

Summary:

Foreign language attitude plays a significant role in enhancing one's motivation to learn particular foreign language, This study aimed to obtain an understanding as to Indonesian students' attitude towards Japanese language. It was conducted following the absence of research investigating the attitude of Indonesian students towards Japanese despite the increasing popularity of this language in the country. It was reported that the users of Japanese language have reached 73,000 people in 2009. In this research, one hundred and sixty (160) students currently studying Japanese language were involved. Their participation was voluntary in that they were advised that they could withdraw their participation at any stage of the research if they wish. Date of this research were collected using foreign language attitude questionnaire (FLAQ) consisting of 22 items which was designed in a Likert-scale from (1=strongly agree, 2=agree, 3=disagree, and 4=strongly disagree). The tool was originally developed by Pierson et al.(1980) and was slightly modified by omitting 1 item which was not relevant to this research context and by replacing the word 'English' with 'Japanese'. The tool has been used in a number of studies and was claimed to be a valid and reliable instrument for measuring foreign language attitude. Further, the attitude items of this questionnaire could be grouped into 7 factors, namely "[Japanese] as not detracting from cultural identity, positive orientation towards [Japanese], social and instrumental value of [Japanese], positive orientation to educational and official status of [Japanese], lack of discomfort about [Indonesian] speaking [Japanese], positive cognitive and affective orientation towards [Japanese], and disjunction of views on intrinsic quality of [Japanese] language and [Japanese]-based culture"(Pennington & Yu,1994,p.10).

The findings of this study indicated that majority of the students enjoyed learning and using Japanese. They also expected that they could speak fluent and accurate Japanese and believed that Japanese language has played a part in Indonesia's prosperity and development. Overall, the students taking part in this study show positive attitude towards Japanese language. The following are their attitude factors' means score: **factor 1** (M=2.91, example of item: when using Japanese, I do not feel that I am Indonesian any more), **factor 2** (M=1.98, e.g. I love conversing with foreigners in Japanese), **factors 3** (M=-2.09 e.g. if I use Japanese, my status is raised), **factor 4** (M=2.87, my history, geography, and mathematics textbooks should be written or translated into Indonesian), **factor 5** (M=2.97, e.g. I feel uneasy when hearing an Indonesian speaking Japanese), **factor 6** (M=1.36, The command of Japanese is very helpful in understanding Japanese people and their cultures), and **factor 7** (M=1.89 e.g. the Japanese language sounds very nice). The study also observed no significant differences in attitude towards Japanese language between male and female students ($p>.05$). Both sexes responded positively on Japanese language use and learning in Indonesia. Finally, this study suggested that supports from all relevant parties for improving the quality of Japanese language teaching and learning in Indonesia need to be continuously provided.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

The paper is now being processed to be sent to a referred journal. Once sent and accepted, Sumitomo Foundation will soon be notified.

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)