

## Conference Paper

# Japanese Language Intonation By Japanese Language Education Students

Amelia G.Y Sompotan\*, Helena Pandi, and Sherly F. Lensun

Japanese Language Education, Universitas Negeri Manado, Manado, Indonesia

## Abstract.

When learning Japanese we will come across sentences that are the same but have different meanings. Because of the similarity of the sentences, many students who study Japanese often make mistakes in pronouncing the sentence and also in understanding the true meaning of it. In written language, the meaning of sentences in Japanese can be distinguished by punctuation. For example, an interrogative sentence can be distinguished by looking at the ka(か) particle behind the sentence, then a command sentence, and so on can be identified by looking at the predicate. However, in conversations, especially informal conversations, it becomes vague, for example, the loss of the ka(か) particle in interrogative sentences and so on. This can be understood by the interlocutor when we use the right intonation. In learning Japanese, less is taught about intonation differences, and there are many misunderstandings when communicating with Japanese people. Therefore, the researcher did study about the difference in meaning caused by intonation in the same sentence. This study aimed to identify intonation in sentences produced by students of the Japanese language study program. This research was carried out using exploratory qualitative research methods and data were collected using in-depth interviews. The data collected in the form of spoken sentences spoken by Japanese language study program students who are also native Japanese were classified, analyzed, and then described in writing. Interview transcripts were analyzed using thematic content analysis using a Speech Analyzer (SA) as a tool for recording, transcribing, and analyzing speech sounds. Linguists and ethnomusicologists can use SA to investigate, imitate, and explain the acoustic sounds of human language. The main respondents were students of the UNIMA Japanese Language Education Study Program. The number of respondents targeted was 30 people with a duration of 15 min of interviews. The selection of respondents were 5th-semester students who had studied Japanese for approximately 2 years and met the criteria of having studied bunpo and dokkai. Other data sources are in the form of linguistic theory and language comparison

**Keywords:** language, intonation, Japanese, , education, students

Corresponding Author: Amelia  
G.Y Sompotan; email:  
ameliasompotan@unima.ac.id

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## 1. Introduction

Japanese is one of the foreign languages studied throughout the world. In addition to English which is an international language. Both teachers and students of foreign languages, especially Japanese, should have a fundamental understanding of the language's phonetics, phonology, morphology, syntax, and semantics [1] and when we learned foreign language [2]. Japanese language Also Lots interested in college tall Indonesia. Indonesia is a country that has the second largest number of Japanese language learners in the world after China. Initially, many people learned Japanese because they were interested in Japan. This interest is influenced among others by Japanese culture diverse, technological developments in advanced Japan, Japanese animation, and others, etc.

Talking about Japan cannot be separated from the language, namely Japanese. When Study Language in Japan We will find sentences Which The same However own meaning which different. So that can influence when We understand the meaning right on sentence. Therefore similarity sentence that many students who study Japanese often make mistakes in saying sentences and Also in matter understand the meaning contained in the sentence. Like sentences following this:

## 2. もうほっといてよ: That's enough throw away just

Sentence This own intonation goes from the beginning sentence down to the end sentence.

## 3. もうほっといてよ: That's enough leave myself

According to the dictionary, big Language Indonesia intonation is the song in a sentence or a tall low tone. Intonation owns 3 types of pressure namely (1)Pressure Dynamic, (2) Pressure Tempo, and (3) Pressure Tone. Intonation(発音) is a pattern change in a tall low tone in something sentence or part- part influential to the meaning sentence or meaning part sentence. Besides that, intonation is the high and low sound pressure on the part sentences, sometimes there is a similarity in function with an accent, namely as a differentiator of meaning. If the accent is used for the scope of words or phrases (clauses), while the intonation for The wider scope is the sentence. There are some research have been done before related to this article [3], [4], and [5]. A simple example of intonation as a differentiator of meaning like following.

1). 帰ります。 [kaerimasu ↗ ] <going home?> 2) . 帰ります。 [ kaerimasu ] < going home >

In sentence 1) terminated with intonation go on, show say ask whereas in sentence 2) terminated with intonation decrease so that becomes a new sentence. Even if it is written correctly the question sentence will be followed by the particle ka(か) as follows:

3). 帰りますか。 [ kaeriusuka ] [6]

Sentence intonation is a pattern of changing tone or *pitch* 「ピッチの変化のパターン」. explained that part Which concerns pattern certain in A sentence called **Onchougun** (音調群) or group tone ( tone group) [7].

## 4. Reviews References

### 4.1. Sentence

A sentence is a unit of Language that consists of two say or more that contain thoughts And Have pattern intonation end. [8]. A Sentence is a unit of Language that in a manner relatively stands Alone, has a pattern final intonation and structurally or potentially consists of clauses while the understanding of a sentence grammatically is a group of words free—therefore a group of words which is complete structure. A sentence may express a statement or exclamation, ask a question, or disclose a command.

Sentences are divided into 2 types, namely: (1) Single Sentences, Single Sentences are sentences that only have one sentence pattern, that is, it only has one subject and one sentence predicate, as well as one description (if necessary), (2) Compound Sentences. Compound sentences sentence have two pattern sentences or more. Classifies the types of sentences in Japanese into two kinds, viz based on structure (『構造上』 'kouzou-jou') And based on meaning (『意味上』 'imi jou')

### 4.2. Intonation

Intonation is a system of levels (rising and falling) and various sequences of tone speech in the language [9], when it comes to Japanese, intonation has 4 functions First is function grammatical, that is to clarify the meaning sentence or part sentence. Second show shades And feelings. Like when saying sentence おめでとうございます "omedetou gozaimasu" i.e. saying congratulations on someone's success can be said with intonation respect flavor happiness even satire or insult. Matter This new Can be

expressed through the intonation used. Therefore learning In Japanese however, intonation needs to be taught to avoid or minimum reduce errors in speaking Japanese. Third is the function to convey information that is old And new (which is known). For example in the conversation below This:

1. A: お仕事なんですか？

Oshigoto nan desuka? < because of work?> B : はい。

Hi. < yes >

1. A:お仕事なんですか？

Oshigoto nan desuka? < what do you do?> B : 公務員です。

Koumuin desu. < employee country>

For example (1), the high intonation on the part *nan desuka*( =*nanodesu*) shows sentences that ask for explanations or reasons. For example, A invites B to eat lunch together, but B turned it down because he was busy. Then A wants to know the reason that works so that He checks it out with sentence the. Whereas in example (2) emphasis intonation tall on part *nan desu ka* showing A wants to know the job B.

The fourth function of intonation is related to individual information. It means every individual conveys something idea the intonation There is a difference. This difference depends on which part will be emphasized This can be influenced by gender, age, occupation, or social class other. For example, among young subjects, Japanese is often heard in one sentence with emphasis intonation given almost on every say. Take note example following:

1. きのう、みんなで、やったんだだけ

Kinou, minna de, yattandake

1. これは、かんゆ、というよりも、いんゆ、のほうか。

Korean wow, kanyu, toiuyorimo, inyu, nohouga .

The intonation marks in the two examples above seem irregular, however, the speaker has their meaning. The intonation that the speaker puts in example (1) contains meaning that He wants against talk know that work the done by everything( No by somebody), time yesterday (not the day after tomorrow or earlier). Whereas in example (2) the intonation rises in the word *kanyu* <*metomini*> and the word *inyu*<*metaphor*> which means he wants to check whether a term he said That Correct or No Because it is possible for him terminology is terminology Which new or No understand.

Japanese is the language used by Japanese people to communicate. Language Japan uses 3 type letters For each other communication that is ひらがな( hiragana) 、カタカナ(katakana) 、 and 漢字(kanji). If in Language Indonesia using structure S P O K ( Subject Predicate object adverb) in sentence structure, but it is different from Japanese. Language Japanese emphasizes the sentence structure with the predicate at the end of the sentence. Japanese also has no language family. Intonation in sentences when communication is very important, one of which is as a differentiator of meaning, In one instance, the response was unambiguous at both the intonational and lexical levels (contrast-control condition), while in another, intonation could be used to infer either a rejection (contrast-test condition) or a confirmation (confirmation-test condition) of the meaning [10].

## 5. Research Methodology

This Study used method exploratory qualitative research because this research will explore the strategic planning of higher education Good was obtained from the results interview in a manner deep (in-depth interviews) nor from results studies literature about planning strategies in institution higher education, as well as collecting relevant documents. Besides that, a researcher will do observation to obtain an understanding Which deeper about sentence intonation Language in Japan.

### 5.1. Technique Data collection

Technique collection data is through interviews, documents, and notes study from results observation (field notes) [11] [12].

### 5.2. Interviews

Interviews carried out in the form of in-depth interviews. This technique is a technique of qualitative research that could include intensive interviews of individuals with not many respondents to explore their perspectives about a specific idea, program, or situation [13]. Interviews will be held in the form of semi-structured interviews. Form semi-structured interview is considered the most suitable for this research because it can explore the perception and opinions of respondents and get more information carry on or clarification of the questions asked to respondents. Besides that form, semi-structured interviews can be implemented on respondents who are professional and educated as well as schedule interviews according to standards [14].

### 5.3. Observation

The researcher will do observation with record things important And relevant to research purposes.

### 5.4. Technique Analysis Data

In this study, the results of the interviews will be analyzed using *thematic content analysis*. *Thematic content analysis* is an analysis method for describing a phenomenon Which is usually used in a manner wide in a study of qualitative business, psychology, and health [15]

The data generated from this research is the result of *semi-structured interviews* in the form of audio-tape recordings, documents, and *field notes* [16]. Documentation and results observations (*field notes*) will be analyzed and selected based on their relevance to the results interview [17].

## 6. Results and Discussion

In the study This researcher take the sample from a student Japanese language study program that has or is temporarily studying the subject of 言語学概論(my gang gairon) or linguistics Language Japan . 6 people were sampled in this study. Then 1 Japanese original which uses standard Japanese and 1 native speaker person Japanese. The intonation of each Japanese language study program student will be compared with native Japanese speakers. Which sentence will be spoken between others are:

- i. がく せいですか？
- ii. 私達は友達じゃない
- iii. もうほっといてよ
- iv. ここですわってみてく さい

### 6.1. Intonation on student program studies education Language Japan

In the sample recorded sentence intonation that has been processed

use application speech analyzer, found chart go on down tone on recording student program language studies Japan as following:

Table 1:




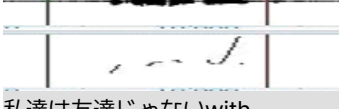


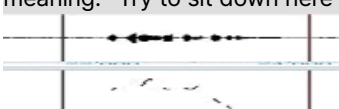

No	Respondents	Results	Analysis
1	Student A	<p>もうほっといてよwith the meaning: "leave just it(item)"</p>  <p>"Leave I Alone"</p>  <p>学生ですかwith the meaning: "Are You a student?"</p>  <p>"oh You student Yes"</p>  <p>私達は友達じゃないwith meaning: "We are not friends"</p>  <p>"Is not that We are friends?"</p>  <p>ここですわってみてく ださいwith meaning: "Try to sit down here"</p>  <p>"sit down here And take a look"</p> 	<p>⇒ In graphics Here, student A says sentences もうほっといてよbegins with a rising tone and up again at the end sentence. Can mean inviting people other. ⇒ At the beginning Student A's sentence emphasizes the intonation. And then down when at the end of a sentence. ⇒ On generally, intonation interrogative sentences in Japanese climbed at the end of a sentence. Like on moment student A ask people else if is he a student or not. ⇒ On end even the sentence spoken in a tone up/high. ⇒ When student A says sentence私達は友達じゃないwith our meaning, not a friend, A lot of students use pause And that tone goes on down.</p> <p>But in the end sentence Student's intonation is A down. ⇒ at the moment student A asked in sentence私達は友達じゃない so intonation at the end of the sentence even goes on. ⇒ Spoken flat then ends with intonation down. ⇒ Student A pronounces intonation sentences with the use of Lots pause.</p>

Table 1:



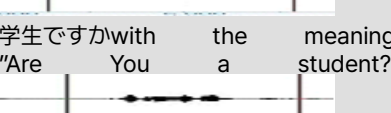
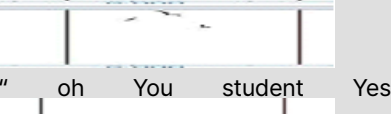
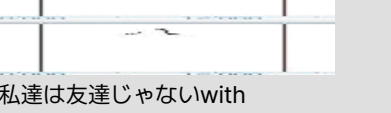
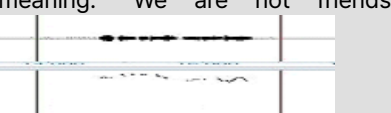
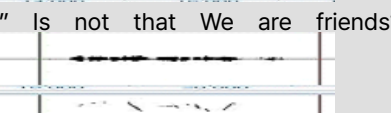
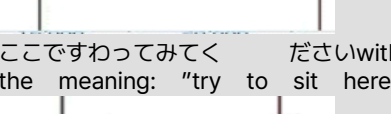
No	Respondents	Results	Analysis
2	B student	<p>もうほっといてよwith the meaning: "leave just it(item)"</p>  <p>"Leave I Alone"</p>  <p>学生ですかwith the meaning: "Are You a student?"</p>  <p>" oh You student Yes"</p>  <p>私達は友達じゃないwith meaning: "We are not friends"</p>  <p>" Is not that We are friends?"</p>  <p>ここですわってみてく ださいwith the meaning: "try to sit here"</p>  <p>"sit down here And take a look"</p> 	<p>⇒ B student says sentences flat. Even though it should be spoken in a tone up at the start and down at the end sentence. ⇒ Student B was impressed and refused with an emphasis on saidもう. ⇒ Tone at the end of sentences is not very up due to a lack of pressure in sentence ask like in language Japan in general. ⇒ Intonation student B decreased then flat at the end sentence. ⇒ Deep intonation the graph is flat and up and down at the end sentence. ⇒ Intonation chart indicates a rising tone at the end of a sentence. ⇒ This sentence's pressure goes on</p> <p>in the beginning sentence. ⇒ Have intonation Which is almost the same sentence.</p>



Table 1:






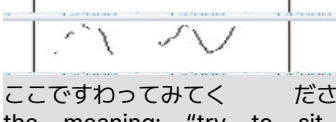
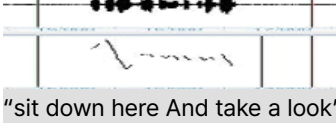

No	Respondents	Results	Analysis
3	C student	<p>もうほっといてよwith the meaning: "leave just it(item)"</p>  <p>"Leave I Alone"</p>  <p>学生ですかwith the meaning: "Are You a student?"</p>  <p>"oh You student Yes"</p>  <p>私達は友達じゃないwith meaning: "We No Friend"</p>  <p>"Is not that We are friends?"</p>  <p>ここですわってみてく ださいwith the meaning: "try to sit here"</p>  <p>"sit down here And take a look"</p> 	<p>⇒ Intonation rise and fall is spoken by C student ⇒ Intonation in the second sentence is almost the same sentence First only just the volume is different. ⇒ Student says sentences with intonation at the end of the sentence Which means he currently asks. ⇒ Intonation down on end sentences to signify taste amazed. ⇒ Student C very stressed intonation at the beginning and end of sentences and pauses between sentences. ⇒ Student C says intonation</p> <p>with tone up on the end sentence. ⇒ Student C says sentences with rising intonation then down then flat. ⇒ There are lots of pauses in the pronunciation sentence</p>

Table 1:


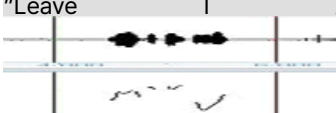
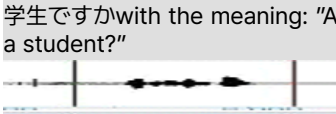
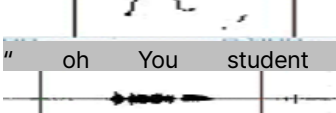
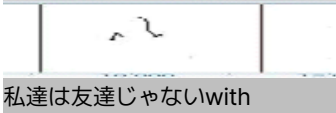

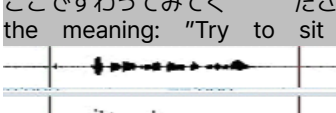
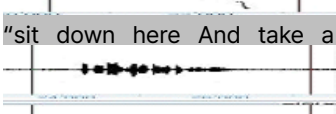
No	Respondents	Results	Analysis
4	D student	<p>もうほっといてよwith meaning: "leave that's all (item)"</p>  <p>"Leave   Alone"</p>  <p>学生ですかwith the meaning: "Are You a student?"</p> 	<p>⇒ Intonation spoken by enough D students good and pregnant exact meaning like Which intended. ⇒ Temporary in that sentence second, intonation Which</p>
		<p>" oh You student Yes"</p>  <p>私達は友達じゃないwith meaning: "We are not friends"</p> 	<p>said no own difference. ⇒ Student D says sentences by going up in parts beginning of the next sentence climbed back in part Finally. ⇒ Intonation This sentence is also close Same with the intonation in that sentence First. ⇒ Pronunciation which is conducted by student D i.e. down at the end of sentence And own pause between sentences. ⇒ Up at the end sentence.</p>
		<p>" Is not that We are friends?"</p>  <p>ここですわってみてく ださいwith the meaning: "Try to sit here"</p>  <p>"sit down here And take a look"</p> 	<p>⇒ Intonation Keep going down from the start until you arrive at the end sentence. ⇒ Intonation at the beginning of the sentence goes up and from the middle to the end sentence down.</p>

Table 1:

No	Respondents	Results	Analysis
5	Student E	もうほっといてよwith meaning: "leave just it(item)"	⇒ Intonation used by student E may be affected by mother tongue or accent from the area of origin. ⇒ Student E uses intonation down when giving a command to someone deep this is not quite right because the intonation drops used when the speaker feels wonder etc. ⇒ Intonation rises at the beginning of the sentence. ⇒ Graphics That raised enough confusion. Because it's accompanied by obscurity inside speaker says a sentence.
		"Leave I Alone"	
		学生ですかwith the meaning: "Are You a student?"	
		" oh You student Yes"	
		私達は友達じゃないwith meaning: "We No Friend"	
" Is not that We are friends?"			
ここですわってみてく ださいwith the meaning: "try to sit here"	⇒ Intonation rises suddenly then back down at the end sentence. ⇒ At the beginning of and middle of having flat intonation then up at the end sentence. ⇒ Flat intonation from start to finish sentence. ⇒ Flat intonation from the beginning of the sentence until the end sentence		
"sit down here And take a look"			

## 6.2. Intonation speaker original person Japan

The native Japanese speakers in this study are native speakers or teacher Language Japan. After the data is processed using the application speech analyzer, then show up chart intonation as follows:

Table 2:

NO	RESPOND EN	RESULTS STUDY	KET
1.	Person Japan 『日本人』	<p>もうほっといてよwith the meaning: "leave just it(item)"</p>  <p>"Leave I Alone"</p>  <p>学生ですかwith meaning:</p>	
		<p>"Are you a student?"</p>  <p>"Oh You student Yes"</p> 	
		<p>私達は友達じゃないwith meaning: "We are not friends"</p>  <p>"Is not that We are friends?"</p> 	
		<p>ここですわってみてく ださいwith the meaning: "try to sit here"</p>  <p>"sit down here And take a look"</p> 	

## 7. Conclusion

From the studies comparison Which has been parsed in the chapter previously can be concluded that there is Lots of difference between student program studies in the Japanese language with native speakers in Japan.

In sentence もうほっといてよ (mouth hotto item yo) student program studies Japanese often flips between the "leave it (stuff)" intonation and already Leave me alone. Students usually say sentences with volume loud but the intonation is not too different from the other sentences. In that sentence second, that is 学生ですか (gakusei desuka) which can mean "Are you a student?" and "Oh you are a student well", most students can pronounce intonation with Good. Only There is A little comparison just with the speaker's original. Sentence third is 私達は友達じゃない (watashichi wow tomodachi janai). When students pronounce the intonation can be seen there is almost no resemblance between the student and speaker original. Comparison between both of them just pauses when saying and A little difference in intonation beginning sentence and end sentence. Sentence Which final sentences ここではわってみてく ださい (koko de Suwatte myth horse) . Comparison between students' and speaker's original is the intonation of the sentences spoken by the students almost did not differ from one sentence to another with others. In contrast to native speakers who very clearly distinguish between the intonation of the two sentences.

## 8. Suggestion

This study only examines the comparative study of intonation between Japanese language students with native speakers. In this case, it concerns the study of phonetics and phonology. For this through this thesis, it is suggested that the problems which deal with a comparative study on the intonation of Japanese sentences between Japanese language students and native speakers are studied further, especially analysis errors that happen in pronunciation intonation sentence Language Japan when communicating with people Japan original.

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