

FOREIGN LANGUAGE LEARNING METHOD AND CHARACTER BUILDING IN JAPAN

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A. INTRODUCTION

The numbers of students continue to higher education in Indonesia in 10 years showed a 2-fold increase. In 2004, the number is about 17%, and 2014 it increases into 32%. The increasing in the quantity continues to higher education is good, however, at this time the quality is very important. The education quality is the quality of learning, how to teach, and on top of it is how to learn.

Accordingly, to improve the quality of learning, let's look back on the process of learning a foreign language traditional to the modern age.

B. TRADITIONAL LEARNING METHOD AND STUDENT ATTITUDES

If we look at the traditional method of learning a foreign language "grammar translation" and the learners' attitude. In this method, the learners understanding of the meaning of a written sentence of the foreign language becomes important, the application of the thought itself does not exist. Then, audio-lingual method, just make learners express/voice as much as possible like the teacher, repeat it correctly for many times, and just copy the existing knowledge in the teacher's head. Then, Total Physical Response appears as the method requires the learner to understand teaching instruction, and immediately responded in the form of movement.

In the method as above, the activity is very dependence on books, teachers and native speakers are very powerful. Passive learners, if their understanding is correct, then they will have a correct response. Learners are required to repeat the things that are not their interest, passion/attention to them. They listened diligently to get a good mark on the paper. A Student with a good grades is an influence of exercises and homework of the teacher, there the point is taken.

C. LEARNING METHOD FOR THE LAST SEVERAL YEARS AND STUDENT ATTITUDES

There was criticism on the traditional methods, that, although the students are able to speak in the classroom. Students cannot talk outside the classroom so that should be changed and more attention to communication skills. In the communicative approach, students are required to engage in the proper context so that classes are held in a context that resembles the original context. After all, the student needs, interests, etc. is necessary, put in the materials and methods of learning, in this case the learning of foreign languages.

Students, who have a target to be able to communicate, have high motivation, and participation in the learning process. The students design their own learning, combining assessment, have their own responsibility to learn more, as well as independently. The teacher, is not the giver of knowledge, but it helps students to communicate.

C. SKILLS FOR LIFE IN THE 21ST CENTURY

Lately, the need for skills for life in the 21st century depends on education. However, changing the character of the education is not an easy thing, this is about the perspective/thought, attitude, etc.. Skills for life in the 21st century is about critical thinking skills, skills to understand and decide issues, communication skills, collaboration skills, literacy and information literacy. In (Guidelines for Foreign Language Learning, 2012) given the guidance to have a more global awareness and learn how to realize the connection with the world. Conversely, also intensified teaching methods to open the eyes of the individual students in deepening their own knowledge.

In all methods of learning a foreign language at the top, there is a purpose to encourage quality improvement of humanity and build skills for life in the 21st century through the study of language and culture. That is, the goal is not just to speak a foreign language, but growing (self-development) as human and have the ability/skills. In order to achieve the goal of learning a foreign language, one of the efforts that can be done is:

That through learning a foreign language we connect with other people, society and the world. The word "learn" and "vocabulary" in the context of meaningful communication, determine the relevant theme, and based on the theme of the learning process. As far as possible, self-determined theme. For example, for a 1-year "school life", for 2 years "traffic and travel", and the 3 "Natural environment".

After that, create study groups, develop plans with the group, looking for materials related to the theme, do an interview or questionnaire via "google hangout", and collect information. Discuss the information gathered in the group, submit feedback, make a presentation, and then show it to the class. This activity is not absolute

only in the classroom, but also outside the classroom. Therefore, here (outside the classroom) there is the real world, where we can relate / learn with the community and the world.

Learning is not only a teacher evaluator. You are yourself and/or colleagues can also do it. With this the students can learn to take responsibility for their own learning process. Student individually to know better about himself if we apply a methodology (joint evaluation above) are like this.

In a higher education, a student should choose a theme according to their interests, discuss with colleagues, then pour in writing. Students pour their own thoughts into writing, then read the article and get comments from colleagues / others. From this it can be found that things will not be realized if done alone. Through learning this way, we can better know ourselves. Having self-confidence, and may be a new individual.

D. CLOSING

Students, teachers, and schools! While listening to the conversation at seminar today and tomorrow, let us consider what changes we can make. Especially for the students, you are the younger generation. Learn new ways to PT and you certainly have changed. Indonesia, the world is changed depending on you-you. For that, I think there needs to be a change from within.

Sitting quietly in class, studying diligently is important. But, learning is no longer according to the teacher, learning is according to the intention/goal itself. Student learning is the main actor. Find a topic of interest, gather information, ask friends and teachers, analyze, and mengimplikasikannya.

Do not like a baby bird waiting for food, look for his own restaurant preferred, choose their own menu. Alternatively, shopping alone, cook alone, definitely favors once when eating it.