESCO Global Education Monitoring Report, the government and all relevant parties need to ensure the good

quality of educational provision and their ‘qualifications and certificates correspond to the skills workers have and employers need’ (UNESCO, 2017: p.170).

The study abroad program combined with working part-time that was attended by Indonesian learners of Japanese in this study might as well be considered as a form of ‘apprenticeship,’ which is defined in a broader definition by Ryan (2012: p. 405) as ‘learning programs that combine part-time formal education with training and experience at the workplace, and result in an externally recognized vocational qualification.’ The problem, however, lies on the focus and the goal of the learning program itself, which concentrates more on the paper-based language proficiency (JLPT) and fulfilling the Japanese industrial needs for the workforce rather than the development of learners’ potentials and future skills. This study found that the program of study-and-work in Japan, has the inclination toward cheap labor exploitation instead of investment in future skills, which is caused by a lack of quality assurance in the policies and planning, as also found in other cases in the previous studies (Mohrenweiser and Backes-Gellner, 2008; Ryan, 2012). In order to improve the human resources quality, therefore, there is a need to design a good apprenticeship-based language learning program which focuses more on learners, by considering the three dimensions of the apprenticeship: (1) the pedagogy characterized by the situated learning, (2) the skill content, and (3) the school-to-work transition (Ryan, 2012: p. 407). Thus, this study strongly recommends all stakeholders, including the government, the educational institutions and practitioners, the policymakers and also the employers to create a comprehensive and integrated policy and planning to ensure the quality of skill acquirement and development process as part of lifelong learning, in accordance with the fourth Sustainable Development Goals (SDGs), that is to ‘ensure inclusive and equitable education and promote life-long learning opportunities for all’ (United Nations, 2018).

Several actions to formulate policies regarding Japanese language education and international students in Japan have been taken during the year 2018. A bill regarding Japanese language education was drafted by Japan's diet group which is said to become 'Japan's first-ever law defining the government responsibility to systematically promote Japanese language education at home and abroad' (Japan Times, 29 May 2018). This bill was meant to create a unified policy on Japanese language teaching in order to deal with the increasing number of foreign residents, including international students. The Japanese government is also planning to deregulate the visa for specific activities (特定活動, *tokutei katsudou*), which is intended for helping international students with certain Japanese language ability to find employment in Japan after graduating from Japanese education institutions (Nishi Nihon Shimbun, 17 October 2018). Driven by the lack of human resources, Japanese government at the local level has also taken action, as shown by Yokohama city, by signing a memorandum with the overseas stakeholders to create an internship program for care workers which includes Japanese language education as well (Town News, 11 October 2018). These movements in both the policy and the practice level indicate the significant position of the Japanese language education. The implementation of the new policies will surely attract more Japanese language learners overseas to study and work in Japan in the future. Therefore, the formulation of the language policy and planning focusing on learners' need and diversity is an important task that needs to take into consideration by the policymakers and the stakeholders, both in Japan and Indonesia.

This study also found that there is an urgency to promote vocational education and training (VET) for language learning in higher education in Indonesia, which is along with skills-for-work has become an integral part of lifelong learning (UNESCO, 2011). In order to face the demographic bonus in 2030-2040, the Indonesian government has

shifted the focus on the skill development strategies related to education and workforce, following the National Medium Term Development Plan (*Rencana Pembangunan Jangka Menengah Nasional/RPJMN*) 2015-2019 (Ministry of National Development Planning, 2017). The development of VET in secondary and higher education and the strengthening of labor force competitiveness in the global market have become the priority of the government's policy and planning. Several Indonesian higher educational institutions have responded to the plan by establishing the vocational college in several universities and Indonesian Vocational Higher Education Forum (*Forum Pendidikan Tinggi Vokasi Indonesia*) in 2014. Foreign language education, including Japanese language program, has become part of the vocational college and one of the challenges for the development of foreign language education in vocational higher education is an integrated curriculum balancing between theory and practice for the acquirement of language knowledge and skills. The result of this study suggests the need for the improvement of Japanese language education curriculum focusing more on the development of language skills for work for Japanese language learners. This finding is following the fact that many Indonesian graduates still lack relevant knowledge and skills and could not meet the demand of the industry and the labor market (OECD/Asian Development Bank, 2015). This study also suggests the need for the apprenticeship of Japanese language learning through study abroad program integrated with working experience in Japan. The program should focus more on the language skill development and other skills relevant to the Japanese-related labor market. The program should also enable learners to build sufficient networks to support them through the transition process from university to work.

Equally important is that the contribution of this study also lies in the empirically rich insights provided by the Japanese language learners' voices in different stages of Japanese learning experiences, during their study in Indonesian higher education and

study in Japan. As stated by Manca, Grion, Armellini, and Devecchi (2017: p. 1075), the voice of learners, which includes their experiences, expectations and future aspirations, is an important component for higher education transformation. Learners' voice will provide insights into many aspects of the implementation of language education policy and planning and its effectiveness in improving the quality of higher education as well as to identify the existing problems and the possible solutions.

7.6. Constraints and limitations

Regarding the constraints and limitations of this study, one point needs to be taken into consideration is the limitation in research design. This study employed the method of narrative inquiry to investigate Japanese language learners' experiences. As narrative inquiry focuses more on the thick, in-depth description of individual experience, involving a small number of participants is one of the characteristics of narrative research. This study investigated the narratives of 17 Japanese language learners in a Japanese language program of an Indonesian university and 10 Indonesian learners of Japanese language in study-abroad programs in Japan. Consequently, there is a constraint on the generalizability of the result of this study concerning other foreign language programs or the similar phenomenon in other countries.

Another issue to consider is regarding the three datasets analyzed in this study. Even though some of the participants in the first data set became the participants of the second data set and the third data set was collected to confirm the generalizability of the findings in previous datasets, the three datasets are independent of one another. The lack of linkages between the three data sets might raise a question on the continuity between the home country's experience and host country's experience of the same participants. Because of the time constraints, the longitudinal study to examine the experiences of the

same Japanese language learners over long periods of time and to observe the changing process during the period is difficult to be conducted. Moreover, the focus of the present study is not on the changing process itself, but on the experiences of Japanese language learners on each timeline. Therefore, instead of focusing on the same particular group of participants, the present study was designed to look more on the experiences of a different particular group of participants on their timeline.

The present study also focuses on the specific issue of the study-abroad program to Japan, which is the student mobility from Indonesian university to Japanese language schools/vocational schools in Japan, a phenomenon started to occur in Indonesia around 2012 or a year after the Great East Japan Earthquake in 2011. Therefore, the participants of the study-abroad program in the second data set consist only a group of particular Japanese language learners participated in this specific study-abroad program, with no comparison between the specific program and the regular study-abroad program among Japanese language learners in higher educational institutions. Even though one of the purposes of this study is to examine the factors of the new pattern of study abroad to Japan and the result of this study has explained to a great extent different student mobility occurred in higher educational institutions, the findings might not be generalizable to regular study-abroad programs in higher education.

7.7. Recommendations for future research

By taking into consideration several constraints and limitations explained in the previous section, this study suggests some recommendations needed to be conducted as a future research agenda. The participants of narrative inquiry in this study came from two Japanese language programs of two public universities in Indonesia. Future research agenda needs to consider the variation of the sample group, such as the university

location (in the case of Indonesia, between Java and non-Java regions), the university program (diploma, undergraduate, and graduate programs), the foreign language program (Japanese, English, and other foreign languages programs in the university), as well as the grades within the program (freshmen, sophomores, juniors, and seniors). Furthermore, since the phenomenon also occurs in other Asian countries along with the rapid development of Japanese language education, such as Vietnam and Nepal, a joint research with international researchers is of considerable significance, not only in the field of Japanese language education, applied linguistics and sociolinguistics, but also in the field of student mobility and migration studies. A comparison study between the specific pattern of study abroad investigated in this study with the regular study-abroad program in higher education from the perspective of language learning policy and planning might also provide some insights into the impact of specific policies and planning on language learning and student mobility.

Another recommendation for future research agenda is to conduct the longitudinal study on a particular sample group of foreign language learners in order to examine both the experiences and the changing process, as well as to observe how some factors play their roles on the process. The longitudinal study might provide more comprehensive and detailed information on the decision-making process of language learning investment, as well as the interplay between capital, identity, and ideology involved in learners' investment.

Regarding the language skill for work and foreign language education in higher education, a further study exploring the gap between the supply of graduates with Japanese language skills in higher educational institutions and the demand of Japanese-related labor market need to be conducted as future research agenda. To develop a lifelong education, higher education as the last part of formal education has a great

responsibility to bridge between learning and living, by adapting foreign language education in higher education to a more application-to-practice-oriented (Li, 2013: p. 477). The significance of foreign language skills in the labor market has also become the main research topic of international researchers (e. g. Beblavý, Fabo, and Lenaerts, 2016; Di Paolo and Tansel, 2013; Fleisher, Li, and Li, 2015; Graham and Moores, 2011; Isphording, 2014; Mulkerne and Graham, 2011). With the growing number of Japanese language learners overseas and the changing pattern of student mobility to Japan, future research agenda on the development of foreign language education with the orientation to language-skill-for-work in higher education as well as the supporting policies and planning is an issue of great importance.

7.8. Final thoughts

Conducting this research has been part of a reflection process of my study abroad experience and how I made meaning of Japanese learning, as well as my identity construction as a Japanese language learner, user, and teacher. My first encounter with Japanese was through one-year homestay program with a Japanese family in Fukuoka during my high school years. My Japanese knowledge was zero, and I barely had a concrete idea of Japan, except for its manga, anime, and snow, as I sometimes saw on TV. Learning Japanese was not easy, but somehow I managed to make conversation in simple Japanese three months after I arrived, wrote in hiragana, katakana, and simple Kanji six months later, and eventually did my farewell speech in Japanese language one year later and passed the JLPT level 3.

My life would never be the same again since then. The only thing I knew for sure was that I want to go back to Japan again, and in order to do that, I need to enter Japanese language undergraduate program in university, since it was the place and might be the

only place that offers many study-abroad scholarships. I got in and made a came back to Japan three years later. I also started teaching Japanese language as a part-time job in a Japanese language course and was hired as a full-time Japanese lecturer in a university after graduation. At the same time, I also made use of my Japanese skills in other fields as well, working on some translation and interpreting projects. These experiences have led me to pursue my studies further in graduate level and came back to Japan.

Scholarships from the government and foundation financed all of my study-abroad experiences. The privilege as a scholarship awardee is beyond expectations. Besides receiving a regular amount of scholarship for living expenses every month, I also do not have to worry about tuition fees. I was provided with a reasonable accommodation, Japanese language program, regular classes, as well as the opportunity to participate in cultural exchanges with Japanese society through many activities. Even more, I do not have to look for a part-time job because I receive a monthly scholarship which is sufficient to support my life in Japan. Some government scholarships even do not allow their awardee to do a part-time job so they could concentrate more on their studies.

However, I found my study abroad experience differs in many ways from those who came to Japan through Japanese language schools and financed their studies. As a Japanese learner myself, I reflected on the things that made me choose to study in Japan as a way to pursue my dream and how I have made meaning of my Japanese language learning during my study abroad experience. Nonetheless, my further investment in Japanese language learning back then might have a different meaning from the one made by Japanese language learners who are now studying in Japanese language schools while working part-time. The changing and implementation of policies and planning has also come into play. The investigation into the factors in Japanese language learning and study abroad decisions, including the role of policies and planning, provides essential insights

into Japanese language learners' investment, by thoroughly looking at their participation and engagement in various cross-border communities of practice in a more globalized world.

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APPENDICES

APPENDIX A. Narratives of Japanese language learning experiences at university

1. Danny's story

Danny was a vocational school's graduate, majored in automotive. He learned Japanese for the first time when he was in second grade of vocational school, for only one year. Before, Danny only knew about Japan from Japanese anime he used to watch since young and did not have any interest in Japanese language. In the Automotive major, students were given Japanese language lesson because of the possibility to study automotive directly in Japan. His Japanese teacher also went to Japan once. He had a dream to go to Japan after knowing more about Japan from TV programs.

After graduated from vocational school, he once applied internship program to Japan under government official institution. Because of the strict physical requirement, he quitted then enrolled at a university of education in his hometown, majoring in automotive. However, after studying Japanese, Danny has become interested in Japanese rather than automotive itself. In the second semester, he decided to quit and enrolled at Japanese language program of an Indonesian university, although his father did not agree at first.

During his study at Japanese language program, Danny could not apply for any scholarship because of his insufficient grades. He was busy with non-academic student club activities which made his grades went down. Japanese composition is the most difficult lesson for Danny since he was not good at writing and it is also related with grammar which turns out not as simple as he used to think when learning Japanese for the first time. He could only practice his Japanese sometimes when exchange students from Japan came to his university, using simple Japanese to talk with the native speakers.

Danny was in his third year when the interview was conducted, but he did not have JLPT N3 yet. Therefore, he wanted to prepare for the N3 test. After graduated, Danny wanted to work at a Japanese company in Indonesia, so the Japanese knowledge he got from the university would not go to waste. However, he still had the desire to go to Japan, although he did not have any concrete plan of what he wants to do in Japan. He got much information about Japan from fan pages on Facebook. He also intended to have N3 to make it easier for him to apply for a fee-charging short exchange program to Japan. On the other hand, he also wanted to continue to four-year undergraduate program to get a better job in the future, because he did not feel ready yet to get a job with his limited skills. Danny believed that language skill is not enough for getting a job and that he needs to learn other skill as well for his future career.

2. Ivy's story

Ivy came from regular upper secondary schools. Japanese lesson is a required subject for first-grade students at her school. In second grade, she chose Natural Sciences Major at first but then persuaded by her teacher to choose Language Major instead. She learned Japanese for another two years as a student of Language Major. Different from Danny, Ivy did not have any interest in Japanese anime, even though she also sometimes watched it on TV.

Learning Japanese for three years at high school made Ivy want to continue study in Japan or at Japanese language program in an Indonesian university. She applied Japanese government scholarship for the undergraduate program when she was still a high school's student, but failed because it was very competitive. She then tried to apply for a national scholarship, and succeed to get a scholarship for her study at a Japanese language diploma program. During her study at university, Ivy kept trying to apply for

scholarship exchange program to Japan, but her grades were below the standard. She applied for another Japanese government scholarship exchange program, but she failed the written test.

Regarding her Japanese, Ivy said that she was able to understand Japanese conversation and having simple communication in Japanese. However, it was still difficult for her to give a reply using advanced Japanese. Ivy also started to teach Japanese to a vocational school as a part-time assistant for a Japanese teacher there. She also taught Japanese as a volunteer to a university student club whose members were interested in studying Japanese. Because of her teaching experiences, Ivy wanted to become a Japanese teacher for her future career. She planned to continue her study to a four-year undergraduate Japanese language education program. Her students sometimes asked her whether she has ever been to Japan before. It made her wish to go to Japan become bigger.

During the last year of her study, Ivy finally decided to join a fee-charging short program to study in Japan for three months, coordinated by a local Japanese language course in cooperated with their partner Japanese language school in Hokkaido, Japan. The program was mainly to study more about Japanese language at the language school. She wanted to improve her Japanese skills in order to become a better Japanese teacher in the future.

3. Almira's story

Almira started learning Japanese in formal education when she enrolls in Japanese language program at the university. However, she began learning Japanese autodidact when she was about in Junior High School, through a Japanese dictionary, by learning hiragana and katakana (Japanese characters beside Kanji). Almira liked anime since

Elementary School and learned more about animation during her study at vocational school majoring in Multimedia. When she was in her third grade of vocational school, Almira created an Otaku Club with her juniors of the same school. They shared information and discussed Japanese animation, Japan, and sometimes about Japanese language. She then enrolls in Japanese language program partly because she failed the National University Entrance Exam and also because she was interested in Japanese.

Almira said that it was fun learning basic Japanese in the first semester, but then experienced difficulties in learning more about Japanese, especially Kanji, in her second semester and resulted in poor grades. Kanji is difficult for Almira because she could hardly find it in everyday life to make her get used to it. She tried to motivate herself to like Japanese language again through anime and Japanese drama. She wanted to go to Japan because of her dream to learn animation in Japan. Almira decided to participate in the same exchange student program applied by Ivy. She already has JLPT N3 and plans to take N2 or N1 while she is in Japan. She also wants to collect information about animation schools while she is there.

Almira enjoys Japanese composition and reading because both relate to her interest in reading and writing. She thinks Japanese is interesting because it has many similarities with her mother tongue, Javanese language. She learned more about Japanese through practice in a one month training program as a local guide for Japanese people at a tourism destination in her city. However, she thought that her Japanese speaking skill is insufficient and sometimes felt lack of self-confidence when she could not understand the Japanese spoken by native speakers she was talking. For Almira, it is essential to have more practice with native speakers of Japanese, but did not get many opportunities to do that during her study at university. She worked part-time at a local Japanese restaurant as a waitress and were able to practice her Japanese and English speaking skills with

international guests. After graduating from Japanese language program, Almira plans to work as an interpreter at a Japanese company. She wants to have as many experiences as she can gain related to the Japanese language in various fields, such as tourism, and hotels.

4. Sheila's story

Sheila did not have any Japanese learning experience nor interest in Japanese language when she first enrolled at Japanese language program. She majored in Natural Sciences in upper secondary education and wished to study Physics at the university. However, she failed the National University Entrance Exam. She tried for other exams in several universities and programs but failed again. Her mother suggested to try for the language program, and Sheila chose Japanese and French. Japanese became the first choice because she liked watching anime on TV, although she did not have any particular interest in Japanese pop culture. Sheila worried because she has no basic knowledge of Japanese; therefore she took short Japanese course and bought Japanese textbooks to help her adapt with Japanese language and characters. Her friend, who already learned Japanese, taught her some basic Japanese as well. After studying Japanese for some time, in semester 3, Sheila passed the N4 test. She then tried N3 test once but failed.

After JLPT, her next target was going to Japan. Her role model was her classmate who is competent in Japanese and able to participate in an exchange program to Japan. She applied for some programs offered at her campus but failed in Japanese interview. Sheila realized that her Japanese speaking skill is insufficient and wanted to practice more by going to Japan. She finally got her chance to visit Japan through Jenesys Program from the Japanese Embassy. In Japan, she experienced Japanese life and practiced communication in Japanese with her homestay family. Sheila also met other Japanese

learners with advanced Japanese speaking skill and was motivated to improve her own, especially in speaking and listening.

Sheila wanted to pursue a career as a Japanese lecturer or a Japanese translator after she graduated from university. She likes Japanese grammar and enjoys the process of translating Japanese sentences. She also taught private Japanese lessons during her study in university. Her mother suggested her to continue her study to the four-year undergraduate program. Even so, Sheila also looks for another opportunity to study in Japan. Her target is to get JLPT N2 and to continue to a higher level of education because she needs to improve her knowledge in Japanese language as well as Japanese translation.

5. Adel's story

Adel learned Japanese since first grade for three years during her upper secondary education. Her interest toward Japanese grew for the first time when she was in Junior High School because of Japanese comic (*manga*). She got the influence from her friend and became more interested in Japanese when she took Japanese lesson in Senior High School. She chose Japanese program in the National Exam but failed. Then, Adel tried the diploma Japanese language program as her last chance to get into the Japanese language program and succeed.

As she got into the second year of a Japanese language program, Adel faced the difficulty of learning Japanese, especially grammar. She confused with many different patterns of Japanese grammar and its application. During her last year at university, Adel started to regret her choice of studying Japanese. It started when she joined a community off campus. It was an international event, and Adel became one of the liaison officer and volunteer for the event. Through her participation within this community, Adel learned many things other than Japanese, such as communication and management. Her

participation in this community has made her realize about the competitiveness of the global labor market and it cast pessimism over her Japanese skills, whether she will be able to count on it in the future. Adel felt that she might have chosen the wrong program.

Adel thought there are not many opportunities to practice Japanese during her study at Japanese language program, whether with her classmates nor with Japanese people. It is also one of the things Adel thought had made her difficult to improve her Japanese vocabulary. She still wants to go to Japan, but not for study. She just wanted to experience Japan directly. After graduating from university, Adel plans to study Management at another university in her hometown.

6. Dena's story

Dena came from Language Major in upper secondary education and started learning Japanese since 2nd grade. In her major, there were Japanese, German, Mandarin, and English, but Dena only attracted with Japanese. She was interested in Japanese characters and want to learn more about it. Unlike most Japanese learners, Dena did not have any interest in anime or manga. Ever since learning Japanese, she only wanted to study Japanese in university. Her parents wanted her to take another major, such as hotels, so it will be easier for her to look for a job in the future. However, Dena insisted on taking Japanese. She wanted to become a Japanese translator, the only job she knew at that time related to Japanese.

During her study at Japanese language program, Dena did not have many opportunities to practice Japanese. She complained about being laughed at using or speaking Japanese in front of her classmates, made it difficult to get used to speaking. Dena enjoys practice speaking Japanese with native speakers, Japanese students she met when they came in her university through an exchange program. She maintained

communication with them through social media. In campus, besides Japanese lessons and informal *kaiwa-kai* (speaking club), there were no other activities that would help learners practice Japanese, and this situation discouraged her.

With some of her friends, Dena took a Japanese guide training program at a local tourism site for three weeks. They learned from professionally certified guides on how to give an explanation to Japanese tourists. Dena and her friends were also able to have conversations with them. This experience made Dena want to continue her study in order to become a Japanese professional guide in Bali.

Dena applied for a short exchange program to a Japanese university and joined a preparation course to Japan taught by a native Japanese teacher for a month. The teacher introduced Japan, how to do an interview in Japan, the characters Japanese people, and other interesting themes they need to know about Japan. During her exchange study, Dena was delighted because she could use Japanese every day and made many Japanese friends there. Her biggest dream since high school was to go to Japan and it came true by studying Japanese.

Several months before graduated, because of her Japanese ability Dena got a job offer from her Japanese acquaintance who lives in Indonesia and is in charge with a branch of a Japanese company. She was asked to teach Japanese to Indonesian trainees who will be sent to Japan but refused the offer because she did not want to be a teacher. Her acquaintance then offered her another position as the company staff dealing with documents in Japanese. Dena took the offer because of the chance of being able to go back to Japan someday.

7. Rina's story

Began with her hobby of reading Japanese comic (*manga*), Rina started learning Japanese when she was in Junior High School 2nd year, by taking Japanese lesson at a local Japanese course for two years. She chose Japanese four-year program in National Exam but failed. She then chose a diploma three-year program because it offers more practice of Japanese. At Japanese language program, Rina was active as a student club committee and involved in many activities related to Japan and Japanese culture, such Japan's Festival (*Nihon Matsuri*), *Chanoyu* Workshop, seminar, and so forth.

Regardless of her busy activities, Rina could maintain the good grades of her Japanese lessons. Because of this, she became one of the participants of the exchange student program to Japan. Rina got chances to attend class with Japanese students, visiting Japanese schools and university, and doing a presentation in Japanese. She still wants to go to Japan again in the future to improve her Japanese speaking skill.

Regarding Japanese lessons, she enjoyed learning Japanese grammar and listening. She likes practicing Japanese listening by watching anime without subtitles and tried to understand the conversation. Rina already got JLPT N3, then tried for N2 as well but failed. She wants to continue her study in Japan through a scholarship program. Rina was looking for the information on the internet or educational seminar. She keeps trying for N2 because many programs of study in Japan require an N2 certificate. While studying in Japan, Rina also wants to learn how to get a job in Japan. If she could not get a scholarship, Rina plans to look for a job after graduating from the university. She wants to be a Japanese interpreter, so she can keep practicing her Japanese knowledge and skills.

8. Endang's story

Endang started learning Japanese when she was in upper secondary school 2nd grade for two years. She liked anime and manga since elementary school and began to have interest in Japanese language since she was in lower secondary school. Her interest in learning the language has made her choose the Japanese language program at a public university and university of education. She failed in the National Exam for a regular four-year undergraduate program; therefore Endang chose to enroll in a three-year diploma program. Her parents did not agree with her choice of Language major and suggested to choose Economy instead. However, Endang insisted on learning something of her passion. She was proud when she can speak and read Japanese, impressed other people of her language skills.

She found that grammar is the most challenging subject in learning Japanese, both in high school and university. Nevertheless, it was surprised her that Japanese is much more difficult than she thought before. Sometimes Endang was discouraged from thinking about her future job and what she can do with her insufficient Japanese ability. She also found her listening skill and the ability to understand native speakers' speech were inadequate. Endang did not have enough courage to apply for study in Japan, especially in dealing with an interview session. The reason for this was because of her lack of Japanese skill, especially in grammar, made her hesitate to speak Japanese. She also did not have any interest in study abroad.

Endang wanted to be like her teacher at school who could make Japanese an exciting subject to learn. She was also motivated by her high schools' classmates with whom she studied Japanese together and often said that she would become an excellent Japanese teacher someday. During her study at university, Endang enrolled in Japanese

teaching method course and had Japanese teaching practice at several upper secondary schools.

The school management has informed Endang that it is possible for her to apply for a job position as a Japanese teacher at her alma mater and Endang was excited with the possibility to be able to teach Japanese. Therefore, she wanted to continue her study to extension program of Japanese language education after graduating from the diploma program. However, due to Indonesian educational policy that restricted the extension program from three-year Diploma program to four-year Undergraduate program, Endang could not easily continue her study. Her father suggested her to have some work experiences first before continuing her study and Endang was considering to do job hunting after graduating from university.

9. Santi's story

Santi's first encounter with Japan was through various anime programs on TV when she was in elementary school. She started to like Japan since lower secondary school because of her brother who were a big fan of manga, anime, and a cosplayer (costume player). Her brother used to take her to cosplay festivals. Santi also met classmates who shared similar interest in manga. In upper secondary school, she joined a J-Pop (Japanese pop music) fans club community and became more interested in Japanese popular culture. This background had a significant influence in her decision to learn Japanese at university, even though Santi came from Natural Sciences major. She even took a short Japanese course to prepare for enrollment at Japanese language program.

During her study at university, Santi still actively involved in the J-Pop fan club community. They shared not only updated information about the J-Pop group but also about Japanese drama, manga, anime and Japanese language, as well as other Japanese

cultures. Santi learned Japanese both from Japanese lessons and from Japanese TV programs she had access. She passed JLPT N3 and was preparing for N2 tests in July and December. Her friend who already passed N2 and went to Japan once for an exchange program also helped Santi by studying together.

Off-campus, Santi taught part-time Japanese at a local Japanese language course. She also participated in a local Japanese guide training program together with several of her classmates. Both experiences have taught her to pay more attention to formal and informal patterns of Japanese and when to use them. In 2014, Santi applied for Japanese government scholarship to Japan for a professional training program but failed the screening. She wanted to learn an applied skill at a vocational school in Japan. She planned to try for another round in 2015 using her JLPT N3 certificate. Some of her friends are already in Japan continuing their study, and they keep encouraging her to study in Japan as well. However, her mother wanted Santi to continue her study until postgraduate program, but Santi was eager to look for a job or a scholarship to continue the study, so she did not have to be a burden for the family.

10. Reynold's story

Reynold likes *anime* and *manga* since he was in elementary school, even though at first he did not know that both were from Japan. He collected many VCDs (video compact disc) and DVDs (digital video disc) of *anime*. During upper secondary education, he learned simple basic Japanese and *katakana* character autodidactic by using a Japanese dictionary he bought and with the help of his friend, for three years. Since learning it for the first time, Reynold has planned to enter the Japanese language program at the university. His parents preferred English program rather than Japanese because they could not see what Reynold could do with Japanese in the future. Moreover, Reynold

always got good grades in English subject so they thought it would be better to pursue it. However, Reynold wanted to challenge himself by learning another foreign language. He wanted to be able to speak Japanese and to visit Japan.

Reynold was excited to learn more about Japanese at Japanese language program. He could pass JLPT N3 and planned to try for N2. He wanted to become a book translator or a Japanese teacher. For that purpose, he prepared himself by enrolling in Japanese teaching method class and practicing teaching at several upper secondary schools. He also planned to work part-time at a local foreign language course to be a Japanese tutor. He also actively participated in a seminar for *manga* translation conducted in his hometown.

For Reynold, the most challenging part in Japanese learning is speaking. He keeps thinking about making mistakes and feels anxious about it. On some occasions with Japanese native speakers, such as being a tutor for Japanese exchange student or Japanese tour guide practice at local tourism sites as part of "Japanese for Tourism" lesson, Reynold had his opportunity to brush up his Japanese speaking skill.

After graduating, Reynold plans to look for a job as a comic translator at a publishing company with his JLPT N2. For him, the JLPT certificate is more powerful as a tool to look for a job compared to a higher degree of education. Therefore, he invested extra time to join a study group for N2 preparation at the campus. Reynold wanted to utilize his Japanese knowledge in his future work, even though there were doubts from some of his friends regarding the future job for Japanese learners.

11. Indah's story

Indah was interested in Japanese characters she often saw in anime program on TV because they looked similar with Chinese and were different from her own ethnic language characters (Javanese). She learned Japanese by herself when she was in lower

secondary education and officially started learning it since second grade upper secondary school. Indah chose Language Major because she liked learning foreign languages and Language Major is not a mainstream major in upper secondary education.

Indah wanted to utilize her Japanese knowledge and skills by working in a Japanese company or being a Japanese tour guide after she graduated from university. She practiced her Japanese by participating in a tour guide training program as part of her Japanese language program's requirement. The program has boosted her self-confidence in speaking Japanese and helped her get in touch with Japanese native speakers. They also helped Indah with her Japanese by correcting some language mistakes she made. They keep in touch with her through social media, email, and postcard. Indah could learn as well how to write better in Japanese using these means of communication.

The most difficult parts in Japanese for Indah were Kanji and grammar. Both have many patterns and meaning that have to be remembered. It was getting more complicated when it was integrated into reading, and she needed to find the meaning of the Kanji one by one. She used Japanese songs' lyrics as another tool to learn Kanji and to translate Japanese into Indonesian language.

For Indah, having Japanese skills is her selling point that makes her different from people who do not know Japanese. Therefore, she never gives up learning Japanese and always encourage herself to learn more. She considered her Japanese is not sufficient yet for her to continue study in Japan. She tried JLPT N3 but did not succeed yet, so she planned to try for another round. After graduated from university, she wanted to work rather than to continue study. Indah hoped she could find a job where she can put her Japanese skills to better use.

12. Desta's story

In the second grade of upper secondary school, Desta had a friend who was learning anime autodidactic and had some Japanese language skills. Desta who was anime fan became interested in learning from her friend about Japanese language but did not get any chance to do it. She wanted to be like her friend who can speak Japanese. When she was in upper secondary school, Japanese lesson was taught as an extracurricular activity, and Desta took the opportunity to participate in it. She even took a Japanese course with her Japanese teacher who taught the extracurricular activity.

However, her interested in Japanese did not last long. Desta wanted to study another subject in university. Desta chose Japanese language program in university after she failed the National Exam and the university entrance exam. She did not get excited when she passed the exam for the Japanese language program. Family's economic circumstance became the main reason Desta did not apply to a private university of her desire to study the subject she was interested.

With some basic Japanese she has learned before, the first year at university resulted in good grades. However, during the second year, Japanese grammar was getting difficult, and Desta was keeping herself busy with students' extracurricular activities other than Japanese. She used to think that Japanese is only like those spoken in anime, but after learning Japanese more deeply, Desta realized of many grammar patterns in Japanese. She lost the passion for learning Japanese and only wanted to graduate as soon as possible. After graduated, she wanted to study another subject she was interested. Another option was to look for an office job at a governmental institution. Desta did not consider Japanese for her future career. For Desta, Japanese language is an extra skill of foreign language other than English, worth especially as a communication tool when she is visiting Japan, but not for study or work.

13. Jasmine's story

Jasmine chose a Japanese language program at a university as a safe option if she failed to enter the first program of her choice in the National Exam, which was Accounting. Her choice did not come from her interest in Japanese language or culture, but from the influences of her friends who were learning Japanese. Her friend at lower secondary school who knew some Japanese told her that it is an exciting subject to learn. Another friend who has a Japanese learning experience was sent as a trainee in an internship program to Japan. Her friends promised Jasmine that they would help her learn Japanese.

Learning Japanese for the first time has made Jasmine anxious because of different Japanese characters she had to remember. It was a tough start for her because she came with a zero background of Japanese knowledge and she needed to catch up with her classmates, of which many of them have previous learning experience or have interest in Japanese language and culture.

Her choice of learning Japanese at university was fully supported by her parents and her uncle, who is working at a Japanese company in Jakarta. Her uncle even promised her to help her find a job related to Japanese after she graduated from university. Jasmine started to think about her future work when she was in second grade. She preferred work rather than continuing study, and it did not have to be a Japanese company, as long as she could have a job.

During the first year of study, the phase when she was struggling the most with Japanese, Jasmine once considered to quit her study in Japanese and to start over with another subject. However, the amount of money her parents have invested in her education so far, as well as the amount of time she has to spend for learning an entirely new subject, have made her reconsider her decision. Although it took many struggles,

Jasmine decided to stay and work hard to be able to graduate as soon as possible and to find a job immediately.

14. Karla's story

Karla's first knowledge about Japan came from her brother and sister who are big fans of Japan and its anime. She was introduced to Japanese technology, movies, anime, and the good image of Japan by them since elementary school. This image has made Karla hope to be able to visit Japan someday. When she enrolled in upper secondary school, Karla started to learn Japanese using Sakura 1, 2, 3 textbooks made by The Japan Foundation Indonesia, for three years. Her major was Social Studies, and her main interest was Economics. Learning Japanese was an extra knowledge for Karla, of which she was also good. Therefore, when applying for the National University Entrance Exam, Karla chose both subjects as her first and second options. It was her teacher who told Karla to choose Japanese because of her ability in Japanese, as well as the bigger chance to go to Japan. Karla did not get her first option but passed the second one.

Her mother did not agree with the Japanese language program at first, because she did not have any idea about the prospect of a future job for Japanese language program graduates. Karla needed to explain the importance of learning a foreign language to her mother to assure her. Another reason that made Karla chose Japanese language program was that of the good reputation of the university compared to other public and private universities in her hometown.

The big difference between the textbooks she used at upper secondary school with the one she was using at university was a big surprise for Karla. The difficulty in studying grammar resulted in poor grades. Moreover, the limitation of her Japanese vocabulary knowledge has impacted on her listening and speaking as well. At the beginning of her

second year, she panicked and was thinking to quit the program. The support from her brother and sister helped her to get through it.

Even so, going to Japan was always Karla's dream, but she did not dare to apply for a scholarship. Karla thought that her Japanese ability was not enough for facing the interview session. She only wanted to experience life in Japan, as she used to see in movies and hear from stories about Japan.

Outside Japanese class, Karla was actively involved in students' activity to promote Japanese culture. This activity had Karla realized of her good marketing skill and practiced it a lot. Therefore, working in a marketing division of a company is what she wanted to do after graduated from the Japanese language program, instead of Japanese related job. She realized that her Japanese skill was not enough to be applied in the work field and chose her other skill of marketing to be utilized for the future career.

15. Riska's story

Riska started with her interest in anime which escalated after watching an NHK TV program about Japan. When she was in the first year of upper secondary school, Riska learned Japanese by herself using a Japanese dictionary. Even though her major was Natural Sciences, Riska found Japanese language was interesting to learn. In the National University Entrance Exam, Riska chose the Japanese Language Program and Agriculture Technology. She failed the language program and had to enroll in the latter. However, Riska did not like learning about Sciences any longer, so she decided to quit and try other tests to enter the Japanese Language Program in public and private universities.

Riska wanted to establish a Japanese language course in her hometown someday after she graduated from university. She also wanted to teach Japanese at upper secondary

schools because there was not any Japanese or other foreign languages besides English taught in most schools there, except for famous and favorite ones. This thought came from the situation where many of her hometown friends would come and ask for help on Japanese language every time she went back home. Lack of the number of Japanese language institutions in her hometown gave her the idea to establish one of her own.

During her study at Japanese language program, Riska did an internship for a month at a local coffee production shop. The shop is famous among foreign tourists, including Japanese. Riska was trained to explain the coffee production in Japanese and became friends with some of the Japanese guests she met. After the internship finished, Riska went to Japan in an exchange program for three months. Riska collected much information about Japan and the place she would visit from the Japanese people she became acquainted with at the shop.

During her stay in Japan, Riska also collected some information on how to continue study in Japan, especially in photography. She also interested to study Japanese history. However, her focus at that time was to write her graduation thesis and to be able to graduate on time from the university, not so much at looking for a scholarship to Japan.

16. Sisi's story

Sisi learned Japanese as a required subject at the upper secondary school since second grade for two years. For her major at university, she actually preferred Accounting as her first choice and Japanese Language as her second one, but the result of the Japanese Language came out first, and she had to make her decision. The situation made her choose Japanese Language Program, even though later on she was also accepted at Accounting Program. Sisi felt disappointed because Japanese was only her backup plan and she chose it just because she has learned it previously in high school.

The next year, Sisi tried to apply again in National University Entrance Exam and chose Accounting, but this time she failed. Sisi tried for the exam because she felt that she did not fit in Japanese language program. Japanese lesson used to be very easy for Sisi in high school with only hiragana, katakana, and simple grammar. However, the grammar became very much complicated in university, made her grades going up and down each semester. Even so, Sisi wanted to try to be a freelance translator because she likes Japanese grammar and reading novels. As a requirement for being a translator, she took JLPT N4 and N3, but both of them were failed. She wanted to try for another next time. After graduated from the Japanese language program, Sisi wanted to be a freelance translator while continuing her study in Accounting at a private university.

17. Sephia's story

Sephia never learned Japanese before enrolling at Japanese Language Program. She chose Japanese based on her sister's suggestion who found out about the information in a local newspaper. After failed several times in National Exam and Universities Exam, Sephia was desperate enough. She wanted to continue her study to higher education; thus she chose Tourism Program as her first choice and Japanese Language Program as the second one.

As she proceeded with her study, Sephia felt it was getting difficult each semester. During her second year, Sephia was thinking about quitting the program. However, her parents, brother, and sister kept encourage her to finish her Japanese study. Kanji and listening were her toughest hurdles. Sephia was interested in learning about Japanese culture. She wanted to study Japanese for tourism and hospitality after she finished her study at Japanese Language Program. She had internship experience in a hotel before, and it made her interested in learning more about it concerning tourism and Japanese

language. Sephia took TOEFL test and JLPT N3 for graduation requirement and job hunting preparation after that. She did not pass the N3 but planned to try for another round next time.

APPENDIX B. Narratives of study in Japan

1. Danny's story

Danny was interviewed for the first time when he was in his third (last) year of studying at Japanese language department of an Indonesian university's vocational college. As mentioned before, he has been interested in Japanese since studying it formally at a vocational school and has made such a great effort in order to study Japanese in university. However, Japanese turns out not to be as simple as he used to know and during three years of study in university, he was struggling hard with it. In interviews conducted before he graduated, Danny expressed his anxious feeling towards his lack of Japanese proficiency and what he could do after graduating. He was confident that his poor Japanese skill would not be useful for job hunting, especially related to Japanese. However, somehow he still wanted to pursue JLPT N3 and dreamt about going to Japan.

After graduating in 2015, Danny did not know what to do next. He was struggling to choose between finding a job or continuing study. However, it does not mean he did not try. He applied for some job positions and passed a document review of one Japanese company. Danny was asked to come for a job interview in Jakarta, but he did not go. He was uncertain and did not feel ready for the job yet. His parents were concerned about him and started to consider other option as well. At that time, Danny was teaching Japanese part-time at a local Japanese language school. This language school mainly offers various study abroad and internship programs to Japan. Danny has seen this as a new opportunity for him to go to Japan and improve his Japanese skill. His parents' concern resulted in their approval of Danny's participation in one of the programs. With their saving, they paid the initial payment around 80 million IDR (around 665,120 JPY).

Danny came to Japan with three other graduates of Japanese program who also participants of this study (Irham, Ista, and Ida) on April 2016. Danny and Irham entered the same Japanese language school and shared the same room in an apartment, both were arranged by local Japanese language school in Indonesia who sent them. Placement test was held by Japanese language school a few days after they arrived and based on the result, Danny was placed in a Basic class where he had to repeat all over again lessons and textbooks he already studied in Indonesia. However, the lesson speed is a lot faster than what he used to have. In the first year of their study in Japanese language school, they have to choose their focus of study, whether to enter the vocational school or university. Danny himself has aimed vocational school after graduated from Japanese language school. He wanted to study Japanese *omotenashi* (hospitality). However, vocational school is expensive as well, although Danny heard that it also offers some discounts to Japanese language school students if they have JLPT N1 or N2 certificate and good attendance at a language school.

Danny is also working a part-time job in order to cover his living expenses. He chose to work midnight shift which offers higher pay (1,100 JPY per hour) for five days per week. Going home in the morning, sleeping in until around 11.30 AM, studying at school from 12:45 until 4 PM, then going to work at 9.30 PM again was his daily schedule in the first months of his staying in Japan. Later he said that he is taking another part-time job because one job was not enough to cover his school and apartment room fees.

Having two part-time jobs makes Danny have to work every day. Juggling two jobs with the school has made him hardly able to concentrate on his studies or school's assignments, not to say having enough rest in between. His co-workers are mostly Indonesians and other foreign nationalities, so Japanese s used only occasionally. Even in

his school, students speak in their own languages with their friends from the same nationalities, mostly Chinese, Vietnamese, and Nepalese.

While in Japan, Danny has got JLPT N3 certificate, and also tried for N2. When the time comes for going home, he wants to bring at least N2 certificate for job hunting in Indonesia. His initial plan was changed. He decided not to continue his study to vocational school as he intended before, and instead of going home after two years of his Japanese language school. Many of his Indonesian friends went home already, and it had made him feel somehow lonely. Danny also has a great of concern of his age and the opportunity to find a job in Indonesia. He wants to go home so he can start to look for a permanent job, rather than staying in Japan and doing temporary jobs, although they provide a bigger income.

2. Irham's story

Irham had never learned Japanese before vocational college, even though there was Japanese subject as an extracurricular activity at his senior high school and had no interest in Japanese at all. He chose Japanese program at vocational college after failed public university national entrance examination and was told by his parents to try Japanese program. During his three years of study, he even thought that he entered the wrong program. He interested in Japanese culture, but not in Japanese language. Graduated from Japanese program did not make Irham became fluent in Japanese. He applied for jobs but got rejected. He did not have any JLPT certificate nor adequate Japanese skill nor experience of living in Japan. These were the reasons for his participation in study abroad program to Japan offered by a local Japanese language school, to acquire these capitals for finding the future job.

Not long after arrived in Japan, Irham soon got himself two part-time jobs, one with mostly foreigners and another one with mostly Japanese people. The one with mostly Japanese co-workers had a rigorous discipline, and Irham was scolded severely to the degree that he decided to quit the job he started only two months before and looked for another. Similar with Danny, Irham also chose to work midnight shift so he could get slightly higher pay than the regular one. Both of them were working at *bento* (lunch box) factory that runs 24 hours. Irham considered his kind of part-time jobs (*baito* in Japanese) as 'rough *baito*' because they are closely associated with manual or physical work.

His part-time jobs took most of his time, including his time and concentration for study. Even though his initial focus was to study Japanese, his part-time jobs gradually become more important things in his life in Japan. It is hard for Irham to manage his time and focus on his study. Therefore, after some time, he decided to prioritize work than study, except in times when he needed to prepare for the JLPT test. Because of this reason as well, instead of continuing to university, Irham planned to enter vocational school for another two years after completing his study at Japanese language school. He still wants to get more experiences of living and working while studying in Japan.

However, it is not permanent job Irham is looking for in Japan. His previous experience with a rigorous treatment at the workplace has made him not even want to consider working long-term like a permanent employee in Japan. In his interviews and self-reflection writing, Irham often mentioned 'experience' as one important thing he strives for during his study abroad in Japan. He wants to have as many experiences as he could while in Japan and make use of those experiences for his job in the future.

During his stay, Irham (and Danny) also experienced some discrimination behaviors from Japanese people. One of those unpleasant experiences happened when Irham, Danny and their friend were hanging out together in a park one day. They were

approached by a policeman who suddenly asked them to show their residence card and question them. The policeman said that somebody in the neighborhood had reported earlier that there were suspicious people in the park. Irham said that his whiskered appearance might also cause it because it was not the first time for him being questioned about it by a policeman. Sometimes he also felt that Japanese people intentionally avoided being near foreigners like them, such as when sitting in the train or standing in line at convenience stores.

Lack of opportunity to socialize with Japanese people and make friends with them is another reality Irham needed to deal with while living in Japan. Studying at Japanese language school means that except his Japanese teachers, all of his classmates are foreigners. A similar thing happened at one of his part-time jobs, while at the other one, his co-workers are dominantly middle-aged people. He went out mostly with his fellow Indonesian friends and co-workers. Therefore, despite living in Japan, Irham has little opportunity for practicing his Japanese or making friends with Japanese people of his age.

However, his experience of working part-time jobs has taught him important working values of Japanese people. He realized the importance of time management and learned how to manage it efficiently and appreciate others' time as well. He also learned about hard working. These were things that mark the difference between his life in Indonesia and Japan.

3. Ista's story

Ista is a devoted fan of Japanese pop culture since elementary school, thanks to the significant influence of her older brother and sister. She loves reading comics (*manga*), watching cartoons (*anime*) and listening to Japanese songs ever since. In junior high school, she made friends with other devoted fan and started to learn Japanese by

herself using her sister's Japanese textbook. She insisted on entering a Japanese program at university despite her father's disapproval. However, studying Japanese at university did not mean it would be easier to participate in student exchange program to Japan, as Ista has expected before. In contrary, it was hard for her to get any scholarship for student exchange.

As a Japanese pop culture lover, going to Japan is Ista's big dream. With no chance for getting a scholarship during her study at university, Ista was considering trainee program in Japan as a second option after graduated. She consulted her senior who used to be a trainee in Japan. It turned out that in order to be able to join the trainee program, lots of severe tests and requirement needed to be fulfilled, not to say limited time to stay in Japan. Her senior suggested participating in study abroad program offered by a local Japanese language school instead so that she could have more options with the more flexible time span. She could then choose to work or to continue her study in Japan.

Ista came to Japan with Danny, Irham, and Ida on April 2016. She was placed in the same Japanese language school and shared the school's dormitory room with Ida, along with two other students from China. They later moved out to an apartment provided by the local Japanese language school in Indonesia as the agent who sent them. However, they found that it was a shabby old apartment room filled with rats. They complained to the agency representative in Tokyo but received an unsatisfactory response. In 2017, two female students came from Indonesia and were placed in the same room with Ista and Ida. Because there are four of them now, the agent finally moved them to another apartment though still shared the same room.

Ista also soon found two part-time jobs she got from the information shared by her language school. Similar with Danny and Irham, working two part-time jobs means working every day and violating the working permit regulation of 28 hours per week for

students. However, the language school is aware of the situation and fully acknowledge it. Ista found as well that most students like her are doing the same thing. Because Ista already can speak Japanese quite well, she is dealing directly with customers on both jobs, one as staff at money changer and another as a waitress at a Japanese restaurant.

Her jobs in both places often require her to use not only Japanese but also utilize her language skills of English and Indonesian. When foreign customers were visiting, Ista would be asked to service them since she can speak English well compared to other staffs. Many Indonesian tourists or visitors also came and were excited when Ista started to speak Indonesian language to them. Some of them offered her permanent job in Indonesia if she decided to go back home one day. Her skills and growing networks have made Ista become a valuable resource for her employers, and she gradually gained trust from them.

Ista was considering some options of what she is going to do after finishing Japanese language school. When first came to Japan, Ista wanted to continue her study to vocational school. However, since she is already a vocational college graduate, her Japanese teacher said that she would waste her time and suggested to enter university instead. Ista then collected information from her seniors regarding the program, the fee, and life as a university student. Apparently, it was not easy working part-time while studying and doing research, not to mention the long time she would spend finishing her study. In the last interview, she finally chose to do job hunting by participated in a job hunting event for international people living in Japan, held by Hello Work. She applied for a nursing care facility which was looking for administrative staff to handle documents and paper works of foreign nurses from Indonesia they plan to hire. She wants to stay and work permanently in Japan.

4. Ida's story

Ida loves all about Japan as a hobby. From watching *anime* and listening to its soundtracks since fourth-grade elementary school, she started to love Japanese songs as well. Ida learned her first Japanese vocabularies from Japanese songs' lyrics she found on the internet. This hobby of hers was the reason she finally chose Japanese program at the university after failed in several universities' entrance exam. Ida continued learning Japanese along with her hobby, by watching Japanese drama, *anime*, variety show and listening to Japanese songs. This way helped her to be able to get used to Japanese pronunciation.

After graduated from university, Ida participated in study abroad program offered by a local Japanese language school and realized her dream to go to Japan. Her initial plan was to continue her study to a vocational school specialized in public address (PA) system. She wanted to study particularly audio and sound system usually used in live concerts or events. She visited the open campus event of the vocational school and talked with one of the teachers there. The school tuition is expensive compared to other vocational schools, but they also offer special discounts for prospective students who have a 90% attendance rate at Japanese language school or certificate of JLPT N2 or other achievements they could give proof.

Ida was very enthusiastic about it. She devoted her time to focus on her study and to prepare for Japanese test, both in JLPT and EJU (Examination for Japanese Universities). She did two part-time jobs only for a short time. Because she wanted to prepare for the EJU test, Ida quitted one job and stick to the one at a fast food restaurant, taking a night shift so she could earn more. She persisted working within 28 hours per week, a decision which was atypical among students of Japanese language school. Even

her teacher at school was concerned whether having only one part-time job is sufficient enough for Ida to cover her expenses in Japan.

Her time in Japan was divided mostly between studying at Japanese language school and working at the fast food restaurant, but they also taught Ida many things about Japanese work ethic. She already heard a lot before coming to Japan about how Japanese people being very punctual, and now she could experience it herself. She also learned about the importance of HORENSOU (*houkoku* 'to report,' *renraku* 'to contact,' *soudan* 'to discuss') for Japanese people in order to keep everything in order. After working for one year, Ida was the only foreigners in the fast food restaurant who is in charge of checkout counter as a cashier, dealing directly with customers. It helped boost her self-confidence in talking in front of people. Ida also preferred her recent job than the previous one she already quitted. Many of the restaurant staffs are Japanese so that Ida could practice her Japanese comprehension. The previous job was a factory where there were many foreigners, so Ida felt that her Japanese did not improve much when working in the factory.

However, she did not have much opportunity to make friends with Japanese people other than her part-time job. Her life in Japan revolves around language school and the restaurant. To make Japanese friends other than her co-workers, Ida tried to use an online site called *Conversation Exchange*, a site where one can find a conversation partner to do language exchange together. She wanted to practice her Japanese and to learn how Japanese people are doing their daily conversation using messages.

Even though Ida has fulfilled her dream to come to Japan, she still has doubts regarding whether Japanese people will accept foreigners with all the cultural differences in between, especially related to religious beliefs. Ida is a Moslem wearing a headscarf. She had some unpleasant experiences with Japanese people she met on the street because

of her identity as a Moslem. She doubts if a woman wearing the headscarf like her could easily find a permanent job in Japan.

In the last interview, however, Ida has decided to go back home after finishing her study at a Japanese language school. She could not afford to continue her study to a vocational school of her dream. Her next plan is to look for a job in Indonesia using her Japanese language skill and to help her parents financially.

5. Tissa's story

Tissa is the only participant in the study who went to study abroad to Japan with a scholarship. She had applied for scholarship several times when she was still a university student, studying Japanese at a vocational college, but they all failed. She realized that she was not like most of her classmates who were studying Japanese because of their interest in Japanese pop culture. Her motivation to go to Japan was to improve her Japanese skill and to know what it is like to live in a foreign country as an international student.

Tissa decided to look for jobs using her Japanese skill after graduated from university. However, it was difficult for her to enter Japanese company because of inadequate Japanese skill and without JLPT N2 certificate. Being only a vocational college graduate made the possibility even smaller. She tried to work at a local NGO engaged in tourism, but decided to quit because of fear of losing her Japanese skill because there was no opportunity to make use of it. A small joint-ventured Japanese company eventually recruited her as a secretary. At the same time, Tissa also applied for a Japanese government scholarship to study at a vocational school in Japan for two years, plus one year of studying Japanese at a Japanese language school before it.

Tissa compared her Japanese lessons from the language school with the one she received at vocational college back home. She felt that three years she spent learning Japanese at vocational college had been such a waste of time because she only learned very little compared to her two years of study at a language school. The language school set much clearer goals of Japanese learning and how to achieve it. The language school helps its students prepare for JLPT tests, entrance exams of the university or vocational college, and job hunting in Japan. Tissa herself aims to pass JLPT N1 since she was already in Japan and as a Japanese learner, she wants to reach the point of every Japanese learner has been aiming at, which is to have N1.

Because her scholarship covers tuition fees for both Japanese language school and vocational school as well as living expenses for three years, Tissa did not need to work part-time. However, she wanted to have extra income to be able to do some sightseeing as well. After graduating from language school, Tissa would continue her study at a vocational cooking school in Tokyo. Therefore, Tissa wanted to have some experiences working in a restaurant as well to practice the knowledge and skill she learned from school. She then found a part-time job as a kitchen staff of a chain restaurant. The chef was her senior graduated from the same cooking school as hers and who was very stern in teaching Tissa some basic principles of Japanese kitchen and cooking. She got scolded for any mistakes she did, whether it was because she forgot or just because she did not know. Tissa felt a high pressure under the chef although she also has learned a lot from him.

For three years, Tissa's activities were mainly commuting between her apartment, school, and the part-time job. The hectic commuter train she had to take almost every day has made Tissa feel tired of life in Tokyo. Meanwhile, her experience in the restaurant has given her the opportunity to observe how busy the life of a chef and people who work

at the restaurant would be. They work every day until midnight and hardly could have some days off. This experience provided the information that was used by Tissa as the basis of her decision on the kind of job she wants to do after graduated from vocational school.

Tissa has been offered a job as permanent kitchen staff at a chain restaurant, through her acquaintance, after graduated and was accepted. The chain restaurant is under the management of a big company who owns almost 300 restaurants across Japan, including the restaurant Tissa did her part-time job. Tissa was hired as a permanent employee with a renewable one-year contract. However, her experience working part-time at previous restaurant for three years, as well as the story of her Indonesian friend who is struggling with his long working hour as a contract employee at a cafe, has made Tissa decide to resign after only a few months working, even though she was the first foreigner who was accepted as an employee there. Tissa thought that she got accepted because there was not enough human resource and they need more people to support the sustainability of their business.

While looking for new job, Tissa did freelance tour guide for Indonesian people who came to Japan and also freelance article editor at a company who specialized in product promotion. Both jobs allowed her to utilize her language skills, both Japanese and Indonesian. She eventually got accepted as an employee at this product promotion company, become a Japanese-Indonesian translator and article editor with take-home pay 220,000 yen/month. She enjoys working in this company which gives her a reasonable payment and average working hour compared to the previous one.

6. Agatha's story

Agatha went to Japan through another local Japanese language school differed from the school of which other participants have mentioned above. She was sent to a Japanese language school in Gunma, where she studied Japanese for one and a half years. She studied Japanese for the first time when she was in second grade of senior high school. Agatha entered Japanese program of university's vocational college after failed national entrance exam to university. Her decision to choose Japanese was based on her previous experience of studying Japanese in high school and her parents' suggestion. As a Japanese learner, she wanted to have experience living in Japan. Therefore, when she was still a university student, she tried to apply for Japanese Studies MEXT scholarship but did not even could submit the document due to restriction on the applicants' educational background. Students from vocational college could not apply even though it is one of the university's faculties.

After graduated from vocational college, Agatha was not confident with her Japanese skill, especially in speaking. She did not even have JLPT N3 certificate. She wanted to go to Japan to brush up her communication skill in Japanese. Therefore, she applied in a study abroad program offered by the local Japanese language school. Her program in Gunma was much cheaper than the similar program in Tokyo. Agatha went to Japan in October 2015 and was placed to advanced level class. However, she asked to be put in intermediate level class instead, felt less confident with her Japanese ability after a year off of Japanese lesson. She prepared for JLPT N3 in the intermediate class and after that JLPT N2 in the advanced one.

Besides studying at Japanese language school, Agatha also was taking a part-time job in a Japanese hot spring hotel in Gunma. She got her job from a local recruitment company and was paid 800 JPY per hour to work at a dining hall as a waitress. After

graduated from her Japanese language school in March 2017, she was recruited by the hotel to become a contract employee. Her monthly payment was 170,000 JPY, but she could only take home 130,000 JPY after tax and health insurance deduction. However, the working condition was terrible that Agatha decided to quit the job after working for only four months. She had to work for 12 hours almost every day, from 6 AM until 11 AM, then continued again from 4 PM until 11 PM. Even though Agatha and her friends worked overtime, but it was left unpaid by the hotel company. Agatha described her work as such a very tiring job. Every night and day, they had to service around 500 guests. She did not even have time to study Japanese to prepare for JLPT N2 test. She also lost 7 kg weight after working for four months.

Besides the unpaid overtime work and long working hours, Agatha and her fellow foreigner friends who were in the same job position as she felt that they had been discriminated compared to their Japanese colleagues. During the two-week training for new employees, foreigner employees were placed in one position for the whole period of training, while their Japanese colleagues were moving from one section to another, even to another hotel since they are under the same management group. When Agatha and her friends questioned about it to the hotel management, lack of Japanese skill is the only answer they received. Even so, it did not make sense for Agatha, because she knew that her friends have been staying in Japan for four years, have JLPT N1 certificate, and they can speak Japanese very well. Agatha said that the discrimination had limited their opportunity to learn more from their workplace.

Before resigning from her job, Agatha was looking for another job within Gunma area. She wanted to have as many experiences as she could for the next three years in Japan before going back home to Indonesia, as well as enough money to start her own business she has been dreaming of building in her own country. Agatha was granted a

working visa under category 'engineers/specialist in humanities/international service' which is valid for three years. She was accepted in a bakery shop but then was canceled by the bakery management five days before she supposed to start working because her visa was not the proper one. Her visa is intended for jobs related to the practical use of her language skill, such as translator. Agatha then found another job similar to the first one, which is working at a Japanese hotel's restaurant. She also found out that her employers, both the previous and the current hotel management, have violated the visa regulation by applying for different visa category for Agatha so they would be able to hire her to work at their hotels.

7. Almira's story

Almira is a fan of Japanese *anime* since elementary school. When she was in junior high school, she found a Japanese-Indonesian dictionary and started to learn *hiragana* and *katakana*, Japanese characters, by herself. She continued her formal education to vocational high school and learned about multimedia, including animation. Her interest in Japanese language and animation has brought her to choose Japanese program at the vocational college of an Indonesian university after failing in the national universities entrance exam. This interest as well that made her want to go to Japan and study Japanese animation.

A local Japanese language school offered a short-term Japanese learning program to Japan, in cooperation with a Japanese language school in Hokkaido. It was a 3-months program to learn Japanese and to prepare for the JLPT test, as well as to learn more about Japanese culture. Almira went there together with Ivy in 2015, before they graduated from vocational college. To participate in the program, each of them had to pay around 20 million IDR (around 170,000 JPY). Almira already passed JLPT N3, so her goal during

the short term Japanese learning program in Hokkaido was to prepare for JLPT N2. She also thought that the program would include as well intercultural understanding event, where she would have the opportunity to learn Japanese culture and vice versa, where she would do likewise about Indonesian culture including the language.

However, during her three-month of participation in the program, she found that it was not like she was expected before. They did not have any event of intercultural understanding, except for one-day event of Japanese calligraphy. Furthermore, after spending three months in Japan, Almira did not find her Japanese skill improved a lot. They were staying in the school dormitory, together with other international students. They did not have the opportunity to integrate with Japanese society or to mingle with Japanese people. Their main activities focused on in-class Japanese lessons during a three-month period of study, consisting of preparation for JLPT N3/N2/N1 for the first half and regular textbook-based lesson for the second half. Almira felt that her Japanese did not improve a lot because they only repeated the lesson of the same textbook she already got in Indonesia.

Almira was considering to continue her study after graduating from vocational college in Indonesia. While in Japan, she was collecting information on whether overseas vocational college graduates like her could go to college or university in Japan. Almira wanted to follow one of her seniors whose studies in Japan was supported by MEXT scholarship, but she realized that the competition is really tough. On the other hand, she could not afford to finance her own studies abroad. After went back home to Indonesia, Almira graduated from vocational college and worked at a Japanese-affiliated company. She is also continuing her study at an Indonesian private university, majoring in Management.

8. Ivy's story

Ivy studied Japanese since first grade of senior high school because it was compulsory as well as one of the national exam subjects in high school. She then applied for Japanese program of the vocational college, through a scholarship program offered by the university for prospective students with financial difficulty and would cover their tuition fees for six semesters. However, Ivy did not have a great interest in Japanese itself. She loved studying natural sciences and intended to choose it as her major in high school. She was placed in language major class by her teacher just to keep it open since language major was the least popular compared to other majors (natural and social sciences).

However, during that time Ivy become interested in Japanese culture and study abroad to Japan. She wanted to study in Japan; therefore she tried to apply for MEXT scholarship when she was in high school. It was a highly competitive scholarship, and Ivy failed. She tried another MEXT scholarship when she was in university, but failed the written test in the internal selection of the Japanese program. In the last year of her study, there was an offer from local Japanese language school of short-term Japanese learning program for three months at a Japanese language school in Hokkaido. Ivy and Almira were interested in applying. The total expense was 25 million IDR (around 210,000 JPY), and Ivy asked her parents' permission as well as their willingness to pay all the expenses. It was not a small number for Ivy nor her parents since Ivy herself was receiving a scholarship for her tuition fees at the time, but she was not willing to give up her dream of study in Japan over a financial issue.

Besides her interest in Japanese culture, Ivy's main motivation to participate in a study abroad program to Japan was because she wanted to learn more about Japanese language. Since her second semester of study at university, Ivy started to work part-time as a Japanese teacher at a vocational high school. She also volunteered for giving basic

Japanese lesson to her fellow students from different faculty. Many of her students asked her whether she had been to Japan. This question had made her longing for Japan even more and decided to take the offer of a short-term program to study in Hokkaido.

The program she participated in was a program to prepare for JLPT N3 test which would be held in July 2015. Similar with Almira, for the first half their Japanese lesson focused solely on JLPT preparation, but for the second half, it became a regular lesson where they studied the same textbook they have been used back in Indonesia, although there was also an additional explanation on some specific grammars.

Back to Indonesia, Ivy's dream was to become a Japanese teacher of senior high school or university. She continued teaching Japanese at three other schools, one was vocational high school, and others were senior high schools. Because of the implementation of the new curriculum, Japanese study hours had been reduced significantly. For that reason, Ivy had to give up two of her jobs. However, she still felt a need to upgrade her Japanese knowledge by continuing her study to a higher level of education. Therefore, she decided to go back to college and enrolled in a four-year Japanese language education program at a private university.

9. Een's story

In elementary school, Een started to read *manga* (Japanese comics) and watch *anime* (Japanese animation) and began to have a fondness for Japan ever since. When she was in the fourth-year grade of elementary school, she happened to meet a Japanese in-person whose name she still remembers until now. The Japanese girl she was introduced to was a university student, a friend of Een's uncle who was a technical intern trainee in Japan at that time. The encounter has grown Een's interest to learn Japanese so she would be able to speak with Japanese people. She started learning Japanese characters by herself

since junior high school, using her uncle's Japanese textbook from his Japanese preparatory course before sent to Japan. When she was in 2nd grade of junior high, Een already could write fluently in hiragana and katakana.

Een learned Japanese formally when she enrolled in Japanese undergraduate program of an Indonesian public university. Her dreams were to be able to communicate with Japanese people and to go to Japan. However, she found that the learning environment in her university did not provide sufficient support for her and other students to become competent in Japanese, especially speaking skill. Even though they were learning Japanese, the environment was not created to use and practice Japanese inevitably. She wanted to practice her Japanese with her teachers and friends in daily interaction inside and outside classrooms. However, instead of Japanese, everyone used Indonesian language to communicate, and according to Een, one would be considered a show-off when trying to use Japanese instead.

After graduated from university, Een worked at a Japan-dispatched technical intern trainee agency. During her two-years working experience, Een was able to utilize her written and oral Japanese skills. She was dealing with Japanese people directly or by phones and got used to talking in Japanese afterward. Een was also taking care of documents and paperwork in Japanese related to immigration. However, since she did not learn much about Japanese business at university, she had difficulties understanding some business-specific Japanese phrases and expressions. The experience of using Japanese at workplace became her main reason to continue her study in Japan through a study abroad program offered by a Japanese language school in Tokyo. Een felt that there were still many things she needs to learn about Japanese language as well as the country of Japan itself. She also wanted to pass JLPT. She had tried once taking the JLPT N2 test when

she was still working, but failed. Een realized then that she would never be able to pass if she kept staying in Indonesia.

The Japanese language school in Tokyo came directly to Indonesia to look for some prospective students. From her senior, who became an informal agent for the language school, Een got the information and eventually applied for it. She went to Japan in 2015, enrolled in the Japanese language school and got into intermediate to advanced preparation class for JLPT N1. Beside JLPT tests learning materials, the school also provided supplementary business Japanese materials which Een thought was very important for her future work.

To support her studies and life in Japan, Een was also working at a Korean restaurant which she applied by herself. She used Japanese mostly in the workplace but learned some Korean language as well. After one year, Een was offered contract-based employment as office staff at a Nagoya-based company. The company has a business partnership with technical intern trainee agency where Een had worked at before. Een got her employment through the internal connection she has with the company. Her job was still dealing with some documents and paperwork related to Indonesian trainees in Japan, including translation from Japanese to Indonesian language and vice versa. Een's plan is to work and live permanently in Japan because she found many opportunities to do and to learn new things if she stays in Japan rather than go back home to Indonesia. Furthermore, her working experiences both in Japan and Indonesia have made Een come to think that her skill was more appreciated in Japan than in Indonesia.

10. Rita's story

Rita learned Japanese for the first time when she enrolled in Japanese undergraduate program of a public university in her hometown. Until that time, she only

knew about Japan from some *anime* broadcasted on national television every Sunday morning as well as from Japanese drama. She chose the Japanese program because she was interested in the language of the anime and drama she had been watched and wanted to go to Japan.

Studying Japanese for four years at university did not make Rita confident with her Japanese skill. Similar with Een, she felt that most students of Japanese program could not really speak Japanese after all. According to Rita, one of the reasons was because they were not only studying Japanese but also had to focus on their own field of studies, such as linguistics or literature. Rita's field of study was the history of Japanese education system, and it was not an easy task for her to write her graduation thesis because of the difficulty to collect data and insufficient references she could find at the university.

After graduated, Rita was not able to find any job related to Japanese skill. The problem was that she has a lack of confidence in her Japanese communication skill. She then started to work at a well-known private bank in Indonesia as a staff in its insurance department. Rita had been working there for two years when she eventually decided to resign and participate in a study abroad program to Japan instead. Even though working in the bank provided a good income for her, Rita still wanted to make use of her Japanese educational background. During those two years, she kept looking for a job vacancy related to Japanese, but her courage withered away when she saw the job requirement of JLPT N2. Since working in the bank, Rita had no opportunity in any way to use Japanese. She thought that she needs to learn Japanese all over again, especially in reading Japanese characters.

Rita then followed Een's step to come to Japan through a study abroad program of a Japanese language school, recommended by her university's senior who was also the

broker of the program. In the beginning, Rita was placed in an intermediate class, but a week later she asked to be downgraded to beginner class because she wanted to relearn Japanese from the basic. Apart from studying at Japanese language school, Rita also was working part-time as a laundry staff, a job recommended by one of her teachers at school. However, the job did not give her that many chances to practice her Japanese language and interact with Japanese people. Later, she quitted the job and found another one at a *bento* (lunch box) shop. She was the only foreigner staff in the shop, and other staffs treated her really well. She also could learn new Japanese vocabularies, and *kanji* characters from the shop's new menu launched every month. Rita worked as the cashier in the shop as well; therefore she could interact directly with customers and improved her Japanese communication skill.

Beside part-time job at the *bento* shop of which she regularly did, Rita also had other irregular part-time jobs, such as being a translator or helping out her friend at a Muslim-friendly *bento* shop. However, her earnings could not cover her tuition fee and living expenses. As a result, Rita was occasionally subsidized by her father to pay her tuition fee. Rita's initial plan when first coming to Japan was to continue her study to graduate school after finishing her Japanese language course. Nevertheless, after spending two years at a language school, Rita still did not have any concrete idea of the research topic for graduate studies. Her father could not help further with the finance, especially with another preparation course, and ask Rita to go back to Indonesia instead. Rita then decided to do the preparation back home, including scholarship application which provides financial support for her future study. She is also teaching Japanese in several private Japanese language courses in her hometown, including Japanese classes for students who will study in Japan.

APPENDIX C. Letter of permission to conduct research

SURAT PERMOHONAN IZIN PELAKSANAAN PENELITIAN

Kepada Yth. Bapak/Ibu XXX
Kaprod Sastra/Bahasa/Pendidikan Bahasa Jepang
Universitas XXX

Izinkan saya memperkenalkan diri. Nama saya Fatmawati Djafri. Saya adalah mahasiswa program S3 Universitas Waseda, Graduate School of International Culture and Communication Studies (GSICCS), Tokyo, Jepang. Di Indonesia, saya adalah pengajar tetap di Prodi Bahasa Jepang, Sekolah Vokasi UGM Yogyakarta. Salah seorang pengajar di institusi Bapak/Ibu yang juga teman baik saya, yaitu Bapak/Ibu YYY, telah berbaik hati memperkenalkan saya kepada Bapak/Ibu.

Saya mengajukan permohonan izin untuk melaksanakan penelitian di institusi Bapak/Ibu. Saat ini saya sedang melaksanakan penelitian untuk disertasi saya yang bertema “Studi ke Jepang dan investasi dalam pembelajaran bahasa Jepang: Naratif pembelajar bahasa Jepang Indonesia.” Tujuan dari penelitian ini adalah untuk menyelidiki faktor-faktor yang memotivasi pembelajar bahasa Jepang untuk mendalami bahasa Jepang di universitas dan seberapa besar keinginan mereka untuk berpartisipasi dalam program belajar ke Jepang, termasuk persiapan-persiapan yang mereka lakukan untuk bisa mewujudkan hal tersebut.

Saya berencana untuk melakukan penelitian di institusi Bapak/Ibu selama periode Agustus-September 2017. Selama periode tersebut, saya berharap dapat menyebarkan kuesioner kepada mahasiswa di semua tingkatan, dan mewawancarai beberapa di antara mereka secara informal. Jika memungkinkan, saya juga ingin berdiskusi dengan staf pengajar di institusi Bapak/Ibu mengenai beberapa hal yang berhubungan dengan tema penelitian saya. Saya akan berusaha untuk menyesuaikan jadwal penelitian saya dengan jadwal akademik institusi Bapak/Ibu.

Terima kasih banyak sebelumnya atas perhatian dan kerjasama Bapak/Ibu.

Salam hormat saya,

Fatmawati Djafri

Mahasiswa Program Doktor
Waseda University
Graduate School of International Culture and Communication Studies (GSICCS)
Email: XXX
Mobile: (+62) XXX

LETTER OF PERMISSION TO CONDUCT RESEARCH

Dear Mr./Mrs. XXX
Head of Japanese Literature/Language/Education Study Program
XXX University

Allow me to introduce myself. My name is Fatmawati Djafri. I am currently enrolled at Doctoral Program of Graduate School of International Culture and Communication Studies (GSICCS) Waseda University, Tokyo, Japan. I am also a tenured lecturer at Japanese Language Study Program of Vocational College UGM, Yogyakarta. One of the lecturers in your institution who is also a good friend of mine, Mr./Mrs. YYY has kindly introduced me to you.

I am writing to request permission to conduct a research study at your institution. I am doing research entitled "Study in Japan and investment in Japanese language learning: Narratives of Indonesian learners of Japanese" as part of my dissertation project. The purpose of this research is to investigate factors that motivate Indonesian students to learn Japanese language and to participate in Japanese language learning programs in Japan, including the preparations that have been made.

I plan to conduct my research at your institution during the period August-September 2017. During this period, I hope to be able to distribute questionnaires to students in all grades and to conduct interviews with some of them informally. If it is possible, I would also like to have a discussion with the teaching staffs at your institution regarding some issues of concern related to the theme of my research. I will do my best to adjust my research schedule to the academic timetable of your institution.

Thank you very much for your kind consideration and cooperation.

Sincerely yours,

Fatmawati Djafri

Doctoral student
Waseda University
Graduate School of International Culture and Communication Studies (GSICCS)
Email: XXX
Mobile: (+62) XXX

APPENDIX D. Consent form and background information (Dataset 1)

SURAT PERMOHONAN DAN LEMBAR PERSETUJUAN MENJADI INFORMAN PENELITIAN

Kepada Yth.
Calon informan penelitian
di Prodi Bahasa Jepang XXXX

Dengan hormat,

Peneliti di bawah ini merupakan mahasiswa Program Pascasarjana Graduate School of Japanese Applied Linguistics (GSJAL) Universitas Waseda, Tokyo (Jepang):

Nama: Fatmawati Djafri

NIM: XXX

akan mengadakan penelitian yang berjudul: “Motivasi dan identitas yang berhubungan dengan pembelajaran bahasa: Narasi pembelajar bahasa Jepang Indonesia”. Penelitian ini dilaksanakan sebagai salah satu kegiatan penyelesaian tugas akhir (tesis S2) di Program Pascasarjana Graduate School of Japanese Applied Linguistics (GSJAL) Universitas Waseda, Tokyo.

Tujuan dari penelitian ini adalah untuk mengetahui perkembangan motivasi mahasiswa dalam pembelajaran bahasa Jepang. Penelitian dilakukan dengan metode wawancara, dan direkam dengan menggunakan IC recorder atau iPhone 5 voice memo. Data tersebut kemudian akan dibuat dalam bentuk transkrip. Penelitian akan dilaksanakan mulai 9 Februari-27 Maret 2015.

Berikut ini adalah poin-poin kerjasama dengan informan penelitian.

Penelitian ini akan dilaksanakan mengikuti aturan berikut ini:

1. Partisipasi dalam penelitian bersifat bebas tanpa ada paksaan, dan informan penelitian bebas untuk mengundurkan diri kapan saja meskipun sudah menandatangani lembar persetujuan menjadi informan.
2. Meskipun tidak bersedia menjadi informan penelitian, penelitian ini tidak akan menimbulkan akibat yang merugikan bagi calon informan, tidak akan mempengaruhi nilai maupun kegiatan akademik calon informan, dan kerahasiaan semua informasi yang diberikan akan dijaga dan hanya digunakan untuk kepentingan penelitian.
3. Nama asli informan penelitian semuanya akan diganti dengan nama samaran.
4. Data penelitian tidak akan dipergunakan kepentingan apa pun selain untuk penulisan tesis, presentasi hasil penelitian, dan penulisan jurnal ilmiah.

5. Informan penelitian bisa menarik diri setiap saat, baik di saat berlangsungnya penelitian maupun ketika penelitian sudah berakhir. Data dari informan tersebut akan dimusnahkan dan tidak akan dipublikasikan.
6. Informan penelitian bisa menolak publikasi hasil penelitian, baik di saat berlangsungnya penelitian maupun ketika penelitian sudah berakhir.
7. Semua data penelitian, lembar observasi, data rekaman audio dan sebagainya akan disimpan oleh peneliti selama 10 tahun, dan akan dihancurkan pada tahun 2025.

Peneliti,

Fatmawati Djafri

Email: XXX

Telp.: XXX

=====

Saya yang bertanda tangan di bawah ini menyatakan telah memahami aturan-aturan tersebut di atas dan menyatakan bersedia bekerjasama menjadi informan penelitian.

Tempat dan tanggal: _____

Nama dan tanda tangan informan penelitian: _____

Email/Telp. informan penelitian: _____

Nama dan tanda tangan peneliti: _____

=====

INFORMASI LATAR BELAKANG PARTISIPAN

1. Pertama kali mengenal tentang Jepang dari mana/siapa?

2. Kapan pertama kali belajar bahasa Jepang?

3. Ujian masuk perguruan tinggi yang pernah diikuti

4. Jurusan apa saja yang pernah dipilih

5. Alasan memilih jurusan bahasa Jepang di universitas

6. Alasan memilih studi ke Jepang

7. Rencana masa depan (pekerjaan yang diminati, negara yang ingin dikunjungi, hal-hal yang ingin dilakukan setelah lulus, dan sebagainya)

DATA PARTISIPAN PENELITIAN

1 Nama:

2 Asal SMA/SMK:

3 Asal daerah:

4 Usia:

5 Bahasa yang dikuasai (termasuk bahasa daerah):

6 Hobi:

LETTER OF INFORMATION AND CONSENT TO PARTICIPATE IN RESEARCH
STUDY

To students of Japanese Language Programs XXX University

Dear prospective Participant,

My name is Fatmawati Djafri (student number: XXX), a postgraduate student of Master Program Graduate School of Japanese Applied Linguistics (GSJAL) of Waseda University, Tokyo, Japan. I want to invite you to voluntarily participate in my research project entitled "Language learning motivation and identity: Narratives of Indonesian Japanese Language Learners" which is part of my Master thesis at GSJAL of Waseda University.

The purpose of this study is to determine the development of student's motivation in learning Japanese language. The study will be conducted by interview method. The interview will be recorded using an IC recorder or iPhone 5 voice memo, which will be transcribed later after the interview. The data collection will be conducted from 9 February to 27 March 2015.

The study will be carried out by the following rules:

1. The participation in the study is voluntary without any coercion. The participant is free to withdraw from the study at any time even though he/she has signed the consent form and agreed to become a research participant.
2. If the prospective participant decides not to participate in this study, it will not cause any adverse consequence nor affect the academic activities and grades of the prospective participant. The confidentiality of all information provided will be maintained and only used for research purposes.
3. The original name of the research participant will be replaced with a pseudonym.
4. The research data will not be used for any purpose other than thesis writing, presentation of the study results and scientific journal writing.
5. Research participant can withdraw at any time, during the research period or after the research was conducted. In that case, data from the participant will be destroyed and will not be published.
6. Research participant can refuse the publication of research results, during the research period or after the research was conducted.
7. All research data, observation sheets, audio recording data and so on will be kept by the researcher for ten years and will be destroyed in 2025.

Researcher,

Fatmawati Djafri

Email: XXX

Phone: XXX

=====

I, the undersigned, declare that I have understood the above rules and agreed to participate in the study as a research participant.

Time and place: _____

Name and sign of research participant: _____

Email/phone of research participant: _____

Name and sign of researcher: _____

PARTICIPANT'S BACKGROUND INFORMATION

1. From where/whom did you know about Japan for the first time?

2. When did you first learn Japanese language?

3. University entrance exams that you have taken:

4. University majors that you have chosen:

5. Reasons for choosing Japanese language program at university:

6. Reasons for choosing to study in Japan:

7. Future plans (jobs that are of interest, countries you want to visit, things you want to do after graduation, etc.)

PARTICIPANT'S DATA

1. Name:

2. SMA/SMK:

3. Origin:

4. Age:

5. Mastered languages (including vernacular languages):

6. Hobbies:

APPENDIX E. Consent form, background information, and language learning history (Dataset 2)

SURAT PERMOHONAN MENJADI PARTISIPAN PENELITIAN

Kepada Yth.
Calon partisipan penelitian
Di tempat

Dengan hormat,
Peneliti berikut ini:

Nama: Fatmawati Djafri
NIM: XXX

merupakan mahasiswa Program Doktor Graduate School of International Culture and Communication Studies (GSICCS) Universitas Waseda, Tokyo (Jepang) yang bermaksud mengadakan penelitian berjudul: “Studi ke Jepang dan investasi dalam pembelajaran bahasa Jepang: Narasi pembelajar bahasa Jepang Indonesia”. Penelitian ini dilaksanakan sebagai salah satu kegiatan penyelesaian tugas akhir S3 di Program Doktor GSICCS Universitas Waseda. Tujuan dari penelitian ini adalah untuk memahami proses dan makna pembelajaran bahasa Jepang bagi yang sedang menjalani studi di Indonesia maupun di Jepang. Penelitian dilakukan dengan metode wawancara informal dan tulisan individu yang dilaksanakan mulai April 2016 hingga September 2017.

Adapun prosedur penelitian adalah sebagai berikut:

- Setelah menandatangani lembar persetujuan penelitian, partisipan penelitian diminta untuk mengisi lembar pertanyaan seputar informasi latar belakang partisipan penelitian dan motivasi mempelajari bahasa Jepang.
- Partisipan diminta untuk menulis kisah pembelajaran bahasa Jepang yang merefleksikan pengalaman belajar dan menggunakan bahasa Jepang, baik di dalam maupun di luar kelas bahasa Jepang. Panjang tulisan minimal 1 halaman A4. Tulisan tersebut kemudian dikirim ke email peneliti, atau melalui messenger Facebook/Whatsapp/Line. Penulisan dan pengiriman kisah pembelajaran bahasa Jepang ini bersifat sukarela.
- Wawancara informal akan dilakukan beberapa kali disesuaikan dengan ketersediaan waktu partisipan, membahas tentang pengalaman menyangkut studi di Jepang dan pembelajaran bahasa Jepang, rencana masa depan serta konten tulisan partisipan.

Selanjutnya adalah poin-poin kerjasama dengan partisipan penelitian. Penelitian ini akan dilaksanakan dengan mengikuti aturan berikut ini:

1. Partisipasi dalam penelitian bersifat bebas tanpa ada paksaan, dan partisipan penelitian bebas untuk mengundurkan diri kapan saja meskipun sudah menandatangani lembar persetujuan menjadi partisipan.
2. Meskipun tidak bersedia menjadi partisipan penelitian, penelitian ini tidak akan menimbulkan akibat yang merugikan bagi calon partisipan, tidak akan mempengaruhi nilai maupun kegiatan akademik calon partisipan, dan kerahasiaan semua informasi yang diberikan akan dijaga dan hanya digunakan untuk kepentingan penelitian.
3. Nama asli partisipan penelitian semuanya akan diganti dengan nama samaran.

4. Data penelitian tidak akan dipergunakan kepentingan apa pun selain untuk penulisan tesis, presentasi hasil penelitian, dan penulisan jurnal ilmiah.
5. Partisipan penelitian bisa menarik diri setiap saat, baik di saat berlangsungnya penelitian maupun ketika penelitian sudah berakhir. Data dari partisipan tersebut akan dimusnahkan dan tidak akan dipublikasikan.
6. Partisipan penelitian bisa menolak publikasi hasil penelitian, baik di saat berlangsungnya penelitian maupun ketika penelitian sudah berakhir.
7. Semua data penelitian akan disimpan oleh peneliti selama 10 tahun, dan akan dihancurkan pada tahun 2026.

Demikian surat permohonan ini dibuat. Jika masih ada hal yang belum jelas dan ingin ditanyakan lebih lanjut, silahkan menghubungi peneliti melalui kontak di bawah ini. Terima kasih banyak.

Hormat saya,

Peneliti,

Fatmawati Djafri

Email: XXX

HP Indonesia: XXX

HP Jepang: XXX

Facebook: XXX

LEMBAR PERSETUJUAN MENJADI PARTISIPAN PENELITIAN

Saya yang bertanda tangan di bawah ini menyatakan telah memahami penjelasan tersebut di atas dan menyatakan bersedia bekerjasama menjadi partisipan penelitian.

Tempat dan tanggal:

Nama dan tanda tangan partisipan penelitian:

Email:

HP/No.Telp:

INFORMASI LATAR BELAKANG PARTISIPAN

1. Pertama kali mengenal tentang Jepang dari mana/siapa?

2. Kapan pertama kali belajar bahasa Jepang?

3. Ujian masuk perguruan tinggi yang pernah diikuti

4. Jurusan apa saja yang pernah dipilih

5. Alasan memilih jurusan bahasa Jepang di universitas

6. Alasan memilih studi ke Jepang

7. Rencana masa depan (pekerjaan yang diminati, negara yang ingin dikunjungi, hal-hal yang ingin dilakukan setelah lulus, dan sebagainya)

DATA PARTISIPAN PENELITIAN

1 Nama:

2 Asal SMA/SMK:

3 Asal daerah:

4 Usia:

5 Bahasa yang dikuasai (termasuk bahasa daerah):

6 Hobi:

Kisahku dengan Bahasa Jepang

Ceritakanlah kisah Anda belajar bahasa Jepang, mulai dari sejak pertama kali Anda mengenal tentang Jepang hingga saat ini. Panjangnya minimal 1 halaman A4. Anda bisa menceritakan hal-hal berikut ini dalam tulisan Anda, khususnya poin-poin yang digarisbawahi:

- Saat pertama mengenal Jepang
- Saat pertama belajar bahasa Jepang
- Pengalaman-pengalaman positif dan negatif dalam belajar bahasa Jepang dan hal-hal yang Anda pelajari dari pengalaman tersebut
- Hal-hal yang Anda harapkan sebelum masuk ke jurusan bahasa Jepang di universitas dan/atau sekolah bahasa
- Hal-hal yang mengagetkan Anda mengenai kelas bahasa Jepang di universitas dan/atau sekolah bahasa
- Hal-hal yang berbeda dari harapan atau perkiraan Anda mengenai bahasa Jepang
- Bagaimana Anda berubah setelah belajar bahasa Jepang di universitas dan/atau sekolah bahasa
- Hal-hal atau orang-orang yang membantu Anda belajar bahasa Jepang
- Hal-hal yang menurut Anda masih perlu diperbaiki atau ditingkatkan lagi
- Rencana Anda dalam satu semester ini
- Rencana Anda dalam 3 tahun, 5 tahun, dan/atau 10 tahun ke depan
- Hal yang ingin Anda lakukan dengan kemampuan bahasa Jepang yang Anda miliki
- Kekhawatiran Anda akan masa depan

Selain poin-poin tersebut di atas, Anda juga bisa menambahkan hal-hal lain yang ingin Anda ceritakan dalam tulisan Anda.

Silahkan kirimkan tulisan Anda melalui salah satu cara berikut ini:

1) Email: XXX

2) Messenger: Facebook (XXX), Whatsapp (XXX) atau Line (XXX)

LETTER OF INFORMATION REGARDING RESEARCH PARTICIPATION

Dear research Participant,

The following researcher:

Name: Fatmawati Djafri
Student ID: XXX

is currently enrolled in Doctoral Program Graduate School of International Culture and Communication Studies (GSICCS) of Waseda University, Tokyo, Japan, and conducting research entitled "Study in Japan and investment in Japanese language learning: Narrative inquiry of Indonesian learners of Japanese." This research is part of my dissertation project at Doctoral Program of GSICCS Waseda University. The purpose of this research is to understand the process and the meaning of Japanese language learning to Japanese language learners who are studying in Indonesia and Japan. The research will be conducted using informal interviews and personal writing which will be started from April 2016 to September 2017.

The research procedures are as follow:

- After signing the informed consent form, the research participant will be asked to fill out questions regarding the participant's background information and his/her motivation to learn the Japanese language.
- Research participant will be asked to write a language learning history reflecting their experience in learning and using Japanese language, both inside and outside Japanese language class. The minimum length of the writing is one A4 page. The writing can be sent to the researcher's email or via Facebook/Whatsapp/Line messengers. The writing and submission of the language learning history are voluntary.
- Informal interviews will be conducted several times according to participant's availability, discussing participant's experiences regarding study in Japan and Japanese language learning, future plans as well as the content of the language learning history.

The study will be carried out by the following rules:

1. The participation in the study is voluntary without any coercion. The participant is free to withdraw from the study at any time even though he/she has signed the consent form and agreed to become a research participant.
2. If the prospective participant decides not to participate in this study, it will not cause any adverse consequence nor affect the academic activities and grades of the prospective participant. The confidentiality of all information provided will be maintained and only used for research purposes.
3. The original name of the research participant will be replaced with a pseudonym.
4. The research data will not be used for any purpose other than thesis writing, presentation of the study results and scientific journal writing.
5. Research participant can withdraw at any time, during the research period or after the research was conducted. In that case, data from the participant will be destroyed and will not be published.
6. Research participant can refuse the publication of research results, during the research period or after the research was conducted.

7. All research data, observation sheets, audio recording data and so on will be kept by the researcher for ten years and will be destroyed in 2026.

If you have any further questions, feel free to contact the researcher through the following contact information. Thank you for your attention and cooperation.

Sincerely yours,

Researcher,

Fatmawati Djafri

Email: XXX

Indonesian phone number: XXX

Japan phone number: XXX

Facebook: XXX

CONSENT FORM OF RESEARCH PARTICIPANT

I, the undersigned, declare that I have understood the above rules and agreed to participate in the study as a research participant.

Place and date:

Name and sign of research participant:

Email:

Phone:

PARTICIPANT'S BACKGROUND INFORMATION

1. From where/whom did you know about Japan for the first time?

2. When did you first learn Japanese language?

3. University entrance exams that you have taken:

4. University majors that you have chosen:

5. Reasons for choosing Japanese language program at university:

6. Reasons for choosing to study in Japan:

7. Future plans (jobs that are of interest, countries you want to visit, things you want to do after graduation, etc.)

PARTICIPANT'S DATA

1. Name:

2. SMA/SMK:

3. Origin:

4. Age:

5. Mastered languages (including vernacular languages):

6. Hobbies:

My story with Japanese language

Please tell me your story about learning Japanese language, started from the first time you got to know about Japan until now. The minimum length is one A4 page. You can tell the following points in your story, especially the underlined parts:

- The first time you knew about Japan
- The first time you learned Japanese language
- Positive and negative experiences in learning Japanese language and the things you learned from the experiences
- Your expectation before your enrollment at the Japanese language program at the university or Japanese language school
- Things that surprised you regarding Japanese language classes at the university or Japanese language schools
- Things that are different from your expectation or imagination regarding Japanese language
- The way you have changed after studying Japanese language at university or Japanese language school
- Things or people who help you learn Japanese language
- Things that you think still need to be improved
- Your plan in the next semester
- Your plan in the next three, five or ten years
- Things you want to do with your Japanese language skills
- Your concerns about the future

In addition to the points above, you can also add other things that you want to share in your story.

Please send me your story through one of the following methods:

1) Email: XXX

2) Messenger: Facebook (XXX), Whatsapp (XXX) or Line (XXX)

Appendix F. Consent form, background information, and questionnaire (Dataset 3)

SURAT PERMOHONAN MENJADI PARTISIPAN PENELITIAN

Kepada Yth.
Partisipan penelitian
Di tempat

Dengan hormat,

Saya merupakan mahasiswa Program Doktor Graduate School of International Culture and Communication Studies (GSICCS) Universitas Waseda, Tokyo (Jepang) yang bermaksud mengadakan penelitian bertema “Studi ke Jepang dan investasi dalam pembelajaran bahasa Jepang: Naratif pembelajar bahasa Jepang Indonesia.” Penelitian ini dilaksanakan sebagai salah satu kegiatan penyelesaian tugas akhir S3 di Program Doktor GSICCS Universitas Waseda, Tokyo. Tujuan dari penelitian ini adalah untuk mengetahui lebih jauh mengenai hal-hal yang memotivasi pembelajar bahasa Jepang untuk mendalami bahasa Jepang dan seberapa besar keinginan mereka untuk berpartisipasi dalam program belajar ke Jepang, termasuk persiapan-persiapan yang dilakukan untuk bisa mewujudkan hal tersebut.

Selanjutnya adalah poin-poin kerjasama dengan partisipan penelitian. Penelitian ini akan dilaksanakan dengan mengikuti aturan berikut ini:

1. Partisipasi dalam penelitian bersifat bebas tanpa ada paksaan, dan partisipan penelitian bebas untuk mengundurkan diri kapan saja meskipun sudah menandatangani lembar persetujuan menjadi partisipan.
2. Meskipun tidak bersedia menjadi partisipan penelitian, penelitian ini tidak akan menimbulkan akibat yang merugikan bagi calon partisipan, tidak akan mempengaruhi nilai maupun kegiatan akademik calon partisipan, dan kerahasiaan semua informasi yang diberikan akan dijaga dan hanya digunakan untuk kepentingan penelitian.
3. Nama asli partisipan penelitian semuanya akan diganti dengan nama samaran.
4. Data penelitian tidak akan dipergunakan kepentingan apa pun selain untuk penulisan disertasi, presentasi hasil penelitian, dan penulisan jurnal ilmiah.
5. Partisipan penelitian bisa menarik diri setiap saat, baik di saat berlangsungnya penelitian maupun ketika penelitian sudah berakhir. Data dari partisipan tersebut akan dimusnahkan dan tidak akan dipublikasikan.
6. Partisipan penelitian bisa menolak publikasi hasil penelitian, baik di saat berlangsungnya penelitian maupun ketika penelitian sudah berakhir.

Demikian surat permohonan ini dibuat. Jika masih ada hal yang belum jelas dan ingin ditanyakan lebih lanjut, silahkan menghubungi peneliti melalui kontak di bawah ini. Sebelumnya saya ucapkan terima kasih banyak atas perhatian dan kerjasamanya.

Hormat saya,
Peneliti,

Fatmawati Djafri
Email: [XXX](#)
WA: XXX
Facebook: XXX
Line: XXX

LEMBAR PERSETUJUAN MENJADI PARTISIPAN PENELITIAN

Saya yang bertanda tangan di bawah ini menyatakan telah memahami penjelasan tersebut di atas dan menyatakan bersedia bekerjasama menjadi partisipan penelitian.

Tempat dan tanggal:

Nama dan tanda tangan partisipan penelitian:

Email:

Telp./WA:

DATA PARTISIPAN PENELITIAN

1. Asal universitas/jurusan/tahun masuk:

2. Asal SMA/SMK dan jurusan:

3. Asal daerah:

4. Usia:

5. Bahasa yang dikuasai (termasuk bahasa daerah):

6. Pernah belajar bahasa Jepang di SMP/SMA/SMK? Kalau pernah, mulai kelas berapa dan berapa lama?

7. Pernah kursus bahasa Jepang? Kalau pernah, di mana dan berapa lama?

8. Bahasa asing yang dipelajari selain bahasa Jepang dan alasan belajar bahasa asing tersebut.

KUESIONER

1. Pertama kali mengenal tentang Jepang dari mana/siapa?

2. Kapan pertama kali belajar bahasa Jepang? Umur berapa?

3. Apa alasannya pertama kali belajar bahasa Jepang?

4. Ujian masuk perguruan tinggi yang pernah diikuti.

5. Jurusan apa saja di perguruan tinggi yang pernah dipilih.

6. Apa alasannya memilih jurusan bahasa/sastra Jepang di perguruan tinggi?

7. Bagaimana kamu mengukur kemampuan bahasa Jepangmu? (1 paling rendah, 10 paling tinggi)

MENULIS	1	2	3	4	5	6	7	8	9	10
MEMBACA	1	2	3	4	5	6	7	8	9	10
MENDENGAR	1	2	3	4	5	6	7	8	9	10
BERBICARA	1	2	3	4	5	6	7	8	9	10

8. Pelajaran yang menurutmu paling susah di kelas bahasa Jepang.

9. Pelajaran yang menurutmu paling menyenangkan di kelas bahasa Jepang.

10. Apakah kamu punya pengalaman di mana kamu merasa senang bisa berbahasa Jepang? Kalau ada, coba ceritakan pengalaman seperti apa itu.

11. Apakah ada perubahan yang kamu rasakan setelah belajar bahasa Jepang? (Mis: punya teman orang Jepang, bisa baca *manga* dalam bahasa Jepang, dll)

12. Apakah sudah pernah ikut ujian JLPT (Ninosh)? Kalau sudah, level berapa dan bagaimana hasilnya?

13. Apakah ada keinginan untuk studi ke Jepang? Ada/tidak ada, apa sebabnya?

14. Bagaimana caranya kamu mengumpulkan informasi tentang studi ke Jepang?

15. Apakah kamu aktif di media sosial (medsos)? Apa saja akun yang kamu miliki (Facebook, Line, dll.)?

16. Apakah kamu mendapatkan informasi studi ke Jepang dari medsos? Informasi apa saja yang kamu peroleh?

17. Bagaimana kamu menilai pengaruh media sosial terhadap keinginanmu untuk studi ke Jepang?

- (1) Tidak berpengaruh
- (2) Sedikit berpengaruh
- (3) Lumayan berpengaruh
- (4) Sangat berpengaruh

18. Rencana masa depan setelah lulus kuliah.
(Lanjut studi di mana? Atau cari kerja di mana? Dll.)

19.

Berilah tanda \surd pada pernyataan berikut ini yang menurutmu sesuai dengan dirimu.	
Saya ingin studi ke Jepang.	
Saya ingin kerja di Jepang.	
Saya ingin tinggal di Jepang.	
Saya ingin bekerja di perusahaan Jepang di Indonesia.	
Saya ingin memiliki pekerjaan yang menggunakan bahasa Jepang.	
Saya ingin memiliki pekerjaan yang berhubungan dengan Jepang.	
Saya suka Jepang.	
Saya ingin memiliki teman orang Jepang.	
Saya ingin menikah dengan orang Jepang.	
Saya TIDAK tertarik dengan Jepang.	

-- TERIMA KASIH ATAS KERJASAMANYA --

LETTER OF INFORMATION REGARDING RESEARCH PARTICIPATION

Dear research Participant,

I am currently enrolled in Doctoral Program Graduate School of International Culture and Communication Studies (GSICCS) of Waseda University, Tokyo, Japan, and conducting research entitled "Study in Japan and Investment in Japanese language learning: Naaratives of Indonesian learners of Japanese." This research is part of my dissertation project at Doctoral Program of GSICCS Waseda University. The purpose of this research is to investigate factors that motivate Indonesian students to learn Japanese language and to participate in Japanese language learning programs in Japan, including the preparations that have been made.

The study will be carried out by the following rules:

1. The participation in the study is voluntary without any coercion. The participant is free to withdraw from the study at any time even though he/she has signed the consent form and agreed to become a research participant.
2. If the prospective participant decides not to participate in this study, it will not cause any adverse consequence nor affect the academic activities and grades of the prospective participant. The confidentiality of all information provided will be maintained and only used for research purposes.
3. The original name of the research participant will be replaced with a pseudonym.
4. The research data will not be used for any purpose other than thesis writing, presentation of the study results and scientific journal writing.
5. Research participant can withdraw at any time, during the research period or after the research was conducted. In that case, data from the participant will be destroyed and will not be published.
6. Research participant can refuse the publication of research results, during the research period or after the research was conducted.

If you have any further questions, feel free to contact the researcher through the following contact information. Thank you for your attention and cooperation.

Sincerely yours,

Researcher,

Fatmawati Djafri

Email: [XXX](#)

WA: XXX

Facebook: XXX

Line: XXX

CONSENT FORM OF RESEARCH PARTICIPANT

I, the undersigned, declare that I have understood the above rules and agreed to participate in the study as a research participant.

Place and date:

Name and sign of research participant:

Email:

Phone/WA:

=====

PARTICIPANT'S DATA

1. University/major/year of entrance:

2. SMA/SMK and major:

3. Origin:

4. Age:

5. Mastered languages (including vernacular languages):

6. Have you learned Japanese language at SMA/SMK? If yes, in what grade and for how long?

7. Have you taken Japanese language course? If yes, where and for how long?

8. Other foreign language you learn beside Japanese language and your reason to learn it:

QUESTIONNAIRE

1. From where/whom you know about Japan for the first time?

2. When was the first time you start learning Japanese language? On what age?

3. What was your reason the first time you learned Japanese language?

4. University entrance exams that you have taken:

5. University majors that you have chosen:

6. What was your reason to choose Japanese language program at university?

7. How did you measure your Japanese language skills? (1 is the lowest, 10 is the highest)
WRITING 1 2 3 4 5 6 7 8 9 10
READING 1 2 3 4 5 6 7 8 9 10
LISTENING 1 2 3 4 5 6 7 8 9 10
SPEAKING 1 2 3 4 5 6 7 8 9 10
8. The most difficult lesson in Japanese language class:

9. The most enjoyable lesson in Japanese language class:

10. Did you have any experience when you feel happy to be able to speak Japanese language? If yes, please tell more about it.

11. Did you feel any change after learning Japanese language? (For example: you have Japanese friends now, you are now able to read *manga* written in Japanese language, etc.)

12. Have you participated in JLPT test? If yes, what level and how was the result?

13. Do you want to study in Japan? Yes/no, what is the reason?

14. How did you collect information about study in Japan?

15. Are you active in social media? What social media accounts do you have (Facebook, Line, etc.)?

16. Did you get information about study in Japan from social media? What kind of information did you get?

17. How do you measure the influence of social media on your interest to study in Japan?
- (1) No influence
 - (2) Little influence
 - (3) Pretty influential
 - (4) Very influential

18. Future plans after graduated from university (Where do you want to continue your study? or where do you want to apply for jobs? etc.)

19.

Please put the \surd sign on the following statements that you think appropriate to you.	
I want to study in Japan.	
I want to work in Japan.	
I want to stay in Japan.	
I want to work at a Japanese company in Indonesia.	
I want to have a job that uses Japanese language.	
I want to have a job relates to Japan.	
I like Japan.	
I want to have Japanese friends.	
I want to marry a Japanese.	
I am NOT interested in Japan.	

-- THANK YOU FOR YOUR COOPERATION --