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THE LEARNING STYLES IN JAPANESE LANGUAGE SKILLS

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ABSTRACT
The aims of this study were to determine the type of dominant learning style in the Japanese language education program at Jakarta State University. The research method was quantitative with a correlational research design. The samples were 122 students. The instruments were questionnaires and questions on the Japanese Language Proficiency Test (JLPT) levels N4, N3, and N2 as a measuring tool for *dokkai* and *choukai* skills to determine student learning styles. The results findings showed the auditory learning style was more dominant by 41% of the total samples. The learning styles and language skills have a correlation between visual and auditory learning styles on *dokkai* skills with a significant negative. It can be concluded that the students' with visual and auditory learning styles got higher scores than the *dokkai*. There was a significant negative correlation between auditory and kinesthetic learning styles on choukai. There was no significant correlation between visual and kinesthetic learning styles on *choukai* ability.

1. INTRODUCTION
Each student has the most preferred way of carrying out the learning process, which is called a learning style. Visual, auditory and kinesthetic are learning styles. Cohen, Oxford and Chi (2001), a child who has a visual learning style will learn faster by seeing. For example, the teacher writes on the blackboard, explaining the lesson using a table or map so that it provides specific instructions for the teacher to visualize a picture or word in the minds of students. Students who have an auditory learning style will find it easier to learn by listening to music when learning than reading books that require verbal instructions to do assignments and have slight to similar characteristics in solving problems (Apipah, 2018). Students who have a kinesthetic learning style are students when speaking while moving their hands, listening to explanations while taking notes and help students to read graphs, tables, diagrams and pictures (Rais, Aryani, & Ahmar, 2018).

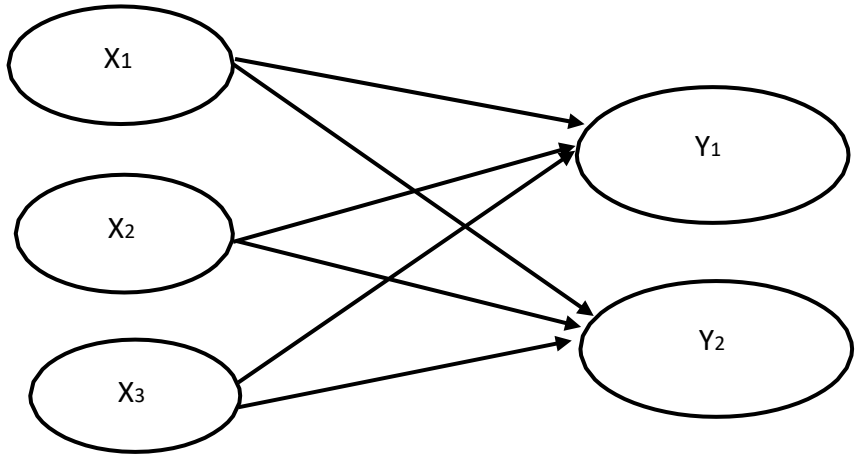
It is important for educators to know the learning styles of their students. The reason is making students aware of their strengths and weaknesses when it comes to learning and the possibility to personalize their learning environment to their learning styles (Bernard, Chang, Popescu, & Graf, 2017). In teaching, processes must meet standards so that students easily understand the material taught by the teacher. This is in line with Prashnig's (2007) thinking that

the key to success in learning is knowing the unique learning style of each student, understanding one's own strengths and weaknesses and being able to personalize each learning situation. Sener, & Çokçaliskan (2018) stated that understanding students' learning styles, strengths and weaknesses is a major step towards increasing learning power and helping learners get the best results from their learning experience. Learning styles are the key to developing performance and on the success of a learning management system moreover the components of learning styles, visual, auditory, and group learning styles were significant predictors of the participants' L2 achievement (Afshar, & Bayat, 2018).

There are several studies on the correlation between learning styles and Japanese learning outcomes, including Huang (2019) studied to investigate the effectiveness of different Remote Associates Test (RAT) materials and examines whether the pairing of learning style and creative learning materials influence the outcome. The relationship between students' learning styles and their online participation in a blended learning course (Cheng, et al., 2015). In fact, the research of Bourdeaud'hui, et al., (2018). which examined Identifying student and classroom characteristics related to primary school students' listening skills. The results of the study prove that the auditory aspects of students' listening skills and English skills have a very strong, positive, and significant relationship. The, the results of the analysis of learning styles are dominated by combined auditory and kinesthetic learning styles 25% Visual 12%, 20% auditory, 24% kinaesthetic, 7% combined visual and auditory, 12% combined visual and kinesthetic (Syarfuni, 2017). In other words, if someone has a tendency to auditory learning styles, that person will be better at listening skills than reading skills. However, this research has never been conducted correlational research that examines the relationship between learning styles and Japanese language skills, especially *dokkai* and *choukai* using the JLPT question instrument. This question is an international scale Japanese language proficiency test that has to measure power, and the data is processed using SPSS with a high level of validity.

2. METHODOLOGY

The research design used is correlational research using the Product Moment Test. The research design is depicted in schematic form. Correlational research used refers to a form of inferential analysis research that is used to determine the degree or strength of the relationship, form or causal relationship and the reciprocal relationship between the research variables (Cohen, Manion, & Morrison 2017)



Scheme 1. Correlation of learning styles on language ability

Explanation :

X1: visual students learning styles
X2: auditory students learning styles
X3: kinesthetic students learning styles
Y1: *dokkai* skill
Y2: *choukai* skill

The population in this study were 46 students of the Japanese language education program at Jakarta State University who took the Nihongo II course, 67 students of the 2017 class who took the Nihongo IV course, and 2018, and 49 students who took the Nihongo course. VI. Overall, the total number of students is 162 students, but data collection was 122 students. In detail as in the following table.

Tabel 2. Research samples

No.	Class	Number	Percentage
1.	*Nihongo II*	39	32,23%
2.	*Nihongo IV*	50	41,33%
3.	*Nihongo VI*	33	26,44%
	Total number	122	100%

In this study, using the JLPT test questions downloaded from the JLPT official website, namely https://www.jlpt.jp/e/samples/forlearners.html. In accordance with the level of student ability, about Level N2 for class 2016, level N3 for class 2017, and level N4 for class 2018.

The questionnaire instrument was taken from the Bobbi Deporter (2014) book, which amounted to 36 questions in the form of a Likert scale. The selection of the questionnaire instrument is based on the characteristics of the points in the questionnaire that are in accordance with the characteristics of Japanese language education study program students. This instrument is an instrument used in previous similar studies. The data analysis technique applied to test whether there is a correlation between student learning styles and language skills tested with JLPT questions in this study is to use the SPSS 22 application. The hypothesis formulation is as follows:

H_0 : There is no correlation
H_1 : There is a correlation

Testing criteria: Refuse H_0, If Sig. (2-tailed) > 0,05 accepted H_0, if Sig. (2-tailed) < 0,05 (Nisfiannoor, 2009:87)

Calculating the JLPT score in general, the scaled score used by the JLPT is based on a general scale to make the test results (scores) match Japanese language proficiency. Scaled scores allow measurement of proficiency in Japanese based on standardized test consistency. Based on statistical tests, the calculation of test scores is not affected by the difficulty of the test (scaled score). This theory is called the Item Response Theory (IRT). This is completely different from calculating a raw test score based on the number of correct answers. Scaled scores are determined mathematically based on the "answer pattern" of how the examinee answers certain questions (correctly or incorrectly). The following is the scale calculation method used to determine the results of the JLPT score.

3. FINDING AND DISCUSSION

The results of the data analysis on the learning styles of the Japanese language education study program showed in table 3 below:

Table 3. Learning style of Japanese language education program

No	Class	Visual	Auditory	Kinesthetic
1	*Nihongo II*	8 (20%)	11 (28%)	14 (36%)
2	*Nihongo IV*	10 (21%)	22 (46%)	10 (21%)
3	*Nihongo VI*	8 (24%)	17 (52%)	3 (9%)

Based on the results of the data analysis above known that 39 students who take Nihongo II have a combination of student learning styles, namely 3 (8%) auditory-kinesthetic, 3 (8%) visual auditory. While the learning styles of 48 students of Nihongo IV have a combined learning style of auditory kinesthetic as much as 2 (4%) and visual-auditory as much as 2 (4%), and auditory kinesthetic as much as 2 (4%) students. There are 33 Nihongo VI students with a combined auditory-kinesthetic learning style of 2 (6%) students, 1 (3%) visual-kinesthetic students and 2 (6%) visual-auditory students. Thus, the learning style that most Nihongo II students have is the kinesthetic learning style, the learning style of Nihongo IV students which is mostly auditory learning style, and the learning style of Nihongo VI students which is mostly auditory learning style. The results of data analysis using SPSS 22 show that the correlation between visual learning styles and *dokkai* shown by sig. (2-tailed) of 0.022 at a probability level of 0.05. So sig. (2-tailed) (0.022) <probability (0.05). So that Ho is rejected, and it is stated that there is a correlation with a significant negative relationship between visual learning styles and *dokkai*. This means that the higher the value of the students' visual learning style, the lower the value of *Dokkai*. The detail information can be seen in the following table.

Table 4. correlation between learning styles, *dokkai* and *choukai* skill

Relation	Sig. (2-tailed)	Probability	Pearson Correlation	Explanation
visual and *dokkai*	0,022	0,05	-0,208	Ho is rejected, there is a significant negative relationship
visual and *choukai*	0,102	0,05	-0,149	Ho is accepted, there is no relationship significant
Auditory and *dokkai*	0,011	0,05	-0,231	Ho is rejected, there is a significant negative relationship
auditory and *choukai*	0,032	0,05	-0,194	Ho is rejected, there is a significant negative relationship
kinesthetic and *dokkai*	0,910	0,05	0,10	Ho accepted, there is no relationship significant
kinesthetic and *choukai*	0,695	0,05	0,36	Ho accepted, there is no relationship significant

Based on the table above showed that the correlation between variables has a correlation and some have no correlation. The correlation between student learning styles and *dokkai* learning outcomes, as previously explained, there is a correlation between visual learning styles and *dokkai* abilities. Likewise, there is a correlation between auditory learning styles and *dokkai* abilities, but the relationship is significant negatively. This is indicated by sig. (2-tailed) of 0.011 at a probability level of 0.05. So sig. (2-tailed) (0.011) <probability (0.05), so that Ho is rejected. This means that the higher the value of auditory learning styles, the lower the value of *dokkai*. In addition, it is known that there is no correlation between kinesthetic learning styles and *dokkai* abilities. In this case, Ho is accepted for sig. (2-tailed) of 0.695, which is greater than a probability of 0.05.

There is a correlation between student learning styles and *choukai* abilities. There is a correlation between auditory learning styles and *choukai* abilities which has a significant negative relationship. This is indicated by sig. (2-tailed) of 0.032 at a probability level of 0.05. Sig. (2-tailed) (0.032) <probability (0.05), so that Ho is rejected. This means that the higher the auditory value, the lower the *choukai* value. However, there is no correlation between visual and kinesthetic learning styles on *choukai*. This is due to sig. (2-tailed) is greater than probability 0.05, so that Ho is accepted.

Overall it can be said that the higher the learning style score, there is no correlation with the higher the Japanese learning outcome score, in this case *dokkai* and *choukai*. Even so, it was seen that students with both visual, auditory and kinesthetic learning styles had a better tendency to score *choukai* than *dokkai*. *Dokkai* is very difficult for students, one of which is due to the Japanese writing in *kanji* characters. As explained in table 1, the higher the level of the JLPT questions, the more *kanji* must be mastered. Students who have low proficiency in kanji cannot read and understand Japanese texts. In addition, the types of *choukai* questions are helped by the presence of images, thus enabling students to predict and understand the content of the conversation.

4. CONCLUSION

Based on the research findings, it can be concluded that as many as 122 students were taken as respondents in which the dominant visual learning style was 26 (21%) students, auditory amounted to 50 (41%) students, kinesthetic amounted to 27 (22%) students, visual-auditory totaled 7 (6%) students, visual kinesthetic amounted to 5 (4%) students, and auditory-kinesthetic amounted to 7 (6%) students. Thus, from all respondents, the most dominant type of learning style is auditory learning style. The calculation of the overall correlation coefficient shows: 1) there is a significant negative correlation between visual learning styles and *dokkai* abilities, 2) there is no significant correlation between visual learning styles and *choukai* abilities, 3) there is a significant negative correlation between auditory learning styles and *dokkai* abilities , 4) there is a significant negative correlation between auditory learning styles and *choukai* abilities, 5) there is no correlation between kinesthetic learning styles and *dokkai* abilities, 6) there is no correlation between kinesthetic learning styles and *choukai* abilities. In connection with the foregoing, there may be problems in the student's kanji ability and the form of the questions presented. Children who have a visual learning style type but have less grades in *Dokkai*, this can be influenced by the student's kanji ability so that they get less *Dokkai* scores. Meanwhile, when working on *choukai* questions they feel helped because the form of *choukai* questions is inserted with pictures and schemes that help them capture the *choukai* material that is delivered. Likewise with students who have an auditory learning style with poor *choukai* scores. In other words, many factors outside of learning style affect a person's language skills.

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