

CHAPTER 4

RESEARCH FINDING AND DISCUSSION

In this chapter, the results of the research analysis are presented by the researcher. It was included the third language acquisition and development by the transnationalist and what kind of speech varieties influenced them. They consist of 5 Indonesian Transnationalist who live in Japan. There are some of the data which acquired from the questionnaire and Line phone call interview related to the statement of the problems. The data has analyzed based on the theory that the researcher has mentioned in the previous chapter.

4.1 Process to Become Polyglots

The data taken by questionnaires that given by Google Form which directly sent to the 5 subjects. By 34 questions that given by the researcher not all question were used as the data because the researcher only wants to seek how their Japanese language as their third language acquisition than become a polyglot and their speech varieties.

4.1.1 Initial Japanese Proficiency

Questionnaire from Subject A to subject E explained that they were listening to the Japanese for initial learning Japanese on Question number 5 that is “Did you do listening to some Japanese materials for the first time you learned Japanese?”. This is correlated to the theory which said by De Angelis (2007, 11) third language acquisition – closely followed in the footstep of first and second

language acquisition but with a less effective result. “Footstep” here means that the sequence of the language acquisition, like listening then imitating, Steinberg and Sciarini (2006, 30) stated on their book that by imitation it was meant that the person copied and repeated aloud the words that he or she heard. It also used for improving language by imitation. The subject A until E they did that with the help of society.

From the analysis above that can be seen the third language acquisition in order to be a polyglot still following the sequence of language acquisition. Listening is also part of language skill that needs to be improved. Those subjects are doing exact like what the theory said.

Based on question number 3 and number 9, the questions are “Did you already acquire Japanese before you are in Japan?” and “Are you in the level of advance (N3 above) in Japanese Proficiency Test?” all of the subjects already got 2 months basic Japanese before their departure to Japan. The rest of their language exposure would develop on Japan until four of them reached advanced level. Yet, the researcher found something that this one of the subjects chose had not reached N3, the researcher found this different answer after conducted the interview.

It can be concluded that their Japanese language level were improved by the time they are there like Oldwig and Sorensen (2001, 9) stated on their book. It can be seen that no matter how long or short they put themselves on the new places. the environment of that new places would made them understand and learn society and culture around them.

4.1.2 Japanese Exposures

Based on question from number 16 to 21 that how are the subject's language exposure, like their activities to watching television, listening music, reading newspaper, and classrooms activities instruction. Each subject had different exposure activities, subject A had exposure for Japanese that is reading Japanese newspaper, get more than 15 hours per week for Japanese class, and the teacher used Japanese most of the time. Subject B having more than all of the subjects, this subject learning Japanese a lot by the exposure, the exposure that Subject B did were listening Japanese music, watching Japanese television, and reading Japanese newspaper. Subject C, and E had same exposure for Japanese they are, watch Japanese television, listening Japanese music, get more than 15 hours per week for Japanese class. Subject D had exposure for Japanese that watching Japanese television, listening Japanese music, and reading Japanese newspaper. Those kinds of exposure help them, in basic psychological factors affecting second-language learning by Steinberg and Sciarini in their book *An Introduction to Psycholinguistic* (2006, 124-129), once more the researcher uses first language acquisition and second language acquisition source because of that "footstep" that mentioned by De Angelis.

It is seen that differences between several subjects yet it is same. The researcher said it because of the language exposure based on the theory, and they are in the Japan, of course speaking Japanese in their environment, it was different by the first time they came, they used English at first. Their environment built that language.

4.1.3 Learning Japanese in The Class

Question number 23 and 24 is about learning language inside the class, the questions are “Do you think learning English in the classroom is better for you?” and “Do you think learning Japanese in the classroom is better for you?”. Several subjects had different answer about learning inside or outside the class. Subject A and subject D chose “No” for learning inside the class is better for them, otherwise subject B, C, and E chose “Yes” for this one. When the researcher conducted interview for those 2 subjects A and D, they said they got better language improvement by their surrounding who speak Japanese. Yet here the researcher does not say that those three subjects who chose “No” did not get their language improvement. They also got exposure by learning more than 15 hours Japanese course in their university and they listened to music and read newspaper. This case can be seen from Hall (2003, 171) that teacher facilitate students to learn language by different classroom interaction and tasks.

By analysis above, it can be concluded that each different opinion does not matter as long as the subjects have willingness to learn language and the culture in their circumstances. Statement above strengthened by Hall (2003, 167) states on his research journal that “... interaction between learners, and between learners and native speaking peers, can play as significant a role in making input comprehensible as interaction between teachers and learners.”

4.1.4 Writing with Japanese

Question number 32 that is “Can you easily write with each of that Indonesian, English, and Japanese?” this question has different answer by 2

subjects. They are subject C and subject D. These 2 subjects chose “No” because they told the researcher by an interview that writing had more difficult moreover in research writing or research paper, their ability to write in Japanese still do not reach on that phase. Fareed, Ashraf, Bilal (2016, 82) that writing is a cognitive process that tests memory, thinking capacity and verbal direction to effectively express the thoughts; because proficient composition of a text indicates successful learning of a second language, it means that writing is not that easy to do and it takes more time to improved.

The researcher takes point of view that their 2 subjects writing ability is still on that phase is not a problem because in their university they do not have any demand to write a paper using Japanese language because of their English speaking and international class.

4.1.5 Japanese Language Level

Based on question number 3 and number 9, the questions are “Did you already acquire Japanese before you are in Japan?” and “Are you in the level of advance (N3 above) in Japanese Proficiency Test?” all of the subjects already got 2 months basic Japanese before their departure to Japan. The rest of their language exposure would develop on Japan until 4 of them reached advanced level. Yet, the researcher found something that this one of the subjects chose had not reached N3, the researcher found this different answer after conducted the interview.

It can be concluded that their Japanese language level were improved by the time they are there. Like Karen and Nina (2001, 9) stated on their book that people got social and cultural environment knowledge. Their environment built

their third language which is Japanese, but one of them still struggling to reach advance level of Japanese.

4.1.6 Native Language Usage

Question number 26 that is “Do you use Bahasa Indonesia to your Indonesian Friends?” Subject B chose different answer than the other. Subject B chose “No” for the answer of the question number 26. Subject B explained to the researcher by an interview that this subject mostly mixed language to them, sometime this subject using Bahasa Indonesia, English, also Japanese to this subject’s friends in Japan. Holmes (2008, 32) states that “Individual or society who talks at least three languages routinely and continually there are with high assortments and low assortments dialects utilized by the general population” this case is one of the strong exposures to be a polyglot because of this subject was trying and developing the language that the subject wanted to be mastered. This subject explained that the family that live in Indonesia this subject used Bahasa Indonesia, but for friends who are learning Japanese but still in Indonesia this subject helped by speaking with Japanese to them.

4.1.7 Three Languages Usage

From analysis above, it is related to question number 28 “Are you actively using those Indonesian, English, and Japanese?”, 30 “Can you easily listen to what people around you say even they mix the language?”, 31 “can you easily speak with mixed language?” and 33 “Are you using more than one language simultaneously in your community?”. Those questions have a purpose to seek the subject’s language daily usage. That kind of questions are correlated with

Li (2008, 04) quoted by Cenoz (2013, 5) stated that polyglot was an individual who could communicate in more than one language, been it productive through speaking and writing or receptive through listening and reading. Their language development is exact what the theory said. Hence, their understanding of the language is also improved.

It can be seen that they are a polyglot that is a person can use more than 3 languages simultaneously and those languages are built by their environment which they live with Japanese speaking country of course and they use English in their daily usage in the university time.

4.1.8 Second Language on Third Language Development

Question number 34 that is “Is that with your second language proficiency make the third language easier to master?” dealing with how can their English help them to learn their Japanese into better proficiency. All of the subjects chose “No” for this answer. It is not a surprise because we all know that Japanese and English have no difference. The interview that conducted by the researcher to some of them, they are subject B, D, and E they explained that they had to learn from a start because of the alphabetic of the Japanese has 3 kinds of alphabets. They are *Hiragana*, *Katakana*, and *Kanji* also the structure of the sentence let say about simple sentence we can put Subject + Object + Verb in Japanese (*Minna No Nihongo I 2015, 8*), in English it is so simple Subject + Verb + Object (Azar 1989, 2).

Based on analysis above it can be concluded that the development of the Japanese cannot be identical with English. They need to learn from the start

because of that kind of differences between those two languages and the surrounding around them based on 2 previous paragraphs that already analyzed.

4.2 Speech Variety Usage

This last question based on interview which conducted to the researcher's subject start from subject A to subject E. The question did not mention in the questionnaire but in the interview question. The question is "After more than 1.5 years in Japan, do you influenced by dialects of Japanese? Because we know that there are some dialects in Japan". Three of the subjects had same answer, and the rest of the subjects had same answer. Subject A, D, and E have same answer that they are using Kyoto Dialect and learned by the time they are there. They used this kind of speech variety that is Kyoto dialect when they are only in the Kyoto or around they live, they do not even use it when they are move to another place outside Kyoto. Quoted from NihongoShark.com that the Kyoto dialect distinguished by its phrases and greetings. Yet, the researcher does not want to explain more about each of the dialects in the Japan. The researcher wants to seek how their language development and what kind of speech variety they used.

The rest 2 subjects said that they do not use any speech variety. They explained that they are only a students who live here in a short time they know that kinds of dialect around them and sometimes they heard that by the people but they only know and speak the standard Japanese by not using any speech variety. This kind of phenomena is explained and the phenomenon is same in the research of Caldas in his book that is Bilingual Education and Bilingualism (2006, 17) that

the comer or the transnationalist did not want to speak the language because of several causes.

The researcher defines two kinds of variety of the language used by all subjects. They are high variety (H) and Low variety, based on Holmes (2013, 32). English and Japanese that use by the subjects in the formal situation become high variety (H). Yet, Bahasa Indonesia that use by the subjects in the informal situation defines into low variety (L).

By two analyses above the researcher concludes that half of the subjects are using it because of their environment encourage them to speak by the speech variety. Yet, the rest 2 of the subject did not want to speak it because of their own willingness and thinking that as long as they can use the standard Japanese it would be fine and also that kinds of the distinguish of language variety used by the subjects.

1.1 Speech Varieties usage table

Domain	Speech Variety				
	Subject A	Subject B	Subject C	Subject D	Subject E
Family	1. Bahasa Indonesia (L)	1. Bahasa Indonesia (L)	1. Bahasa Indonesia (L)	1. Bahasa Indonesia (L)	1. Bahasa Indonesia (L)
Friendship	1. English to international friends (H)	1. English to international friends (H)	1. English to international friends (H)	1. English to international friends (H)	1. English to international friends (H)
	2. Bahasa Indonesia to Indonesian friends (L)	2. Bahasa Indonesia to Indonesian friends (L)	2. Bahasa Indonesia to Indonesian friends (L)	2. Bahasa Indonesia to Indonesian friends (L)	2. Bahasa Indonesia to Indonesian friends (L)

	3. Japanese to Indonesian friends (H)			3. Japanese to Indonesian friends (H)	
University	1. Japanese (H) 2. English (H)	1. English (H) 2. Japanese (H)	1. English (H) 2. Japanese (H)	1. English (H) 2. Japanese (H)	1. English (H) 2. Japanese (H)
Apartment and People around	1. Japanese with Kyoto dialect (H)	1. Japanese (H)	1. Japanese (H)	1. Japanese with Kyoto dialect (H)	1. Japanese with Kyoto dialect (H)

This table drawn in order to seek five subject's speech varieties and their language usage in the daily

4.3 Discussion

After research finding above, the researcher discusses and present the issues as it states on objective of the research. The researcher has found so many data based on the researcher's need. It is taken from the questionnaire and interview conducted to the five subjects.

The process of those five subjects already mentioned in the question of questionnaire and interview, start from what is the purpose they are in Japan until how they maintaining their language and also what kind of speech of variety influenced them. Those kinds of question the researcher developed from the book entitled Third or Additional Language Acquisition written by Gessica De Angelis

(2007) in the page of 12. The researcher developed those questions and validated by the expert. The subjects of this research mostly have same experience by acquiring new language that is Japanese. They got 2 months language preparation in Indonesia and got more than 15 hours Japanese course / week. This kind of exposure is helpful to them at the first time to come and they built their Japanese by their surrounding exact the same like Schiller, Basch, and Blanc (1995, 48) that the transnationalist would built their culture and language based on two ways of the country that make them to carry on by the place they lived.

Their environment and their university also help them to encourage their Japanese. They get two ways learning language by formal in the university and also in their environment. This kind of encouragement is explained by Hall (2003, 167) and strengthened by Roehl, Shiue, and Bragg (2016, 1) statement on their abstract, they stated that to focus on native language and culture, “cultural fluency” should be stressed. This encourages students to build communication skills and certainty important for social, travel and business circumstances. Those kinds of circumstances of the subjects really help them, and the subjects rely on it no matter how they avoid and do not want to get in touch with them they still do.

The subject’s language development and language maintaining also in the great way to gain great language proficiency, 4 of the subjects already got advance level and one of them still in intermediate level. This is the proof that they are encourage by their surrounding and learning through formal and informal situation although one of the subjects in the advance level is still not gaining good writing skill in Japanese. They do have three languages actively used in the daily.

That is Bahasa Indonesia, English, and Japanese. Based on the research finding above

Bahasa Indonesia (L)	English (H)	Japanese (H)
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The researcher conclude that Bahasa Indonesia in low variety because the subjects rarely use that language on Japan and also they use Bahasa Indonesia in non-formal situation, tough sometime they use it for talking to Indonesian friends and a family in a homeland. That is the main cause the researcher chose Bahasa Indonesia as the low variety (L) and strengthened by Holmes (2013) table in page 32. This part they also gained new speech variety in Japan that is Kyoto Dialect which are the most polite and oldest one among all of the dialects in Japan. The three subjects who gained speech variety were learning from their surrounding and trying to use it when they got in touch with the society around. Different with last 2 subjects who are do not want to use it in case of they are only a student and not want to stay that long in Japan. This kind of phenomena has already explained by Caldas (2006, 17) in his book.

To conclude all result, it can be understood that the subjects which are transnationalist who live in Japan for more than 1.5 years did so many things to learn, encourage, and develop their third language in case of be a polyglot even so the researcher knows that their main purpose to live in Japan are not be a polyglot. Start from gaining more than 15 hours/week for Japanese course, listening, reading, speaking and writing. Beside of that, the 2 of the subjects also used Japanese to their Indonesian friends sometime this is one of great evidence

for 2 of them to get better in polyglot way. Three of the subjects used Kyoto dialect to get in touch with the Japanese society around and the rest 2 subjects only know that kinds of dialect because of their own reason did not want to use it. Their 3 main languages which are used simultaneously is already separated into 3 varieties that is Japanese and English as high variety (H) and Bahasa Indonesia as (L) low variety. That is how people are trying to be the real polyglot by conducting those kinds of exposure which they do that in the Japan even if their main purpose is not to be a polyglot but by doing that we will be a polyglot easily by the convenience provided in the nation and language target.