

USE OF DAILY COMMUNICATION STRATEGIES FOR BASIC-LEVEL JAPANESE LEARNERS

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ABSTRAK

Strategi komunikasi sangat penting dalam berinteraksi dan bercakap-cakap menggunakan bahasa asing kepada native speaker. Dalam penelitian ini dibahas mengenai strategi-strategi komunikasi yang digunakan oleh seorang pembelajar pemula bahasa Jepang dari Indonesia, yang terjun langsung tinggal di Jepang dalam berkomunikasi dengan orang Jepang dalam kehidupan sehari-hari. Data diambil dari perekaman percakapan dengan penutur asli Jepang selama 3 bulan dalam percakapan sehari-hari. Lalu data hasil rekaman ditranskripsikan dalam tulisan dan dianalisis sesuai dengan jenis-jenis strategi komunikasi. Hasilnya dengan menggunakan strategi-strategi komunikasi seorang pembelajar bahasa Jepang ini dapat melakukan aktivitas sehari-hari dengan meminimalisasi kesalahpahaman. Penggunaan filler atau *aizuchi* menjadi strategi yang paling banyak digunakan dalam percakapan dengan orang Jepang. Kemudian, penggunaan aplikasi penerjemahan memberi pengaruh dalam komunikasi bahasa asing yang memudahkan seseorang untuk berkomunikasi dengan bahasa asing yang belum dikuasai.

Kata kunci: Strategi komunikasi, bahasa Jepang, level dasar

ABSTRACT

Communication strategy is very important in interacting and conversing in a foreign language with native speakers. This research discusses the communication strategies used by a beginner Japanese learner from Indonesia who directly lives in Japan to communicate with Japanese people in everyday life. The data was taken from recording conversations with native Japanese speakers for 3 months in daily conversations. Then the recorded data is transcribed in writing and analyzed according to the types of communication strategies. The result is that by using these communication strategies, a Japanese language learner can carry out daily activities by minimizing misunderstandings. The use of fillers or *aizuchi* is the most used strategy in conversations with Japanese people. And then, the use of translation applications has an influence on foreign language communication which makes it easier for someone to communicate in a foreign language that has not been mastered.

Keywords: Communication strategy, Japanese, basic level

INTRODUCTION

Language is an important element in communication. Communication goals can be achieved if you master the language while trying to convey ideas or desires to the other person or vice versa. Trying to understand what the other person is saying can be difficult if one needs to convey these ideas or desires in a foreign language. A person must have communicative competence to deal with problems that arise when communicating in a foreign language. According to Richards and Rogers (1986), a person can communicate well in a foreign language if he has communicative competence consisting of grammar competence, discourse competence, sociolinguistic competence, and strategic competence. These four communication competencies are important, but this research focuses on communicative competence in the foreign language strategy competency section, especially Japanese communication strategy by Indonesian speakers living in Japan.

This research on Japanese language communication strategies is based on the increasing number of Indonesians living in Japan to work, continue their studies, or marry Japanese citizens. A report from the Japanese Ministry of Health, Labor and Welfare website in October 2021 stated that around 3.1% of foreign workers in Japan were Indonesians, with a total of 52,810 workers. This number is expected to increase in the next few years.

In line with jobs that require using Japanese, many of these Indonesians whose Japanese is still at a basic level feel the need for extra effort in communicating with Japanese. Therefore, this research is beginning to find out what communication strategies are used by Indonesians with a basic level of Japanese in their daily communication in Japanese.

According to Faerch and Kasper (2003), a Communication strategy is a plan that exists in a person's mind to solve problems that exist in himself for him to solve himself to achieve certain communication goals. In line with that Ellis (1997) stated that communication strategy is a way to keep the conversation going because every second language learner has problems saying something they want to convey because of their insufficient knowledge of the second language. Therefore, a communication strategy is important to achieve the aims and objectives of communication in the use of a foreign language.

Faerch and Kasper (1993) share two main things in the use of communication strategies, namely the reduction strategy and achievement strategy. Then, Canale (in Ozaki, 1993) also shares two other things in communication strategies: problem-solving strategies to deal with disruptions in communication due to inadequate language competence and facilitation strategies to increase effectiveness in communication. Furthermore, Dornyei (1995:58) breaks down the types of communication strategies into 12 types, namely:

1. Message abandonment.

Strategy by leaving messages incomplete, due to inability to complete correct foreign language sentences.

2. Topic Avoidance

Strategy by stopping the topic of conversation, because it is difficult to explain using a foreign language.

3. Circumlocution

Communication strategy by paraphrasing the intended target object.

4. Approximation

The strategy used is to find the closest lexical equivalent of what is conveyed.

5. Use of all-purpose words

The strategy used is to expand the use of words according to context due to a lack of mastery of the words to be conveyed.

6. Word Coinage

The strategy of using words is on the learner's morphological knowledge of the language, even though it is not following the standard language.

7. Use of non-linguistic means

Strategies using non-linguistic elements when speaking such as gestures, phonological sounds, or facial expressions to describe the meaning to be conveyed.

8. Literal translation

Strategies by using direct lexical translation, idioms, or sentence structures from the learner's mother tongue into the target foreign language.

9. Foreignizing

The strategy is to adjust the pronunciation of the learner's mother tongue to the intended foreign language because they do not know the foreign language words.

10. Code Switching

The strategy of changing mother tongue words into pronunciations adjusts to the intended foreign language.

11. Appeals for Help

The strategy of asking for help from a third person to ask for a translation into the target foreign language.

12. Use of fillers.

The strategy of using words to give pause to think

The data collected from research subjects were analyzed using the communication strategy from Dornyei (1995) above and any new findings.

Research on the use of communication strategies has been carried out quite a lot, but on average the research is carried out in classroom settings where foreign language learners are given a theme and discussions are held with fellow friends who are also fellow foreign language learners. For example, Tiono's research (2004) examined the comparison of the use of lower and upper-level types of communication strategies in learners of English as a second language. The results of this study found that the use of communication strategies was more widely used by upper-level students. Then the next research from Soyunov et al. (2016) regarding the use of English communication strategies in English conversation classes. The result is that the strategy of using fillers is the most commonly found in this study. Furthermore, there is research from Masaki (2023) which examines the use of communication strategies in information gap activities in Japanese children's English lessons from preschool to grade 3 elementary schools. The results found that all students can succeed well in using communication strategies. Of the three previous studies that have been conducted, all research is based on the use of communication strategies in learning English at school. Meanwhile, in this study, the focus is on communication strategies used in conversations using Japanese as the target language, with positions not in Japanese language classes, but communication strategies that are used in Japanese conversation in everyday life.

Method

This research uses a qualitative approach with a research subject of a housewife who moved to follow her husband to Japan. This woman does not yet have Japanese communication skills, does not have any level of Japanese Language Proficiency Test (JLPT) results, and only masters a few sentences of greeting and some easy Japanese vocabulary. The first language (L1) of the research subjects is Indonesian, while English is the second language (L2). However, even though they are L2, the research subjects mastered the L2 because they have lived and attended school in an English-speaking country. Data was taken for 3 months. The data taken is daily conversation data with native Japanese speakers in various situations,

Data were taken from 21 conversations by research subjects with housewives with the initials LR, then data were collected. calculated the amount of data found and the percentage of occurrence, following the theory of communication strategy from Dornyei (1995). In addition, two other communication strategies were found, such as the research by Tiono (2004) and Soyunov et al (2016), namely repetition and self-correction. The data were then

analyzed descriptively by explaining in detail the communication strategies used that were found in the conversation.

RESULTS AND DISCUSSION

Types of communication strategies used in everyday conversations

Based on the 12 types of communication strategies from Dornyei (1995), it was found that 10 types of communication strategies were appropriate and 2 communication strategies were not used, namely circumlocution and appeal for help. Then it was found that 4 other strategies were used, namely the use of repetition and self-correction such as research by Tiono (2004) and Soyunov et al (2016), and 2 other strategies were found, namely using translation applications and confirmation strategies. The strategy of using translation applications is a new thing that is often used today. The translation application used is Google Translate. Although the translation results are not one hundred percent accurate, its use is very useful to facilitate the purpose to be conveyed in the conversation. To make it clearer, the following is a table of communication strategy data found from 21 conversations conducted by research subjects.

Table.1 Data communication strategy used

No.	Communication Strategy														total
	ma	ta	ax	uapw	wc	unm	lt	fz	cs	uf	ua	rp	cf	sc	
Conversation 1	1						1	1	1	5	1				10
Conversation 2				1			1	1			1		1		5
Conversation 3			1			1		2							4
Conversation 4	2				1		2	1	2	4	1	2			15
Conversation 5						1			3	1	1		2		8
Conversation 6			1							1			2		4
Conversation 7	2			1		1	2			5	2	1			14
Conversation 8				1						1		1			3
Conversation 9						2		2	2	2		3			11
Conversation 10				1			1		1	2					5
Conversation 11						1			1	2			1		5
Conversation 12	2	1				2		4	2	4					15
Conversation 13	1					3		2	1	1		1			9
Conversation 14	1			1			1	1	3	4		1	1		13
Conversation 15			1		2		2	1	5	8		5		1	25
Conversation 16	1					1		1							3
Conversation 17						1	2		1	5	1	2	3		15
Conversation 18									1	1					2
Conversation 19	1		1		1	1	4	6	3	13	1	3	2		36
Conversation 20							2	3		6		4			15
Conversation 21						2	1			1	1		1		6
Total strategy	11	1	4	5	4	16	19	25	26	66	9	23	13	1	223
Percentage	4,93%	0,45%	1,79%	2,24%	1,79%	7,17%	8,52%	11,21%	11,66%	29,60%	4,04%	10,31%	5,83%	0,45%	100%

Note:

ma	: Message abandonment	fz	: Foreignizing
ta	: Topic avoidance	cs	: Code Switching
ax	: Approximation	uf	: Use of Fillers
uapw	: Use of all-purpose words	ua	: Use the application
wc	: Word Coinage	rp	: Repetition
unm	: Use of nonlinguistic means	cf	: Confirmation
lt	: Literal Translation	sc	: Self-correction

Based on Table 1 above, it can be seen that of the 21 conversations conducted by LR, the most used communication strategy was the use of fillers with a total of 66 data with a percentage of 29.60%. Filler in Japanese is known as *aizuchi*. The table above shows that almost 30% of *aizuchi* is widely used by beginners in using foreign languages. *Aizuchi* is used in this conversation to attract the attention of the other person and give time to think about the continuation of the next sentence so that the conversation runs smoothly and the communication goals are achieved. An example of *aizuchi* used in conversation, for example, in conversation 15 there is a dialogue like the following.

S : Jくんは、インドネシアでピアノのレッスン、何歳から？
(J, at what age start practicing piano in Indonesia?)
LR : うーん。さんさい。
(hmmmm..... 3 years)

In the dialogue above, the research subject LR uses *aizuchi* "hmmmm..." while thinking that the Japanese word is appropriate for the word "3 years". Because his Japanese language skills were still very limited, LR needed time to remember the word "3" in Japanese. Using *aizuchi*, gives LR time to think, but the other person also feels that the communication is not stopped. With this strategy, communication can run smoothly following the expected communication goals.

Next for the second most communication strategy is code-switching as much as 26 data, with a percentage of 11.66%. A considerable distance with the use of *aizuchi* which is more than doubled. The code-switching used by LR is to change the use of Japanese to English due to the limited Japanese vocabulary that is mastered. It is hoped that this conversion to English will facilitate delivery and understanding because the international language is English, and we hope that the interlocutor will try to understand the English spoken. An example of using code-switching is for example in the dialog in conversation 9 below.

LR: これかばん。this kaban,すごい。すごい、Still cold.
(This bag. This kaban, sugoi. Sugoi. Still cold)
S : ああ、よかった。

In the conversation above, LR tries to find the right vocabulary for the demonstrative word to refer to the bag used. But due to limited Japanese language skills, LR uses the English word "this" to help explain what is meant. LR's interlocutor is a Japanese person who understands a little English, so LR hopes that changing the language to English will make it easier for the other person to understand the meaning conveyed by LR. In addition, in the dialog, there is the phrase "still cold" to express admiration for the bag in question because the bag is a cooler bag for storing food or drinks so that the food or drinks remain cold. Because LR didn't know Japanese, he finally used English.

Then next, the third rank after code-switching is foreignizing with the amount of data found as many as 25 data with a percentage of 11.21%. The use of Foreignizing is only slightly different from code-switching because it is very closely related to LR's mastery of English so the use of English is automatically pronounced with Japanese pronunciation. An example of using the Foreignizing strategy is in the following conversation 15.

LR: いま、J はピアノレッスン。
J is currently practicing the piano?
S: えっ、J?

In the conversation above, LR uses the word “レッスン” to try to match the Japanese pronunciation, which should be “レッスン”. Because LR did not know Japanese from the lesson, LR tried to convey it using English with the pronunciation changed like in Japanese, with the hope that the other person understood what was conveyed.

The next strategy with 23 data found with a percentage of 10.31% is repetition. The use of repetition is quite widely used to emphasize and reassure the words conveyed by LR to the interlocutor so that the conversation becomes smoother. Examples in conversation are as follows.

S: ということは高い?
(means expensive?)
LR: やすい。
(cheap)
S: へええ、安くて、もらえるの?
(wow, so you mean it's cheap?)
LR: はい。そう。安い。安い。お金、安い。
(yeah yeah. It's cheap. It's cheap. The money. It's cheap.)

In the background of this conversation, LR was asked by interlocutor S about used goods in Indonesia. S didn't understand LR's previous explanation of whether used goods were still quite expensive or cheap. Then LR replied that used goods in Indonesia can be obtained very cheaply by repeating the word "安い" so

that S can understand the meaning conveyed by LR, which in the end S understands what is conveyed.

The next communication strategy is a literal translation with 19 data with a percentage of 8.52%. The use of literal translation is LR's attempt to use Japanese even though he does not understand the correct sentence structure. An example of using literal translation is in the conversation section 7 below.

S: 大変ね。

(it is difficult yeah)

LR: そう。ごみ時プラスチック、紙、どこ?。全部みどりの…。

(Yes. When throw away the trash, plastic, and paper, where? All put on a green...)

S: ああ。

The background to the conversation above is talking about how to dispose of trash in Japan. S as the interlocutor can understand LR's difficulty in disposing of garbage because it has to be separated. LR tried to answer in Japanese as best he could by translating directly into Japanese without thinking about the correct sentence structure by saying “ごみ時プラスチック、紙、どこ?”. LR's real intention was to convey that he did not know which plastic waste and paper waste should be disposed of in a garbage bag, in the end, everything was disposed of in a green bag which is a garbage bag for garbage to be burned. By trying to use a literal translation strategy, LR hopes that S's interlocutor understands what is conveyed.

Then, in the next sequence is the use of nonlinguistic means with 16 data found, with a percentage of 7.17%. The use of nonlinguistic means is interesting because not only gestures but phonological sounds are used to help explain the meaning conveyed by LR. Here's an example in conversation 12.

LR: ここモトバイク。そう。Sshuuu..

(pointing at pictures). Here is a motorbike. Sou. Sshuuu....

S: うん。ああ、バイクがあったから。

(Oh, ah, because there's a motorbike, huh.)

In the conversation above, LR was telling a story to S when LR took the practical driving exam to get a driver's license. LR said that one of the reasons he didn't pass was maybe because he had a problem when a motorcycle passed by at the test location while LR was taking the exam. Due to limited Japanese, LR pointed at the picture using the Japanese word "Koko" and pointed out that there was a motorbike passing by with the sound of "Sshuuu" so LR stopped the car he was driving. To explain this sentence LR uses gestures and non-linguistic sounds in the hope that S as the other person understands what is being said, and this conversation can be successful.

Next is the confirmation strategy with 13 data or 5.83% found. The use of confirmation is very important because LR as the speaker does not fully understand what the Japanese speaker is saying, so to overcome these doubts the word spoken by the speaker is delivered again by LR. The following is an example of the conversation in conversation 14.

S: じゃ、11時15分がいい。
(then, at 11.15 yes)
LR: あああ。11時。11 AM?
(ah. At 11. At 11.00 AM?)
S: fifteen. Fifteen.
LR: ああ、eleven fifteen. Ok.

In the conversation above, LR confirmed to S regarding the schedule for an appointment. S says "11:15". But LR did confirm by saying what was "11 o'clock?". It turned out that LR's understanding was wrong, then S conveyed the word "fifteen" in English so that LR could understand that they would promise to meet at 11.15. The use of confirmation is very useful, to avoid misunderstandings that can result in receiving wrong information.

Furthermore, the next strategy used was message subscription, which found 11 data with a percentage of 4.93%. This strategy was used because LR did not know how to express and use Japanese sentences correctly, so the sentences were not finished, with the hope that the other person would continue the sentence himself and understand what LR meant. The following is an example of the conversation in conversation 7, such as using the literal translation strategy.

S: 大変ね。
(trouble yeah)
LR: そう。ごみ時プラスチック、紙、どこ?。全部みどりの…。
(Yes. When you throw away the trash, plastic, and paper, where?. I put all on the green one.)
S: ああ。

In the conversation above, LR didn't finish his sentence because he didn't know the next Japanese sentence in the part "全部みどりの....". By not completing the message in the sentence conveyed, LR hopes that S as the interlocutor can understand the continuation of the sentence and understand what is conveyed by LR.

Then, the next communication strategy is to use an application with 9 data with a percentage of 4.04%. The use of this communication strategy is more instantaneous, to make it easier for LR to convey something to LR. In Dornyei's communication strategy theory, one strategy is said to be asking for help. The use of ask for help can be done if there is another person who can help the speaker to

convey a foreign language, but in this condition, LR only communicates with one other person, so asking for help instantly does not ask other people, but uses the Google Translate application. For more details, here is one example of the conversation.

MH: 米粉 ? Rice flour?
(*Komeko?* Rice flour?)
LR : 米粉 ? Rice flour?。違う。
(*Komeko?* Rice Flour?). different.
MH: ? ? ?
LR : (use application)
MH: はい。うん、これ。 .
(oh, yes. This)
LR: あ、はい。ありがとうございます。
(oh. Oke. Thank you)

The conversation above is LR's conversation with MH who is a store employee. LR wanted to buy Rice Flour but couldn't understand the Japanese written on the packaging. Then LR asked the store employees to confirm whether the product was rice flourine. Because the store employees also did not understand English, LR finally used google translate to translate "rice flour" so that the conversation could run and the purpose of the conversation could be achieved.

The next strategy is to use all-purpose words by finding 5 data with a percentage of 2.24 percent. Here's an example in conversation.

S: 書類は ?
(The files?)
LR: ああ、ちょっと待って…。これ、これ。
(Hmm, wait... this, this..)
S: あ、これ、これ。
(Yes. This, this)

In the conversation above L uses “ちょっと待って…” while thinking he understands S's intention. In some conversations LR also often uses the phrase “ちょっと待って…” before continuing the next sentence, to give time to think about what sentence to say next so that the conversation can continue. running smoothly. By using the phrase “ちょっと待って…” on the other person's side, it is hoped that they will wait for L to digest the meaning conveyed by the other person.

Then the next communication strategy is less than 2%, namely approximation and word coinage, with only 4 data found with a percentage of 1.79%. In using approximation, LR tries to substitute Japanese words with the same intention so that the other person understands the meaning, as in the following example of conversation 3.

LR: フリー？
(free?)
C: ????
????
LR: お金ゼロ？
(Zero money?)
C: three Yen.

In the background of the conversation above, L is talking to C who is the cashier at the supermarket to make payments. C offers whether you need plastic shopping bags, then LR asks if the plastics are free, saying “フリー？” but C doesn't understand what that means, then L changes the word “フリー” to “お金ゼロ” hoping that C will understand what he means. C finally understood what was meant by saying that if you need plastic shopping you have to pay 3 yen. By using this approximation strategy the conversation can run smoothly.

Then, similar to approximation, the use of the word coinage strategy is also carried out by LR by replacing the Japanese word with a Japanese word that is non-standard, not in the dictionary, as the example in conversation section 15 below.

S: 木曜日。レッスン。
(Thursday. Course)
LR: ええ。よん。よんじから。
(Yes. four. 4 o'clock)
S: なるほどね。すごい。
(I see... Great.)

In the conversation above the use of “よんじ” which means 4 o'clock is not standard in Japanese which should be pronounced “よじ”. Because LR doesn't know Japanese well, what four understands is “よん” so the Japanese for 4 o'clock is “よんじ”. But this error was ignored by S trying to understand what L meant.

Then finally, the strategy that was least used by LR was topic avoidance and self-correction which found only 1 data with a percentage of only 0.45%. The use of the topic avoidance strategy is in the conversation section 19.

LR: hmmm..モトバイク turn....こう。じゅうなな。ななじゅう。
(Hmmm.. motorbikes pass by like this. seventeen. **Seventy**...)
S: うん。もうちょっと。
(Yes. A little bit more.)

The conversation above talks about the failure of the driving test to get a driver's license by LR. LR tries to retell the incident when he was taking a driving

test. And LR said that the passing grade should be 70 “*ななじゅう*”. Actually, LR wanted to tell a longer story, but because Japanese was limited, LR stopped the topic of discussion regarding the driving test, and S's interlocutor also tried to keep up and try to understand what LR was saying, then ended the conversation.

Just like the topic avoidance strategy, the use of self-correction is also only found in one part of the conversation, which is contained in conversation 15.

LR: 今日。今。今。

Today. now. Now.

S: へええ。家に来て?

Hee come home?

LR: 今

Now

S: 今。へええ。

Now. hee..

In the conversation above, LR would like to convey to S that currently J, who is LR's son, is practicing piano at home. LR wanted to say the word “*今日*” which means today, but actually, he meant now. Therefore, LR corrected the word to “*今*” which means now, which means piano practice is currently in progress. This self-correction strategy was carried out by LR to avoid misunderstandings with S.

CONCLUSION

Overall, of all the use of existing communication strategies, for foreign language mastery, especially basic Japanese, the use of fillers or *aizuchi* is far from the other strategies. *Aizuchi* is very useful so that the conversation is not interrupted and both parties try to understand each other's intentions. Then, what needs attention is that the use of translation applications is quite influential in foreign language communication. In the current era, it can make it easier for someone to communicate in a foreign language that has not been mastered. Although translation applications are also not 100 percent accurate, they can be useful in helping communication, especially for beginner foreign language learners. With increasingly advanced technology,

Then, from this research, it can be seen that going directly into everyday society, will increasingly help someone to be able to master a foreign language. By engaging directly in a foreign language community, all communication efforts and strategies will be used to achieve the desired communication goals. In the case of this research being elementary-level Japanese learners, there needs to be more in-depth research regarding the variations and patterns of the use of communication strategies used by elementary-level learners so that all variations

and patterns of use of these communication strategies can be generally applied to all foreign beginners who are beginners of the Japanese language.

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