

ICSS_UNIMALPPM18.pdf

by

Submission date: 07-Dec-2019 03:06PM (UTC+0700)

Submission ID: 1229263078

File name: ICSS_UNIMALPPM18.pdf (2.24M)

Word count: 6161

Character count: 31956

The Application of Direct Strategy in Learning Japanese Language through Songs (Historical Study of Japan's Occupation in Minahasa 1942-1945)

3 Sherly F. Lensun

Japanese Language Education Study Program
Faculty of Language and Arts – UNIMA
Manado, Indonesia
sherlylensun@unima.ac.id

3 Mayske R. Liando

Japanese Language Education Study Program
Faculty of Language and Arts – UNIMA
Manado, Indonesia
masykeliando@unima.ac.id

3 Jemmy Mukuan

Japanese Language Education Study Program
Faculty of Language and Arts – UNIMA
Manado, Indonesia
jemmymukuan@unima.ac.id

Abstract- Strategy is considered important in the process of learning and teaching activity that teachers may encourage students to be active in learning activity and to create a good learning environment in order to achieve the learning goal. There are two types of strategy which students will have to face; direct strategy and indirect strategy. Direct strategy refers to a language learning strategy that directly relates to the target language. Direct strategy of language learning requires complete comprehension of the language itself. This study aims to know the application of direct strategy in learning Japanese language through songs particularly to respondents who experienced Japan's occupation in Minahasa by the year 1942-1945. The history of *Nippon's* occupation in Minahasa is a chronological event of the causal effect in both negative and positive way, namely language inheritance that is inherited to former student's memory who lived in the era of Japan's colonization for about 60 year or more. Learning strategy in the era of *Nippon's* occupation in Minahasa is a direct learning strategy which is the combination of 3 groups of the strategy: 1. Memorization, 2. Cognition and 3. Compensation.

Keywords- Strategy; Direct; Song; Japanese Language.

I. INTRODUCTION

In language learning activity, there are some strategies that students will have to face; direct strategy and indirect strategy. Direct strategy refers to a language learning strategy that directly relates to the target language. Direct strategy is divided into 3 groups: 1. Memorization, 2. Cognition and 3. Compensation. Direct language learning strategy requires complete language comprehension. All of three types of strategy above is executed by the structured and special treatment for their own purposes. Memorizing strategy,

is undertaken by dividing groups, using picture or voice etc with their own role, for instance, helping to remember and to enrich new information. Meanwhile, cognitive strategy is built by the practices of receiving and delivering message and others so that a learner may use varied ways in understanding foreign language to communicate. Compensation strategy, on the other hand, covers approximation, the overcoming of obstacles in speaking and reading activity or other field in language usage in order to put aside differences/knowledge redirection.

Kristen and friends cited by Huda found that the relationship between study duration of foreign language with the ability of speaking in foreign language from both environment (informal and formal) was proven affecting one's foreign language speaking ability. Informal environment offered input for enrichment while formal environment contributed in monitor. It carried the meaning that in natural environment the adults of the target language could play the role to help the learners by giving feedback for their utterance[1].

In community life, song plays important role. Song may cause someone to feel happy, sad, mad, and excited. The unity of the lyric and good combination of the tones create a nice harmony to listen to. Song as a medium of self-expression to interpret message in form of universal or intercultural life values. It also can be seen by the strong influence of songs of a colonized country. The songs are in the mind of the citizens of a colonized country, the songs are even inherited to be sung in certain occasions. It is realized, that songs are influential to human soul. That is why, it cannot be denied anymore that in the era of Japan's occupation, song had become an effective propaganda tool. Based on the field research finding, songs that were taught by the Japanese, either through schools or organizations, referred to heroism, romanticism, love to the nation and military. In general sense, those songs had played their roles as propaganda medium, and

to specific, those had been used to mobilize Indonesians in Minahasa. According to Kurawana, those songs were brought from Japanese book and some of them were being composed in Indonesia to smoothen its spreading, these songs were collected and published in a booklet entitled "Nippon Boeat Oemoem Song"[2]. November 1942 in Yogyakarta, small-sized book was published by Sunlight Newspaper. In the booklet, 34 songs were written in Japanese and completed with the tones using numerical notation. Not all of those songs were propaganda songs. Some of them were pop songs.

Songs from Japan also have strong influence as they were studied by Indonesian, especially the Minahasan tribe. Moreover, songs in Japanese language are still sung until now by Minahasan elders who experienced the Japan's colonization. Therefore, Japanese songs in Japan's colonization in year 1942-1945 were still found in the memory of the Minahasan who had been to Japan for their study. The well-studied lyric will prove the cultural stronghold experienced by group of community as their life journeys. The lyric may also convey either negative or positive impression and message of life experience in terms of being colonized which carry the meaning as education and teaching substance to its next generation, mainly language learning, in this case means the development of Japanese language learning.

B. Research Question:

1. How is direct strategy applied in Japanese language learning?
2. What songs are still remembered by the Japanese language learner?

B. THEORETICAL BASES

1. Definition of Strategy

Generally, the word "strategy" contains the meaning 'smart plan relating to the activity of achieving specific goal. Meanwhile, in language teaching and learning field, the term "strategy" and "technique" are often used by shifting them. In order to understand the meaning of "strategy" or "technique", the explanation is linked in alignment with "approach" and "method". According to Edward in Tarigan the relationship between those four concepts is hierarchically structured, which is the technique of executing a consistent method with approach[3]. If more profound definition, Edward (in Tarigan) explained that approach is a set of correlative assumptions that deal the origin of language teaching and learning. Approach has the quality of axiomatic. An approach that brings out the core information of what is being discussed and taught. Methods is a whole plan for the presentation of language substance that is tidy and orderly, there are no parts against each other for all of them is based on the chosen approach. If the approach has the quality of axiomatic, the method should be procedural. There are many methods can be found in a single approach.

Technique has the quality of implementational which is actually playing its role in classroom. Technique is a tricky tactic, or finding that is used to complete and to result a perfect direct goal. Technique needs to be consistent with the method for it has to be in line with the approach[4].

Teaching and learning strategy are an important aspect in

classroom, for by the strategy teacher may be able to create a good learning environment that to reach the learning goals. Besides, the learning and teaching strategy chosen and well-used by teacher can encourage students to be more active in involving themselves in to leaning activity in classroom[1].

Oxford defines learning strategy as behaviour or actions used by the learner to be more successful, in the right track and fun. The gift, given by the Oxford is referring to the observed production, although the definition can also cover the unobservable cognitive behaviour.

The selection of teaching and learning strategy must be based on consideration that places the students as learning subject which not only play their role as receiver of knowledge, desire, and thought that can be used for learning, individually or in group.

2. Direct Strategy

Direct strategy is a language learning strategy which directly relates to the target language[5]. Direct strategy is divided into three group, namely: 1. Memorization (記憶ストラテジー), 2. Cognition (認知ストラテジー), 3. Compensation (補償ストラテジー). Direct strategy of language learning requires complete comprehension of the language itself, and those three types of strategies above are undertaken with a structured and special treatment that is used for their own purposes. Memorizing strategy is undertaken by dividing groups using picture or voice etc with their own role, for instance, helping to remember and to enrich new information. Meanwhile, cognitive strategy is built by the practices of receiving and delivering message and others so that a learner may use varied ways in understanding foreign language to communicate. Compensation strategy, on the other hand, covers approximation, the overcoming of obstacles in speaking and reading activity or other field in language usage in order to put aside differences/knowledge redirection.

3. Song

Song is the moving tones that is audible to human wherever they are at. Arifin in Ichlas stated that the lyric is the emerging words in a song, and is a form of a sung short-poetry. The lyric is the expression of feeling that emerges out from the soul and the feeling of the medium through fabulous tones which contains emotion that can possibly move someone else's feeling[6]. Semi stated that if the external element such as music, musical scales, and intonation were hidden, the song can be called or considered as a poet. Therefore, lyric is words existing in a song and is a form of short poet if it is not sung. So, the lyric and the poet do have same form for both of them can stand even in voiceless form. On the contrary, song is a combination of lyric and voice. The lyric is basically a poet.

Relating to the title of this research, Japanese song lyric can be clarified relating to the occurrence experienced and felt by the Japanese as it is about love feeling either happy for being in a crash with someone or sad for the broken heart, leave-taking, friendship, community life, and teenagers' romantic relationship. These lyrics cannot be separated from the universe for this occurrence has been experienced and felt by the composer of Japanese song depicted by the using of the element of universe as symbol in its lyric.

II. RESEARCH METHODOLOGY

This research used qualitative descriptive method with historical approach through content analysis technique that covered the stage of heuristic, critical, hermeneutic and historiography. At the stage of heuristic, searching and collecting data were undertaken through interview, although the researcher found difficulties for many the subject or the witness had passed away already[7]. Difficulties were also found over the living subject and witness, such as aging and unwell health condition that caused another difficulty in doing the interview. Other factors such as lacking of the witnesses' detail, namely, address because many of the informants had moved out and live in different house or address.

Data were collected through some laminar and repetitive process. The collected data in form of songs with local language and Japanese language in the year (1942-1945) were about 31 songs. There were three songs in Japanese lyric.

In collecting the data, the method and technique used in preparing the research data were observation, interview and introspection as stated by [8]. Observation method was executed by observing the language use. The language use, in this case, covered both spoken and written. In spoken way, it took the language sample while someone or group of people using the language[9]. In written way, researcher was faced with the lyric.

III. DISCUSSION

The implementation of the direct strategy by the respondents in this research, especially in Japanese language learning that would be undertaken by the Indonesian/Minahasan teacher in the era of Japan colonization in year 1942-1945 are as followed:

1. *Memorization strategy; it was undertaken by dividing groups, using picture or voice or other media that is in line with certain function, for instance, to help recalling and obtaining new information.*

a. *Expressing song followed by certain action or behaviour.* Someone's ability to memorize can be triggered, if someone experience particular touches which were able to associate something that, at the moment, were being memorized. Those touches can be in audible forms and behaviour form or an ongoing action while studying and expressing those songs. For instance, looking at someone else getting ready for a ceremony with the Japanese and at once they might directly remember the song KIMIGAYO which was usually sung during the ceremony.

Another example, by the time the researcher attempted to ask about the informants' experience while singing the songs, they would directly sing songs which had already been sung in the past time, yet, they directly do some moves or action, while singing the song. For instance, there were funny songs, and where they were sung, the people directly more and imitated the moves which were considered funny at that time.

Some informants, when they were asked to sing songs they had ever sung, directly did the moves in a row while singing. Half of their population did sing while imitating the voices as when they were working. The following is the

utterance told by an informant relating to the behaviour taking place at the same time when they sang those Japanese songs.

Regarding to students development, Japan's obligatory to the students is each one of the students had to routinely do some of the following activities: (1) to sing Japanese national anthem, KIMIGAYO every single morning; (2) to hoist Japan's flag, *Hinomura* and to honour Japan's emperor, Tenno Heika each morning, (3) every single morning they had to do Dai Toa, to say the pledge about being faithful to the great Asia; (4) every single morning they had to do Taiso, Japanese gymnastics; (5) physical training and military training, (6) to set Indonesian language as the introduction in education. Japanese language become obligation to be taught. All the songs which was done and participated with an activity or a behaviour such as presented above, gave particular impression and strongly influenced the informant to keep in memorizing the songs they were singing.

Learning by using symbol, Illustration, Imagination, Association and Impression.

The process of memorizing was so supported that what needed to be memorized was interpreted by the undoubtedly impressive symbol or certain imaginative painting that thrilled heart and soul. For instance, the following SHIRO JIN song:

Shiro jin ni akaku, Shiroo maru agete au utsukushi,
Nippon no hata wa

白人 白人は赤く白丸は赤く会う美しい 日本の旗よ

Free Translation

White people with reddish facial skin, they are the Japanese, the flag is a white flag with red circle in the centre of it.

Bu attaching the colour and shape as symbol, people will keep Japan's flag in their mind and indirectly will admit the grandeur of Japan. The process of re-memorizing the songs by Minahasans was also caused by some reasoning such as the contacts that may trigger the Minahasan themselves to be associated to some past events, moreover, in the context when they learned or interpreted songs.

This can be compared as what Buan said: moreover, regarding to the technique of memorization with using the association, image, and location. Something can be easier to memorize if it took place in a certain and impressive way. Impressive this would be so much easier to be remembered in the future, moreover, things that might emerge associations.

It was crystal clear that at the moment the informant sang the Japanese songs, all of the time they would remember what is on in that specific time. Those happenings were considered impressive, either triggered by aesthetical experience, being thrilled while singing the songs, anxiety, worn out, hungry, intimidated, rough treatment from the Japanese in the process of indoctrination etc. It was admitted that beside the stimuli and the impression as well as behaviour or attitude, differences that each person had in terms of the ability to memorize played influential role someone's ability to memorize. Compared with seven types of wits as said by Thomas strong there was the prominent one among all of them. One of them was linguistics skill. From several informants, this phenomenon was so clear to witness.

The impression in learning and doing was so influential to the process of remembering and forgetting a thing. This

thing was in alignment to the psychologist's perspective. Psychologists would say, that three were 3 elements in building up memory: accepting, storing and producing the impression. The existence of human's ability to memorize meant there was indication that human was capable to intentionally store and emerge memory from the experience he had. It did not merely mean that all things that had been through by someone would stay a whole in his memory because there were many influential factors that affected how memory worked, namely, physical condition as tiredness, sick and lacking of resting time as well as age.

Besides, emotional factor where someone would remember something in a better way if the events went through emotions. Thus, the informants who had ever sung Japanese songs, some of them could still remember the whole song, yet some of them had forgotten certain little parts of the song. But, if there were stimuli from other informants, this person could easily remember that song again. For example, if the content of the song had an impressive meaning to thrill the spirit as seen in KUNI NO HANA:

Mashiroki fujino kedakasa o Kokorono tsuyoi tatetoshite
Mikuni ni tsukusu ominarawa Kagayaku miyono yama sakura

Chini saki niou kuni no hana

国の花ましろき 富士の けだかさ を心の強、立として
三国につくす おみならわ 火薬みよの山さくら
ちこ先こおう国の花

Free translation:

(Look) the nobbled greatness of Fuji Mountain, made up by white snow

As shield retaining the enthusiasm in struggle for the nation
Sakura flower grows up in the mountain, beautify this era
This is the flower of the nation, the fragrance of the homeland

Or as in the song KIMIGAYO.

Kimigayo

Kimi ga yo wa Chiyoo ni yachiyooni Sazare ishi no o iwato narite

Kokeno musumade

君が代

君が代は千代鬼やちように差され意思のを岩となり手こけの蒸すまで

Free translation:

May the dominion of his majesty, endures to a thousand, eight thousand generation

Until the pebble, turns into rock, covered by the moss

Or as in the following song called WAKAKI MONO that interpret the impression of how proud someone could be to become a Japanese whose existence was admitted as great and strong nation that held the authority.

Beside the impression as the spirit of struggle, romantic songs that carry the image of the beauty of the nature could also encourage the lasting time of the memory for the impression would trigger memorizing ability.

The impression in learning and doing was so influential to the process of remembering and forgetting

things. This thing was in alignment to the psychologists' perspective. Psychologists would say, that three were 3 elements in building up memory: accepting, storing and producing the impression.

There was also marching songs which was known as East Asia's propaganda song entitled GO FORWARD PRINCE-PRINCESS OF INDONESIA, DESTROY OUR ENEMY and ASIA HAS WOKEN UP. These songs were used as a provocation and indoctrinating medium the struggle spirit of Japan, that were purposely brought on by the ruler of *Dai Nippon* to ask Indonesia to be allied with East Asia opposing America and it is all in world war II.

Something that was studied in the past, could be re-memorized if there was trigger either specific feeling or emotion, or even by voicing out part that had been studied. After half part was voiced out as trigger, the rest would come to mind. Those things could be compared to what said by Musen in its previous part, that the memory might appear in many kinds as follow: the memory of something such as name of the most beautiful person in the classroom. Here was what wanted to be re-produced : recollection, to re-memorize a past event in a whole story, as done by the accused one who answered every single question over all his criminal action pointed by the judge; recognition, to get to know certain thing or person as part of the was seen or heard again, just like seeing a son as the anchor of his father for the son represented some of his father's feature. The use of multiple choice was a use of recognition: re-study something to convey that there were still few sticking memories though it all was learned long time ago.

On the contrary, there were some reason of why people forgot thing such as the declining of the memory. The process of forgetting could also be caused by distraction. Besides, repression could also cause someone forgetfulness. Research finding showed that the Minahasan who learned Japanese songs experienced forgetfulness, especially in utterance. As it was researched farther, the forgetfulness occurred for the songs were only learned in oral and written process. Those who learned the song only imitated the sound they heard. If the words were misspelled, the listener would also mishear.

2. *Cognitive strategy was formed by practicing, receiving and delivering the message and others so that the learner used varied ways in understanding useful foreign language to communicate to the speaking partner.*

1. *Learning by repeating same things*

Other thing that could also be so affecting for something to stay longer in someone's memory was through repetitive practices. The songs that were usually learned and rehearsed repetitively would stick in one's mind. Minahasan who remember Japanese songs, in this case the informants admitted that they could still remember the songs including the lyric for the songs had been their daily consumption and repeatedly rehearsed already. According to the informants, if they sang those songs then the environment, situation and the occurrences would come to their mind as well as the lyric. It was clear, that the words in the song stayed longer in the memory rather than words delivered in other form such as poet or other writings.

With human ability to memorize, it could mean that there was indication that human was able to store and to re-

emerge something that once happened. However, it did not mean that all that happened in the past would stick in one's mind in a complete form for there were many affecting factors such as physical condition namely tiredness, sick and less of resting time as well as age factor. Else, emotional factor where one would recall something better if the events went through the feelings. Thus, the informants who had ever sung Japanese songs, some of them could still remember the whole song, yet some of them had forgotten certain little parts of the song. But, if there were stimuli from other informants, this person could easily remember the song again. Those were usually the aged ones.

Song teaching usually took place before the regular learning activity, it raised up the enthusiasm to learn although the Japanese song was taught without any translation. Because the song learning was so enjoyable, eventually, the song was repetitively sung that it all ended up stuck stronger in one's mind. The singer of Japanese song also experienced same sort of thing which at the first step they wanted to only enjoy the Japanese songs introduced to them. Looking at the fact that the Minahasans had good interest in singing, this scene was so possible to take place. If the Minahasans were touched by songs, it would be so easy for them to be inclusive to accept new things introduced to them. At the next level, after they felt pleased to do or to express songs that were introduced to them, they would attempt to understand what the song carried, at least to understand the content or the message found in the song, specifically in the lyric. Perhaps they could reach the analysis step of the song, but at least Japan's mission had come to its place and would cause pleasure in line with the songs that were being liked.

Traditional method of foreign language learning generally taught students only to memorize words that caused they would forget it all in short period of time. Without the stimulus to the sense and emotion, information was only stored in short-term memory. On the contrary, with Lozanov's methods which implied role model, game, song and classic music, those who did not use nor practice the lesson at all could still remember over 60% of the given material.

Number of researches and studies conveyed that music could play a role to stimulate someone's subconscious creativity. There was an opinion that brain, in processing the information, worked in linearity was in a structured and tidy format referring to a list. This opinion emerged because two types of higher consciousness than human-communication-is-linear, which were spoken and written. Even so, that was caused by physical limitation that required mouth produced only one word per one chance. If we wanted other people understand us, the word must be in certain order, not only meaningless voice. In this context, when the sung songs settled too long, the process to bring it out had already under subconscious nature. Music played its roles in this context. Music could trigger subconscious to express what was difficult to be expressed in conscious nature.

Nowadays, the scientists said that what came out from our mouth were not resulted by a process. So, the process that took place in our mind was previously came out from anything but linearity. DePorter & Hernacki stated that we were communicating through words, our brain at the same time, had to look for, to filter, to pick one out, to formulate, to trim up,

to set correlation and to turn the mixture of ideas and words with their meaning to be understood.

Thinking, language linearity belonged to the responsibility area of the left brain. Hence, speaking was so clear covered by the left brain. But the actual process that took place in our brain before language (conversation) started off was so complex and random (nonlinear). Meanwhile, thinking randomly was the task of right brain. So, speaking in its process also involved right brain.

From the interview with informant, there was informant I-6. I6 experienced studying in the basic education level of "Kokumin Gakko" at Passo, although the informant is now 80 years old or in other word 69 year away from the Japan's colonization era in the year 1942 but his memory was still so strong and singing those songs got R6 super excited. The strength of informant 6's memory was caused by the external and internal support such as, namely, one of R6's hobbies was singing and liking the song taught by teachers in that era. R6 was studying in 3rd grade of elementary school and students had to apply Japanese language. Every time, when school ceremony took place and "Hinomaru" flag went up to the top of the flagpole, they had to sing the Japan's anthem called KIMIGAYO. The song was sung twice. KIMIGAYO became an obligatory song.

After the flag ceremony, students must show their respect to Japan's Caesar Tenno Heika who was by the Japanese considered as demi-god, by bend truth body forward, *seikere*, facing Northeast Japan. Afterwards, students had to utter their pledge to be obedient in Japanese language, after the ceremony students had to do "taiso" or Japanese calisthenics with Japanese order/instruction as *ichi, ni, san, si* and so on. Only then, student might enter the classroom while singing a song called MIOTO OKAINO. By the radio citizens might listen to Japanese song and this was one of Japan's propaganda tools in Indonesia.

According to the informant, the poem and the melody of Japanese song were beautiful and inspirative to encourage, as well as depicting the greatness of Japan as the descendant of God Amaterasu who had the mission to set free the Asian from colonization of western people. This fact was all recorded into the mind of the informants that later made them memorize and master this song. Thus, can be seen that Minahasans were able to memorize the lyrics in Japanese song and those lyrics stayed long enough in Minahasans' memory, because in expressing the songs, singer's imagination was driven to the awe of the greatness of Japan and the magnificence of the king of Japan. While singing, the sensation of being touched and awed really trigger the brain that the song and its lyric could be easily memorized. Schlessinger and Groves (1976:352) in Rakhmat, (2000: 62) stated that the memory was a very-structured system, that caused organism able to record the fact about the world and to use their knowledge to guide the behaviour.

II. Learning by Competition and award for the accomplishment.

Japanese language subject, became the main thing, in which attention was put by the Japanese. Beside the interest of promoting Japan to the society, being able to master Japanese

language was important to maintain good communication. Every mission that Japan had, could not be implied if the mission was not understandable. Language as a communication tool could be considered the most important of all.

Varied way had already been done by Japan, namely, to run competition in which the winner will be awarded. The process of the competition was parted in two advantaged sides, namely, all competitors compete against each other to present their best performance and to get awarded. Who won the competition could become more excited in such an impressive moment, so as the impressive moment would assist the process of memorization?

In Japan's colonization era, teachers were obligated to learn Japanese language in the afternoon, teachers and students who are considered smart in using Japanese language and won in competition will be awarded. In line with learning the language, then Japanese songs were also taught. In Japan's era, singing competition in Japanese language between schools were often held. Students and school that won would be awarded with a present.

Memorizing words that relate to human body and words that were used in daily conversation.

Japanese soldiers were not only smart in warfare, but also were good educators. Japanese people in their teaching used method that could fit to condition. As broken down, that the students in their daily life were asked to use Japanese language in their conversation. The example of the words that were easy to remember such as, say, *atama* (head), *kata* (shoulder), *hisa* (knee), *ashi* (leg), then word such as *anata* (you), *watakushi* (I/me). (*Watakiushi* was an old-fashioned way to say "I" / "me", but nowadays people used *watashi*). Beside the terms that related to human body, another interesting thing in Japanese language was to do the numbers: *ichi* (one), *ni* (two), *san*-three (the rest were forgotten). When students mispronounced the word, they would be yelled by the word *bakayaro* (stupid) and *konyaroo* (stupid). Other than that, the frequently used words were also taught, namely: *hai* (ya), *ohayo gozaimasu* (good morning), *konnichiwa* (good afternoon), *konbanwa* (good evening), *dame* (don't), *rei* (greeting), *kiritsu* (stand up) and many others that R4 could not remember again.

3. *Compensation strategy that covered presumption, overcome the obstacles in speaking and reading activity, and others in language use that aimed to bury knowledge difference/redirection.*

Learning by force, intimidation and fear.

Japanese people realized that a student needed to be diligent in learning. The result of this learning would benefit either Japan and the student himself. Yet, Japan did not want stupid citizen for they were so aware that students' stupidity would end up to the sluggish understanding of Japan's mission as well as the development process. Japan's aspiration to be the number one in Asia had encouraged them that everything had to be under force. Japan desired that the citizens in short period of time would be able to see with opened eyes that Japan is a real great nation by its power and Japan as an

expected nation to prosper Asia. Japan needed to prove all of this to the citizen they had colonized if they wanted to gain the sympathy and trust from the citizens.

The proof of how hard Japan's education in the development and indoctrination process could be seen from the way they applied the punishment, such as standing in front of the classroom, beat the lazy ones, stupid ones and those who had not accomplished the task. Education process was implemented as if it was implemented in military disciplinary. Each student felt anxious if they couldn't memorize every subject given to them.

Nonetheless, the situation that seemed to forcing, on the other way, had triggered Minahasan and eventually they succeeded it. From the experiences above, it was clear that Minahasan were able to sing Japanese song and to even remember them until now. These experiences helped triggering the singer to remember songs and poem in it. Informant 6 said that discipline and patriotism attitude of the soldier could be easily replaced. According to the informant, Japan's colonization left some positive value namely discipline, honesty, handwork and such a strong nationalism value that at that time, issues in the community such as robbery, gamble, laziness and lie were found only few and the environment got so peaceful.

Other than positive things gained from Japanese people, negative things also became part of the experience of the Minahasan at that time. One of the negative things that could be witnessed at the moment was number of women who became whores or *jugin ianfu*. Another unpleasant impression was the monopolization over the natural source that led to hunger.

III. CONCLUSION AND SUGGESITON

From some points stated above, it can be concluded that learning strategy that was undertaken by the Indonesian/Minahasan teacher in Japan's colonization era especially in foreign language learning in form of Japanese song have brought out impression, have been proven effective, for it is still withstanding in the mind of Minahasan people although the singers are now the aged already. It can be told that in order to learn a language, varied of strategy are required. One of the strategies is direct strategy. The situation while practicing, there is a tendency to have significant influence in the process of language learning achievement. 5 parts of direct strategy have been identified and used by Japanese language learner in that Japan's colonization era in the year 1942-1945, namely:

- a. Expressing song followed by certain action or attitude.
- b. Learning by using symbol, illustration, imagination association and impression.
- c. Learning by repetitively do the exact same thing.
- d. Memorizing the word that relate to human body and the word that frequently used in daily activity.
- e. Learning by force, intimidation and fear.

The aspects of language skills that focuses on listening and speaking repetitively in any possible chance including learning by listening to the song, beside

repetitive activity followed by movement and started at the very young age will cause well-tested memory to withstand for such a long period of time.

Suggestion

- 1) Philosophical, psychological, sociological and ideological values and culture of a community can be found through Japanese song lyric and it is assumed possible to be one of character education by the community member as the subject of the culture.
- 2) Japanese songs contain life philosophies of Japanese people that can also be adopted as life philosophy of Indonesia or other nation for the value covers universal value.
- 3) Japanese songs need to be attached in curricula for it may support the existence of foreign language, especially Japanese language, in the mind of students.

REFERENCES

- [1] A. Svalberg, "Language Awareness in Language Learning and Teaching: A Research Agenda," *Lang. Teach.*, vol. 45, no. 3, pp. 1–388, 2012.
- [2] N. Kurosawa, H. Kobayashi, K. Maruyama, H. Sugawara, and K. Kobayashi, "Explicit Analysis of Channel Mismatch Effects in," *Circuits Syst. I Fundam. Theory Appl. IEEE Trans.*, vol. 48, no. 3, pp. 261–271, 2001.
- [3] S. Nasution, *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito, 1988.
- [4] E. Shohamy, *Language Policy: Hidden Agendas and New Approaches*. London: Routledge, 2007.
- [5] H. D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 4th ed. New Vistas, 2004.
- [6] Z. Arifin, *Penelitian Pendidikan Metode dan Paradigma Baru*. Bandung: Remaja Rosdakarya, 2011.
- [7] L. Moleong, *Metode Penelitian Kualitatif*. Bandung: Rosdakarya, 2000.
- [8] Rumengan, *Metodologi Penelitian*. Bandung: Cipta Pustaka, 2013.
- [9] A. . Berger, *Media and Communication Research Methods*. Boston: SAGE Publications, Inc, 2000.

ORIGINALITY REPORT

3%

SIMILARITY INDEX

2%

INTERNET SOURCES

2%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Negeri Padang Student Paper	1%
2	eprints.unm.ac.id Internet Source	<1%
3	Angellia, Listyani. "Freshmens anxiety in an intensive listening class: A qualitative study", Educational Research and Reviews, 2019 Publication	<1%
4	Submitted to Sheffield Hallam University Student Paper	<1%
5	www.dkcomm.net Internet Source	<1%
6	Submitted to International Christian High School Student Paper	<1%
7	repository.uinsu.ac.id Internet Source	<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On