

Exploring The Relationship of Satisfiers and Dissatisfiers in Learning The Japanese Language

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Abstract

Language learning is a multifaceted journey, often marked by moments of satisfaction and frustration. Embarking from that, it is crucial to comprehend the factors contributing to student satisfaction and the factors that lead to dissatisfaction in order to enhance the overall effectiveness of language learning. This quantitative study aims to delve into the motivational factors influencing Japanese language learning among undergraduate students in a public university in Malaysia. A purposive sample of 138 participants participated in the survey. The survey instrument employed is a 5-point Likert scale, adapted from Herzberg's Herzberg et al (1959) theory, Gardner (2001) for satisfiers and Horwitz et al (1986) for dissatisfiers. The survey is structured into four sections. Based on the findings, in terms of satisfiers, consistent class attendance and various positive learning factors are crucial for fostering a positive and motivating language education environment. On the other hand, dissatisfiers significantly impact communication apprehension in foreign language learning, revealing various challenges and concerns. The findings highlight the significant impact of dissatisfiers on students' fear of negative evaluation and apprehension about the instructor's readiness to correct mistakes. Importantly, there is no statistically significant association between satisfiers and dissatisfiers in the context of metacognitive and affective strategies. Future research should explore the impact of technology on language learning satisfaction, investigate cultural factors shaping motivations and anxieties, conduct longitudinal studies on teaching interventions, and examine individual differences in relation to the interplay between satisfiers and dissatisfiers in language education.

Keywords: Motivation, Satisfiers, Dissatisfiers, Fear of Learning A Foreign Language, Japanese Language

Introduction*Background of Study*

Globally, Japanese language learning has gained significance due to cultural attractions, economic ties, and academic pursuits. Rashid et al (2022) highlighted that Japanese language learning in Malaysia has a history dating back to 1966, marked by the introduction of the first course at the University of Malaya. Over the past 60 years, it has experienced substantial growth. Currently, almost all of Malaysia's 19 public universities offer Japanese courses, and private institutions are also expanding their offerings.

Once an individual embarks on this linguistic endeavour, their experience is shaped not only by the complexity of the language itself, but also by a variety of external factors. Motivation plays a key role in how a person takes to learning the Japanese language. As stated by Reeve (2015), motivation is an internal process characterized by a drive or need. In his social educational model, Gardner (1985) asserts that motivation is characterized by a combination of effort, a desire to achieve language learning goals, and a positive attitude toward the learning process. On the other hand, Horwitz et al (1986) characterize foreign language anxiety (FLA) as a multifaceted construct encompassing self-perceptions, beliefs, emotions, and behaviours associated with the language learning experience in a classroom setting, stemming from the distinctive nature of the language learning process. FLA, as discussed by Fakieh-Alrabai (2014), can lead to shame, reduced self-confidence, and fear of making mistakes, particularly in public speaking. This anxiety may result in reduced fluency and perceived incompetence in language usage among learners.

In Herzberg's Motivation-Hygiene Theory, motivation, referred to as satisfiers, is a key factor in workplace satisfaction, encompassing intrinsic needs like achievement, recognition, and advancement. On the other hand, hygiene factors, also known as dissatisfiers, including pay grade, workplace policies, and relationships with peers, are not directly linked to workplace satisfaction but are essential to prevent dissatisfaction (Herzberg et al., 1959). Qureshi et al. (2021) emphasize the absence of a consensus and a valid definition in the academic literature regarding student satisfaction. However, in accordance with Letcher and Neves (2010), student satisfaction is defined as the positive assessment made by a student regarding the various outcomes and experiences linked to their education. It arises from the expectations and experiences of individuals within study courses or programs, serving as essential elements in an integrated educational environment (Stukalina, 2012). Nevertheless, less attention has been given to dissatisfiers. According to Maslow (1943), dissatisfiers are directly connected to fundamental needs for physiological and safety. They arise when the student discontinues attending a series of classes (Prescott and Simpson, 2004).

Statement of Problem

According to Djafri and Wimbari (2018), Japanese learners have the highest level of foreign language anxiety, followed by learners of Arabic, French, Korean, and English. Boon et al (2021) discovered that despite obstacles such as the fear of "negative evaluation" and "tests", learners' internal positive motivation plays a crucial role in keeping them engaged in their Japanese language learning journey. Ibrahim et al (2023) applied Herzberg's Two-Factor Theory to identify students' motivations, while Fu (2010) examined factors influencing student satisfaction across different higher education settings, including face-to-face, web-based, and blended classrooms. In a separate study, Ammigan (2019) highlighted the

importance of teaching quality and materials in international student satisfaction, addressing challenges in adapting to local norms and teaching styles.

To address motivation issues, Ibrahim et al (2023) recommended increasing student motivation in language classrooms by creating interesting coursework, authentic lesson plans, meaningful activities, and relevant tests. In a related context, Rahmat et al (2021) emphasized the importance of examining students' perspectives on a variety of interaction activities, including small group interactions, paired communication activities, and additional scaffolding activities to support people with higher levels of anxiety. On the other hand, Djafri and Wimbari (2018) suggested that foreign language teachers improve their teaching methods and behaviours to create a more conducive environment and reduce language anxiety. Hence, applying Herzberg's Herzberg et al (1959); Gardner's (2001), and Horwitz et al.'s (1986) theories to foreign language learning provides valuable insights into factors influencing students' motivation to learn Japanese. This knowledge is crucial for developing effective strategies to enhance motivation and improve language learning outcomes.

Notably, limited research has explored motivations for Japanese language learning in higher education, particularly regarding dissatisfiers. Hence, this research aims to fill this gap by looking into satisfiers and dissatisfiers in foreign language learning.

Objective and Research Questions

This study aims to explore learners' perceptions of their utilization of learning strategies, seeking to answer the following questions:

- How do satisfiers influence the learning of a foreign language?
- How do dissatisfiers influence the learning of a foreign language?
- Is there a relationship between satisfiers and dissatisfiers in foreign language learning?

Literature Review

Satisfiers /Motivations for Foreign Language Learning

Gardner (2001) discussed motivations (referred to as satisfiers in this study) and categorized them into two main types: integrative motivation and instrumental motivation. Integrative motivation is generally defined as a positive attitude towards language learning, while instrumental motivation relates to practical purposes for learning a language. Bagheri and Farhani (2022) found that students at an elementary level find learning English exciting because it offers knowledge beyond their mother tongue. Similarly, Abas et al (2023) noted that Japanese language learners exhibit integrative motivation, showing enthusiasm in class discussions, confident communication, and strong connections with peers. However, Abas et al (2023) also identified instrumental motivation among Japanese language learners, centered on achieving good grades and success. Conversely, Kamaruddin et al (2020) encountered that English and Mandarin language learners in Malaysia are motivated by job-seeking opportunities, career advancement, and gaining knowledge. Additionally, Hsuan-Yau (2013) stated that learners in Taiwan are motivated to learn English to explore the world, experience diverse cultures, and succeed in future studies and careers. These studies collectively support Gardner's (2001) proposal of integrative and instrumental motivations in foreign language learning.

Dissatisfiers /Fear of Learning a Foreign Language

Fear, or dissatisfiers in this research, in foreign language learning has been frequently linked with anxiety by previous researchers such as (Horwitz et al., 1986). According to Horwitz et al (1986), anxiety refers to the particular sensation of tension, uneasiness, nervousness and concern related to the stimulation of the autonomic nervous system. They further argued that anxiety reaction obstructs good learners from performing effectively in foreign language class. Herzberg et al (1959) delineated fear of foreign language learning into communication apprehension, fear of negative evaluation, and test anxiety. Examples of communication apprehension can be seen discussed by (Alamer and Almulhim, 2021; Rahmat, 2020). Alamer and Almulhim (2021) observed that learners experience anxiety when tasked with mastering multiple skills simultaneously in their target language, leading to diminished performance in class. Similarly, Rahmat discovered that learners fear the compulsory participation of communicating using their targeted language in their class. Fear of negative evaluation can also be seen discussed by previous researchers when it comes to foreign language learning. Alamer and Almulhim (2021) explained that students' fear of failing has resulted in attention deficit during class. Al-Khasawneh (2016) highlighted how English language learners tend to remain silent when they struggle to comprehend spoken English. The final component in fear of foreign language is test anxiety. Al-Khasawneh (2016) concluded in his research that one of the causes of fear in English language learning is test anxiety which aligned with (Herzberg et al., 1959). Al-Khasawneh (2016) revealed that some students experience anxiety when faced with test failures and confusion while studying for language tests. Based on the discussion by the previous scholars above, prior findings demonstrate that anxiety of foreign language learning arises from three components, which are communication apprehension, fear of negative evaluation and test anxiety.

Past Studies on Motivations for Foreign Language Learning

Several studies have been done to scrutinize the learning of foreign languages, particularly focusing on aspects such as motivation. One such research by Abas et al (2023) explored the impact of triggered situational interest on motivation for online Japanese language learning. They collected data from 161 tertiary level respondents utilized a questionnaire consisting of Hidi and Renniger's (2006) situational interest and Fowler's (2018) online motivation. The findings revealed that cooperative communication enhanced online learning motivation for Japanese language among tertiary level students. On top of that, Abas et al (2023) noted that adequate support through student-instructor interaction from Japanese language instructors has created an encouraging online learning environment for students. Based on their findings, Abas et al (2023) proposed that Japanese language instructors leverage students' focus on performance in class to promote foreign language learning further. Another research examining foreign languages and motivation was conducted by (Marszalek et al., 2022). They studied the relationship between intrinsic motivation and the dispositional flow in foreign language learners. They distributed 2 types of questionnaires (the Dispositional Flow Scale-2 questionnaire to measure flow experiences in language learning and L2 Motivational Self Scale questionnaire to investigate students' motivations) to 116 foreign language learners. Marszalek et al (2022) discovered that promoting flow in the classroom significantly aid in the retention of foreign language learners. Furthermore, they also emphasized the importance of instructors as active agents in designing and modifying the learning environment to foster the flow of learning. In essence, both Abas e. al; (2023); Marszalek et al (2022) discussed how instructors played a prominent role when it comes to students' motivation in foreign language

learning. Both researchers emphasized instructors as lesson designers either for the syllabus itself or during the teaching process in class. Additionally, the interaction between students and instructors was identified as a significant motivator for students to engage more actively in practicing foreign languages.

Past Studies on Fear of Learning a Foreign Language

Numerous studies have been done to uncover the issues behind learning of foreign languages, particularly in the matter of fear and anxiety. Rahmat (2020) investigated how the cycle of fear influences foreign language learning, collecting data from 902 respondents of a tertiary level institution using a survey from Horwitz's (1986) Foreign Language Classroom Anxiety Scale. She discovered that students experienced fear when communicating their target language and when anticipating or receiving negative evaluation. It is observed that students felt less fear when given time to prepare to speak in their target language. However, Rahmat (2020) argued that "preparation" did not equate to actual "communication" and fear of negative evaluation are rooted from learners' personality traits. Rahmat (2020) also expressed her concern for students' fear of using foreign language that could lead to anxiety within the foreign language classroom itself. Similarly, Al-Khasawneh (2016) examined the extent and the cause of foreign language learning anxiety experienced by Saudi students. Al-Khasawneh (2016) collected data using a survey developed from Foreign Language Classroom Anxiety Scales (FLCAS) by (Horwitz et al., 1986). 97 English majors were chosen purposely for Al-Khasawneh's (2016) study, and the findings indicated that students experienced moderate levels of anxiety stemmed from communication apprehension, anxiety of English classes, fear of negative evaluation, and test anxiety. He concluded that anxiety could critically impact the process of learning a second or a foreign language. He also discussed the importance of an encouraging classroom environment as well as the role of teachers and curriculum designers in constructing tasks that ease students' anxiety. In their discussion, both Rahmat (2020); Al-Khasawneh (2016) agreed that foreign language learners commonly experienced fear particularly concerning negative evaluations, which could become a hurdle to foreign language learners and thus, creating a discouraging environment in class. Consequently, they suggested that foreign language instructors play a crucial role as learning activity designers to ease these fears among students and cultivate a positive learning environment.

Conceptual Framework

Figure 1 illustrates the conceptual framework employed in this study. The framework of this study is rooted from Herzberg's Herzberg et al (1959) theory of satisfiers and dissatisfiers. In the context of this study, satisfiers refer to motivating factors for learning a foreign language while dissatisfiers refer to learners' fear of learning a foreign language. When it comes to language learning, learners embark on the learning because of some motivating factors (Rahmat, 2019). This study adapts the motivating factors (satisfiers) presented by (Gardner, 2001). Nevertheless, over the course of the learning process, some learning activities may inflict fear in the learners. In the context of this study, dissatisfiers are factors that cause fear of learning a foreign language by (Horwitz et al., 1986).

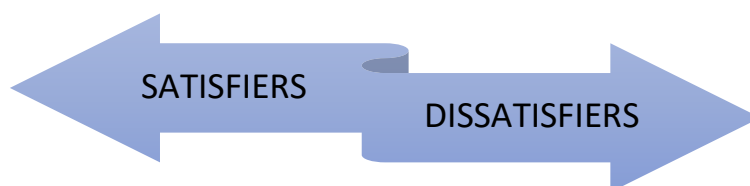


Figure 1- Conceptual Framework of the Study - Satisfiers and Dissatisfiers Factors in the learning of a foreign language

Methodology

This quantitative research aims to investigate the motivating factors that drive undergraduate students' learning endeavours. A purposive sample of 138 participants responded to the survey. The instrument used is a 5-point Likert-scale survey rooted in Gardner (2001) for satisfiers and Horwitz et al (1986) for dissatisfiers, revealing the variables in Table 1 below. The survey is divided into four sections: Section A covers demographic profile questions, Section B consists of 11 items related to satisfiers, and Section C contains 33 items pertaining to dissatisfiers.

Table 1
Distribution of Items in the Survey

SECTION	HERZBERG ET. AL (1959)	SUB-CATEGORY	NO OF ITEMS
B	SATISFIERS (Motivation to Learn Foreign Language)		11
C	DISSATISFIERS (Fear of Learning a Foreign Language)	Communication Apprehension	11
		Fear of Negative Evaluation	7
		Test Anxiety	15
Total			44

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.798	44

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .798, thus, revealing a good reliability of the instrument chosen. Additional examination utilizing SPSS is conducted to present the findings that address the research inquiries of this study.

Findings

Findings for Demographic Profile

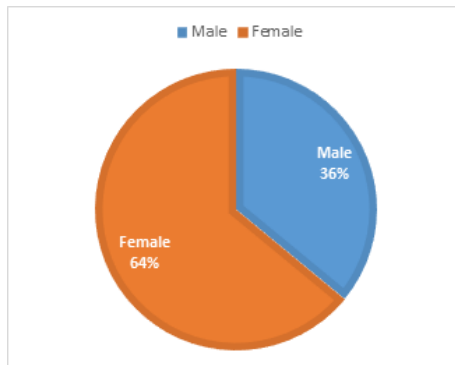


Figure 2 - Percentage for Gender

Figure 2 presents the percentage for gender with female at 64% while male is at 36%. Female depicts most participants in the study.

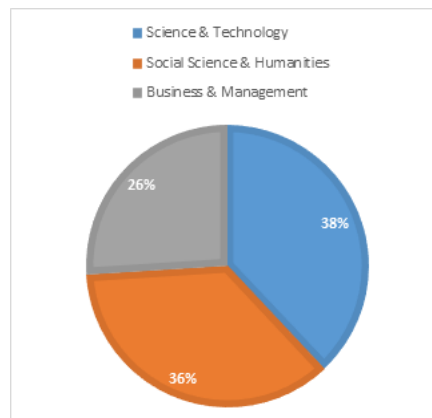


Figure 3 - Percentage for Cluster

Figure 3 indicates the percentage for clusters among the participants. The results show 38% are from Science & Technology, 36% from Social Science & Humanities and 26% from Business & Management. Each cluster has a close to similar amount.

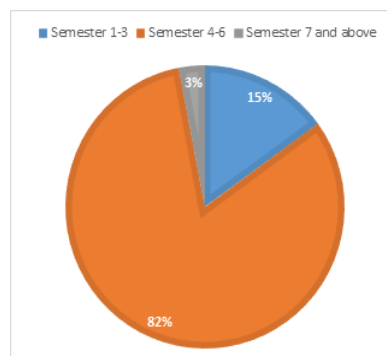


Figure 4 - Percentage for Current Semester

Figure 4 delineates the percentage for current semester. 82% is of Semester 4-6 with 15% being of Semester 1-3 and only 3% are of Semester 7 and above.

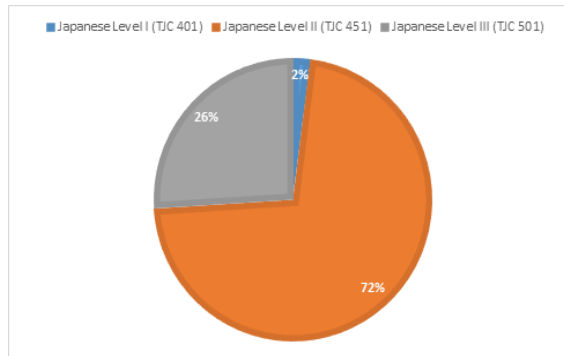


Figure 5- Percentage for Japanese Language level

Figure 5 enlightens on participants' Japanese language level which shows that 72% of them are at Japanese Level II (TJC451) while 26% are at Japanese Level III (TJC 501) and only 2% are at Japanese Level 1 (TJC 401).

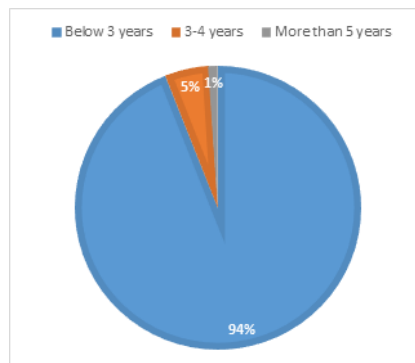


Figure 6 - Percentage for Years of Learning Japanese

Figure 6 demonstrates the percentage for years of learning Japanese. Below 3 years takes the highest percentage at 94% showing that the majority is new to the language while 3-4 years of learning is at 5% and the lowest percentage is of those learnt for more than 5 years, only at 1%.

Findings for Satisfiers

This section presents data to answer research question 1- How do satisfiers influence the learning of a foreign language? In the context of this study, satisfiers refer to the learners' motivation.

Table 3

Mean for Motivation

ITEMS		MEANS
MTLQ1	I make sure I attend all the classes without fail.	4.8
MTLQ2	I make sure I am prepared for my language classes.	4.3
MTLQ3	I understand what is taught by the teacher.	4.5
MTLQ4	If I do not understand, I will ask my teacher.	4.2
MTLQ5	If I do not understand, I will ask my friends.	4.5
MTLQ6	I also make my own effort to learn the language online.	4.3
MTLQ7	I enjoy participating in activities in class.	4.5
MTLQ8	I enjoy learning a language with my classmates.	4.6
MTLQ9	I enjoy group interaction during class.	4.3
MTLQ10	I enjoy speech practices during class.	4.2
MTLQ11	I enjoy role play during classes.	4.1

Table 3 unveils the mean for motivation in relation to the influence of satisfiers in learning a foreign language. Highest mean is at 4.8 for MTLQ1 where learners make sure they attend all classes without fail. Next is MTLQ8 with the mean of 4.6 followed by MTLQ3, MTLQ5 and MTLQ7 with the same mean of 4.5. Meanwhile, MTLQ2, MTLQ6 and MTLQ9 also share the same mean of 4.3. Lastly, MTLQ4 and MTLQ10 have the lowest means of 4.2.

Findings for Dissatisfiers

This section presents data to answer research question 2- How do dissatisfiers influence the learning of a foreign language? In the context of this study, dissatisfiers refer to the learners' fear of learning a foreign language. Fear can be categorized as (i) communication apprehension, (ii) fear of negative evaluation, and (iii) test anxiety.

(i) Communication Apprehension

Table 4

Mean for Communication Apprehension

ITEMS		MEANS
CAQ1	I never feel quite sure of myself when I am speaking in my foreign language class.	3.2
CAQ2	It frightens me when I do not understand what the teacher is saying in foreign language.	3.2
CAQ3	I feel confident when I speak Japanese in my Japanese class.	3.3
CAQ4	I would not be nervous speaking the foreign language with native speakers.	2.8
CAQ5	I get upset when I don't understand what the teacher is correcting.	2.9
CAQ6	I feel confident when I speak in other foreign language classes.	2.4
CAQ7	I feel very self-conscious about speaking the foreign language in front of other students.	3.3
CAQ8	I get nervous and confused when I am speaking in my language class.	3.2
CAQ9	I get nervous when I don't understand every word the language teacher says.	3.3

CAQ10	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.1
CAQ11	I would probably feel comfortable around native speakers of the foreign language.	3.1

Table 4 depicts the mean for communication apprehension in relation to the influence of dissatisfiers in learning of foreign language. The highest mean is at 3.3 for three items (CAQ3, CAQ7 and CAQ9). Next, with the same mean of 3.2, are CAQ1, CAQ2 and CAQ8. Thirdly, CAQ10 and CAQ11 are at the mean of 3.1, followed by CAQ5 with the mean of 2.9, CAQ4 with 2.8 and CAQ6 with 2.4.

(ii) Fear of Negative Evaluation

Table 5

Mean for Fear of Negative Evaluation

ITEMS		MEANS
FNEQ1	I do not worry about making mistakes in language class.	3.6
FNEQ2	I keep thinking that the other students are better at language than I am.	3.7
FNEQ3	It embarrasses me to volunteer answers in my language class.	3.1
FNEQ4	I am afraid that my language teacher is ready to correct every mistake I make.	2.5
FNEQ5	I always feel that the other students speak the foreign language better than I do.	3.6
FNEQ6	I am afraid that the other students will laugh at me when I speak the foreign language.	3.1
FNEQ7	I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.7

Table 5 displays the mean for fear of negative evaluation in relation to the influence of dissatisfiers in learning of foreign language. Highest mean is at 3.7 for two items, FNEQ2 and FNEQ7. Next mean is at 3.6 for also two items, FNEQ1 and FNEQ5. Meanwhile, FNEQ3 and FNEQ6 fall at the same mean of 3.1. The lowest mean is at 2.5 (FNEQ4) where learners are afraid that their language teacher is ready to correct every mistake they make.

(iii) Test Anxiety

Table 6

Mean for Test Anxiety

ITEMS		MEANS
TAQ1	I tremble when I know that I'm going to be called on in language class.	3.1
TAQ2	It wouldn't bother me at all to take more foreign language classes.	3.6
TAQ3	During language class, I find myself thinking about things that have nothing to do with the course.	2.5
TAQ4	I am usually at ease during my tests in my language class.	3.2
TAQ5	I worry about the consequences of failing my foreign language class.	3.8
TAQ6	I don't understand why some people get so upset over foreign language class.	3.1
TAQ7	In language class, I can get so nervous I forget things I know.	3.3
TAQ8	Even if I am well prepared for language class, I feel anxious about it.	3.3
TAQ9	I often feel like not going to my language class.	1.7
TAQ10	I can feel my heart pounding when I'm going to be called on in language class.	3.0
TAQ11	The more I study for a language test, the more confused I get.	2.4
TAQ12	I don't feel pressure to prepare very well for language class.	3.2
TAQ13	Language class moves so quickly I worry about getting left behind.	2.7
TAQ14	I feel more tense and nervous in my language class than in my other classes.	2.4
TAQ15	When I'm on my way to language class, I feel very sure and relaxed.	3.6

Table 6 imparts the mean for test anxiety in relation to the influence of dissatisfiers in learning of foreign language. The highest mean is at 3.8 (TAQ5). At the mean of 3.6, the second highest are TAQ2 and TAQ15. Thirdly are TAQ7 and TAQ8 with a similar mean of 3.3. Next, the mean of 3.2 fall for also two items, TAQ4 and TAQ12. Next, mean number of 3.1 falls for TAQ1 and TAQ6. The items that fall under less than 3.0 means are TAQ10 with 3.0, TAQ13 with 2.7, TAQ3 with 2.5 and both TAQ11 and TAQ14 at 2.4. The lowest mean is at 1.7 (TAQ9) where learners feel like not going to my language class.

Findings for Relationship between satisfiers and dissatisfiers

This section describes data to answer research question 3 - Is there a relationship between satisfiers and dissatisfiers in foreign language learning? To assess whether there exists a notable correlation in mean scores between satisfiers and dissatisfiers, the data is analysed utilizing SPSS for correlations. Results are presented separately in Table 7 below.

Table 7

Correlation between satisfiers and dissatisfiers

		SATISFIERS	DISSATISFIERS
SATISFIERS	Pearson Correlation	1	.008
	Sig. (2-tailed)		.927
	N	138	138
DISSATISFIERS	Pearson Correlation	.008	1
	Sig. (2-tailed)	.927	
	N	138	138

Table 7 discloses that there is no relationship between satisfiers and dissatisfiers.

Conclusion

Discussion

For research question 1 (How do satisfiers influence the learning of a foreign language?), the study reveals the significant impact of satisfaction factors in foreign language acquisition. Diversifying satisfaction factors such as attendance, collaboration, understanding, and engagement significantly influence learners' motivation. High mean scores for consistent attendance and collaborative learning underscore their importance in enhancing motivation. Additionally, understanding the material and seeking help from peers positively influence motivation. Enjoyment of class activities and self-driven online learning further contribute to motivation which aligned with Bagheri and Farhani (2022) who discovered students' excitement in learning elementary English as a foreign language due to the opportunity of seeking knowledge outside of their mother tongue. Seeking clarification from teachers and engaging in speech practices enhance satisfaction. Despite a lower mean, enjoyment in role-playing still contributes to motivation. This is similar to what had been discussed by Abas et al (2023) that discovered motivation enables students to enjoy discussion in class.

Addressing research question 2, "How do dissatisfiers influence the learning of a foreign language?", findings reveal significant impacts on various aspects of language learning. Firstly, dissatisfiers affect communication apprehension, as indicated by the highest mean of 3.3. Learners face challenges related to confidence, self-consciousness, and nervousness in different communication scenarios within their language class, significantly contributing to their apprehension. Furthermore, fear of negative evaluation emerges as a prominent dissatisfier. With a mean of 3.7 for items FNEQ2 and FNEQ7, learners experience persistent concerns about other students' language proficiency and feel nervous when unprepared for teacher questions, amplifying their fear of negative evaluation. According to Rahmat (2020), students fear being asked spontaneously by their teachers, however, if given time to prepare, they feel less anxious. Similarly, test anxiety is strongly influenced by dissatisfiers, particularly the fear of failing a foreign language class. With a mean of 3.8 for item TAQ5, learners worry about the consequences of failure, significantly heightening their test anxiety and impacting their overall learning experience which is parallel with what had been discussed by (Herzberg et al., 1959; Alamer and Al-Khasawneh, 2016; Almulhim, 2021). In summary, communication apprehension, fear of negative evaluation, and test anxiety significantly impact learners'

experiences in language learning, highlighting the need for targeted interventions to address these dissatisfiers and improve the overall learning environment.

Regarding research question 3, “Is there a relationship between satisfiers and dissatisfiers in foreign language learning?”, analysis suggests that there is no statistically significant association between the two. The Pearson's R correlation coefficient is 0.08, with a two-tailed significance value of .927, indicating independence between positive aspects (satisfiers) and negative aspects (dissatisfiers) in metacognitive and affective strategies in foreign language learning. This finding underscores the complexity of language learning, where learners manage positive and negative aspects separately. This is the opposite of what has been discovered by Sharifudin et al (2023) that communication apprehension is correlated with motivation and communication is also positively related to the anxiety of bad evaluation and test anxiety. Further research may uncover interactions or dependencies in other language learning strategies.

This study contributes additional literature regarding the satisfiers and dissatisfiers in Japanese language learning, particularly within the context of Malaysian education. Firstly, it further develops our understanding of satisfiers and dissatisfiers in language learning by extending the concept of motivations as satisfiers and fears as dissatisfiers, drawing from Herzberg's theory (Herzberg et al., 1959). This extension allows for a more comprehensive collection of data, thereby addressing potential gaps in the field. Secondly, focusing on Malaysian students, this research adds to the limited body of literature on Japanese language learning in Malaysia. It advances the field by providing valuable insights for the development of future Japanese language learning frameworks or designs in Malaysia. Malaysian instructors can utilize this research to create a systematic, positive, and supportive learning environment, as well as to address local students' fears effectively.

Suggestions for Future Research

The research highlights the importance of regular class attendance for motivating learners. Emphasizing preparedness ensures students are equipped for language classes, boosting engagement and satisfaction. Interactive and enjoyable classroom activities, as proposed by Marszalek et al (2022), are recommended for creating a positive learning environment. Group interactions are also important for promoting collaborative learning experiences and peer engagement and dealing with grievances requires a multifaceted approach. Strategies such as controlled speaking practice and constructive feedback can reduce communication anxiety. To reduce the fear of negative evaluation, fostering a growth mindset and creating an inclusive environment is essential. Test anxiety can be managed through a variety of assessment methods and coaching.

Future research should investigate the impact of technology integration on language learning satisfaction and dissatisfaction. The role of cultural factors in shaping motivation and anxiety requires investigation. Longitudinal studies can assess the lasting effects of instructional interventions on satisfaction. Examining individual differences, such as personality traits, in relation to satisfaction and dissatisfaction provides a promising avenue for research in language education.

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