
**JAPANESE PITCH ACCENT ERRORS
BY JAPANESE STUDENTS DIPONEGORO UNIVERSITY****Azhar Muhammad Addifa¹, Muhammad Nur Wahid², Salvia Rifdah³**

Diponegoro University Vocational School

azhar.m.addifa01@gmail.com¹, nurwahidaini@gmail.com², Salvia17sr@gmail.com³

Abstrak (indonesia)

Received:10

November

2022

Revised :20

November

2022

Accepted:10

Desember

2022

Latar Belakang: Penelitian ini menggunakan metode deskriptif kualitatif yang bertujuan untuk mengkaji kesulitan yang dialami oleh mahasiswa program studi D4 Terapan Bahasa Asing dalam menyesuaikan diri dengan aksen nada Jepang saat melafalkan.

Tujuan: Fokus utama dari bahan penelitian yang digunakan dalam penelitian ini adalah nada aksen, dan pentingnya dan fungsi nada aksen secara eksplisit diketahui peserta melalui presentasi lisan dan tertulis dan melalui latihan.

Metode: Penelitian ini menggunakan metode deskriptif. Untuk menemukan masalah harus dilakukan secara objektif dalam deskripsi kejadian. Penelitian ini melibatkan 20 mahasiswa D4 Terapan Bahasa Asing konsentrasi Bahasa Jepang di Universitas Diponegoro.

Hasil: Dari keempat keterampilan berbahasa yaitu menyimak, berbicara, membaca dan menulis, terdapat kesulitan dalam keterampilan berbicara terutama pada aksen nada. Perbedaan aksen dapat menimbulkan perasaan canggung dan menimbulkan kesalahpahaman dalam suatu percakapan karena aksen yang tidak tepat dapat mengubah arti atau definisi.

Kesimpulan: Maka dengan ini diperlukan suatu metode dan strategi pembelajaran yang tepat dalam melatih bahasa Jepang berdasarkan aksen nada. Dari hasil penelitian diketahui bahwa shadowing dapat digunakan dalam latihan pitch aksen Jepang.

Kata kunci: Aksan Pitch; Pengucapan; Bahasa Jepang; Mora

Abstract (English)

Background: This study uses a qualitative descriptive method which aims to examine the difficulties experienced by students of the D4 Applied Foreign Language study program in adjusting to the Japanese pitch accent when pronouncing.

Objective: The main focus of the research material used in this study was the accent tone, and the importance and function of the accent tone was explicitly made known to the participants through oral and written presentations and through exercises.

Methods: This research uses a descriptive method. To find the problem must be done objectively in the description of the event. This research involved 20 students of D4 Applied Foreign Language, Japanese Language concentration at Diponegoro University.

Results: Of the four language skills, namely listening, speaking, reading and writing, there are difficulties in speaking skills, especially in the pitch accent. Differences in accents can cause feelings of awkwardness and lead to misunderstandings in a conversation because an inappropriate accent can change meaning or definition.

Conclusion: So with this we need an appropriate learning method and strategy in practicing Japanese language based on a pitch accent. From the research results, it is known that shadowing can be used in Japanese accent pitch training.

Keywords: Pitch Accent; Pronunciation; Japanese Language; Mora

*Correspondent Author : Azhar Muhammad Addifa
Email : azhar.m.addifa01@gmail.com



PENDAHULUAN

In essence, one of the needs of humans as social beings is to communicate with others. Humans use language to convey messages to other people. However, the ability to use one language is not enough now. In the modern era, especially in the world of work, foreign language skills are needed. The ability to speak foreign languages is a bridge as well as an opening for investment opportunities. A common problem encountered when learning a foreign language is accent. Differences in accents in language can make conversations awkward and unnatural. In severe cases it can even misrepresent the meaning and meaning. This becomes an obstacle for us to communicate with other people. One of the difficulties in learning a foreign language is in the pitch accent or speaking skill. This research uses a descriptive method.

To solve the problem must be done objectively in the description of the event. The difficulty in learning this pitch accent was felt by me and also my friends as students of applied foreign languages. Because applied foreign language students come from various ethnic groups and have accents from their respective regions, data collection will be carried out by asking them to read the tongue twister sentences in Japanese and then asking them to give feedback on how difficult it is to pronounce the sentence. If English has stress and Chinese has a tone accent. So, Japanese is a language that has a pitch accent. This accent shows how notes fall from high to low in a word (Tsujimura, 2013). Pitch accent can be controlled through the tension of the vocal cords to produce low and high notes in Japanese, while stress accent can be controlled using air pressure in the lungs to produce loudness in some languages, for example English (Tanaka & Kubozono, 1999). In Japanese, each accent phrase can only have one pitch accented mora (Nagano-Madsen, 1989). In other words, a tone can only fall once in a phrase (Martin, 1975).

According to Martin (1975), "every word in Japanese has an inherent accent pattern, the tone appropriate for it in certain critical contexts. Words are characterized by an inherent pitch drop" Martin identified three types of tonic namely "Prototonic", "Mesotonic", and "oxytonic". Phrases in Japanese have different meanings depending on the accent tone. So the function of the pitch accent is to distinguish the meaning of similar words. For example, the words 雨 「あめ」 "ame" which means rain and "ame" which means candy, kanji that can distinguish the same word in a text, pitch accent also has an effect on differentiating the same word in pronunciation. These words may look the same at first glance, but are actually different words with different meanings, and have different accent patterns. As in the example rain and candy are distinguished by their accent patterns. In Tokyo, Japanese people lower the pitch from a to me (high-low) to pronounce the word "ame" (rain). It doesn't matter how much you lower the pitch as long as you lower the pitch. On the other hand, if you raise the pitch on the second mora, me, it will become ame (candy) (low-high) (Sugito & Sato 1997).

Accent tone also serves to indicate the word boundary. For example, the same vowel and consonant sequences, such as mou shimashita (MOO,shiMAshita) (I've done it) and (moosita) that are pronounced more humbly will have different meanings due to differences in word position as manifested by changes in pitch accents.

Han (1963) argues that in the process of learning Japanese pronunciation, many English-speaking Japanese learners encounter difficulties with pronouncing long vowels and long consonants. For example, students may find it difficult to understand or produce contrasts between short and long vowels as in o.ba.sa.n ('aunt; woman') vs. ('grandmother; old woman'). They may have difficulty with the contrast between short and long consonants as in yo.ka ('free time') vs. yo.k.ka ('fourth day; four days') or as in ko.n.na ('this kind (of)') vs. ko.na ('powder'). These contrasts can be difficult for English-speaking learners because such contrastive differences do not occur in English (Han, 1963). These words also differ in tone accent.

Like Han (1963), Nakagawa (1996) also states that one of the common problems is the pronunciation of words with long consonants (eg /kk/), long vowels (eg /aa/) and vowel sequences (eg /ai/). Giving each mora the same time interval may be difficult for them, as in the example of pronouncing kite ('come') vs. kite ('stamp'). Instead of giving the same time interval as in Japanese, they may lengthen the first vowel but shorten the second vowel for a vowel sequence. For example, they might say maainichi instead of mainichi ('everyday'). They may sound as though they are pronouncing English diphthongs instead of two mora (Nakagawa, 1996).

While accent is a property of a phrase (which may be as short as a word), intonation is a property of speech. These are probably most commonly associated with sentences, but are not limited to them. Intonation is applied to word order, and each phrase has its own accent pattern. In Japanese, intonation is manifested by pitch, and the tone accent pattern of each word is generally maintained even if the intonation changes. With the same accent tone, you can make interrogatives or declaratives with a different intonation as in English. For example, if we look at the word gozi, which means 'five o'clock', the accent pattern is high-low. Can you make a Gozi question? ('Five o'clock?') because you still have the high-low accent pattern, but with increasing pitch from the middle of the last mora, the zi, and you can make a Gozi response statement. ('Five o'clock.') if your zi tone remains low (Tanaka & Kubozono, 1999).

L1 INFLUENCE ON AWARDS. As discussed above, the Japanese tone pattern in pronunciation is more similar to the pronunciation of Chinese tones than English accent stresses. Intuition can tell us that because of similarities in Japanese accents and Chinese pronunciation, Japanese L1 Chinese learners may be more successful at recognizing and acquiring Japanese accents. However, research has

shown that the more similar a target language (TL) sound is to an L1 sound, the more difficult it is to acquire (Flege 1995, Wode 1983).

The reason seems to be that, the bigger the difference, the easier it is to notice; therefore, learning is more likely to occur. In contrast, minimal differences often go unnoticed, resulting in non-learning. (Jorden & Noda, 1987) This finding would suggest that it may be more difficult for Chinese-Japanese learners to acquire a tone accent because of the similarity it has with their L1. However, Major (2008) further noted that different experimental conditions may produce different results. The current study will more clearly demonstrate the influence of a learner's L1 on Japanese pronunciation following a Japanese accent focus practice using the new Pitch Accent Learning and Practice (PALP) Program which will be discussed later.

PROBLEMS IN TEACHING A JAPANESE PITCH ACCOUNT. Even when contextualization helps convey meaning, many Japanese learners are often imitated or ridiculed for their poor pronunciation (Derwing & Munro 2005, Kawai & Hirose 2000). This may be a problem due to the lack of class time devoted to teaching Japanese pronunciation. The lack of teaching materials and accents is surprising and effective teaching/learning materials are not uncommon (Kawai & Hirose 2000, Venditti & Swerts 1996). Most Japanese learners do not have the skills to perform at a speaking level close to that of native speakers (in terms of pronunciation) and “most teachers do not receive training in teaching pronunciation” (Kawai & Hirose 2000:132, Mizutani 1993, Taniguchi 1991). Nakamura et al. (2013) goes on to state that a large number of “native Japanese teachers are not good at labeling notes” (:2554). This and the fact that the four Japanese writing systems (kanji, hiragana, katakana, and romaji) “do not require writers to visually mark pitch attributes” hinder learners' ability to pronounce Japanese words correctly (Nakamura et al. 2013:2554).

JAPANESE PITCH ACCENT TEACHING MATERIALS. In an effort to address the obvious deficiencies in teaching and learning materials for accent tones, another system for improving students' accent skills was created in 2004 by Keikichi Hirose. Hirose created a system where students can find out where and how they mispronounce words in Japanese. Hirose found that participants in their study of the system were able to get a better idea of their pronunciation problems through the system. They also found that adding visuals to the feedback helped participants understand more quickly what the correct pronunciation was. This shows that after being taught and given feedback, students are able to learn and produce correct Japanese accent tones.

In Japanese, the pitch accent is crucial in communicating. Pitch accent is an accent that is based on intonation and tone. Each Japanese vocabulary has a different intonation, making Japanese accents sound distinctive. People who are not used to listening to Japanese are not very aware of the presence of a pitch accent . However, Japanese people will be very observant of this and are able to distinguish

words that have the same pronunciation but have different meanings only with a pitch accent. As foreign language learners, of course we must be ready to face the challenges of learning a new language. Because learning the language means we also learn something that is not easy both in terms of writing and grammar. Like Japanese, we learn from various aspects such as vocabulary, accent, grammar, and writing which are different from Indonesian.

Maybe there are those who think that if we make mistakes in the pronunciation or pronunciation of tones in Japanese, the Japanese will be considered understandable. This assumption is also not entirely wrong because Japanese is not our native language / mother tongue. This is only an encouragement as well as the first step for students to be able to dare to speak with Japanese people. However, as foreign language students, especially those who are already students, we should be more active. We need to understand the concept that the more we understand Japanese and use a good accent, vocabulary, and grammar, the more we will be valued and recognized as quality people. Japanese has syllables (syllables) and mora. Besides Japanese also have a special pronunciation sounds like 長音 (long recitation) and 促音 (double pronunciation). There are special rules in reading and writing Japanese script (Hiragana and Katakana).

Previous research (1) was conducted by Franky Reymond Najooan (State University of Manado) in 2019, with the title "Special Japanese Sound Pronunciation Patterns in Japanese Learners' Speech in Indonesia". This journal discusses accents in Japanese as well with 13 4th semester Japanese Language Education students who are the research subjects. The method used is descriptive qualitative method by explaining the speech pattern in the speech result. This journal identifies student speech patterns. As a result, only 2 people (15.4%) whose speech results are close to native Japanese.

The previous study (2) was conducted by Siti Muharami Malayu (USU Faculty of Cultural Sciences) in 2016 with the title "ACCEN PATTERNS AND TONE FLOW OF JAPANESE LANGUAGE BY STUDENTS OF JAPANESE LANGUAGE IN MEDAN CITY". The journal is to analyze the pattern of accents and flow tone three said the target language of Japan by four respondents learners Language Japan in Medan. The theory that is used is a theory that is used by Shirota with reference to the theory of Phonetics Acoustic with Program Praat. The research method using the method of research descriptive qualitative to obtain a picture more details about the phenomenon of accent patterns and flow nadabahasa Japanese are spoken by learning the language of Japan. The data used in this study is speech data in the form of Japanese words written in hiragana and kanji letters . Based on the analysis praat through measurement pattern accent and flow of tones that are spoken by four votes speakers learning English Japan has not been in a maximum true in terms of the pattern of the accent and tone flow.

Even in classroom learning activities, errors in pronunciation often occur. There are words that should be spoken long as コウ コウ be long or vice versa, there

are words that should be spoken duplicate as *かつこ* be no duplicates. The accent is the same, the same problem arises as the wrong use of an accent in pronouncing a word. If this is allowed, it will be dangerous when communicating directly with Japanese people because it can have different meanings from what is intended. Therefore, in this journal, we will focus on discussing accent, mora, and intonation in Japanese. In addition, we will also describe various kinds of errors in using the Japanese accent pitch and in learning activities in class (*kurasu katsudo*).

In this study, accent-tone awareness training, or accent-tone explicit instruction, was carried out in the experimental group with the hope of increasing learners' awareness of Japanese-tone accents and to improve students' accent-tone skills. Unlike implicit learning, which is the natural and unconscious acquisition of knowledge about the underlying structure of a complex incentive environment, explicit learning involves conscious operations. In conscious operation, individuals pay attention to certain aspects of the incentive environment and test their hypotheses in search of structure. Learners adopt what they have been told to an explicit mode of learning when the material being studied is simple, or relatively complex but there are only a number of variables and critical features that stand out. Learners then explicitly generate and test the updated system model accordingly. As a result, the learner can express this knowledge and transfer it to new situations. One thing to note is that explicit instructions can only be distracting if the material is more randomly structured with a large number of variables and their relationships are not visible. The implicit mode of learning is more effective in that situation (Ellis, 2008). The main focus of the research material used in this study was the accent tone, and the importance and function of the accent tone was explicitly made known to the participants through oral and written presentations and through exercises.

METODE PENELITIAN

This research uses a descriptive method. To find the problem must be done objectively in the description of the event. This research involved 20 students of D4 Applied Foreign Language, Japanese Language concentration at Diponegoro University. This error in learning the *pitch accent* was felt by me and my friends as students of Applied Foreign Languages at Diponegoro University. Because Applied Foreign Language students come from various ethnic groups and have accents from their respective regions. To take and conclude the research, taken from the test. Students will be tested in 3 stages with different methods. There are 2 categories, namely *聴解* and *会話*. The first part will be given a choice and listen to the audio. Students are asked to determine which word choice is appropriate according to the accent that has been heard in the audio. In the second and third sections, students will be given words and asked to speak with the pronunciation they think is correct. A case study was conducted to find out the errors that occur in the Japanese accent *pitch*. The case study was conducted by asking the subject

to read sentences in Japanese, then analyzing the errors in the *pitch accent*. Then compare the incorrect pronunciation with the correct one.

HASIL DAN PEMBAHASAN

This section describes the results of the study based on the data collected from the case studies and analysis. To test the students there are 3 stages with different methods. We have prepared Japanese audio (聴解) and words with Japanese accents that will be recited directly by students (会話). In the first stage, we have provided an audio with 4 Japanese words, each of which has a different meaning, then students have to choose the correct meaning of the sentences spoken in the audio. From the results of our research, we found the following: The first word is あめ which has 2 meanings, rain and candy. The sentence "(あめ)が好きです". あめ in this audio shows the meaning of candy because of its low-high tone. A total of 13 students answered あめ is meaningful rain and 7 other students choose meaning candy. The second word is はな which also has 2 meanings, flower and nose. The sentence in the audio is "(はな)があかいです". はな here is a low-high pitched tone, so the meaning is flower. A total of 17 students answered はな to the meaning of flowers and three other students answered nose.

The third word is はし, there are 3 meanings to choose from, namely bridge, chopsticks, and edge. The written sentence is "はしにいます". At the sounding audio pronunciations はし with low-high tones then meaning is actually a bridge. As many as 15 students chose the meaning of bridge, while there were 5 students who chose the meaning of edge, and for the meaning of chopsticks, no one chose the meaning of chopsticks. The last word is でんき, the sentence that is heard is "でんきのほんをよんでいます". Meaning there are 2 of electricity and biographies, tone pronunciations でんき sounds low to high, then the exact meaning is biography. As many as 16 students chose the meaning of electricity and only 4 students got it right by answering the biography.

The table for calculating the average test results using audio.

No.	Day	Pitch Accent	Number of meanings	Correct Number of Students	
1.	あめ (飴)		2	7	5%

	)				
.	な (花)		2	1 7	5%
.	し (橋)		3	1 5	5%
.	ん き (伝 記)		2	4	0%

In the second stage, 6 words have been written with 2-4 mora namely kawa, neko, akai, megane, byouin, and minna. We've prepared correct accents based on live Japanese voices. After that, we tested the students to say these 6 words again, and the results from 20 students were as follows.

For the first word (かわ), the correct accent is rising (○●), belonging to the *Heiban-gata type*. A total of 17 students said it with a flat accent, 2 students said it in a high-low tone, while only 1 person correctly said it in a rising tone. The second word (ねこ), having a lowly accent (●○), belongs to the *Atamadaka-gata type*. 20 students managed to say it in the right tone, namely high-low. The third word (あかい), having a low-high-low accent (○●○), belongs to the *Nakadaka-gata type*. 6 students said it in a flat down tone, 12 students said it in a rising tone, and the rest only 2 students said it in the correct tone. The fourth word (めがね), has a lowly accent (●○○), belongs to the *Atamadaka-gata type*, high-low-low. 10 students said it in a low-high-low tone, 6 students said it in a flat, descending tone, and 4 students said it in the correct tone.

The fifth word (びょういん), has a flat accent. This word is very deceiving because in addition to the long word (4 mora) there is also a special mora (びょ). It was in this word that bad things happened, the trick of this word made all students wrong in their pronunciation. Some call it with a descending accent, some with a mixed accent (○●○○). The sixth word (みんな), also has a flat accent but it should

be noted that there is a doubled consonant [n]. out of 20 students, 9 people called it correctly. 5 people did not hear the doubling of the letter (ん), while the remaining 6 people said this word with increased pronunciation. The table for calculating the average test results using audio.

o.	S ay	P itch Accent	Corre ct Number of Students	%
.	☐	☐	1	5%
.	☐	☐	20	100%
.	☐	☐	2	10%
.	☐	☐	4	20%
.	☐	F lat	0	0%
.	☐	F lat	9	45%

In this third and final stage, we randomly pick Japanese words without seeing right or wrong in pronunciation. We hear how each word is pronounced. We provide five words namely がっこう, サッカー, おかしい, コーヒー, and びょういん. Of the 20 students, the majority of the words がっこう, サッカー, and コーヒー they say in a flat tone. Only 4-5 people use a descending accent. Said がっこう themselves correct accent was flat accent. As for the word コーヒー correct pronunciation is (*Nakadaka-gata*). To put おかしい 10 students say with a rising tone and 10 other students said it with a tone modestly. The last word びょういん all the students said it in a low tone. While the correct pronunciation is a flat accent. The results calculated from the first and second stages of the test are approximately 36.4% of students can master the accent. However, it is still below 50% which means learning about accents is very much needed. See how the Japanese language is rich in homonyms and needs attention to accents. With this, it can be seen that Indonesian students are also influenced by our mother tongue which uses a lot of low and high accents. Often also heard flat pronunciation spoken by students. As for words whose tone changes every syllable, especially substitutions such as low-high-low or high-low-high are difficult to pronounce.

KESIMPULAN

Pitch accent is an accent that is based on intonation and tone. In Japanese, there are so many homonyms which when they are mentioned they sound the same. Therefore, it is very important to learn the pitch accent so that it is not misunderstood and does not cause misunderstandings when speaking. However, it is undeniable that students and students who study Japanese will find it difficult to deal with this. In the results of the study, we can see that both students and students have difficulty in pitch accent, which can be seen from the errors that exist. In the first stage it may not be too difficult because it has been given a sentence that can be estimated from the context of the sentence. But in parts 2 and 3, of course, the students were confused which one was the correct pronunciation. Since Japanese is not our native language, it is difficult to use this accent correctly. However, all can be trained if you have the intention to learn it. From various sources such as YouTube videos or Japanese anime or movies, we can at least hear Japanese accents.

Therefore, in Japanese we should learn it as a whole. It's not impossible that we will experience pitch accent problems ourselves in real life and we can't help but try to correct mistakes and learn more about them. It would be nice if we not only understand the writing and meaning but also can understand the difference in accent. What's more, even in Japan there are accent differences in certain regions, it's just that Tokyo remains the benchmark for normal accents for Japan.

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