

## **USE OF *GAIRAIGO* AND *WASEI EIGO* FOR INDONESIAN STUDENTS IN JAPAN**

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### **ABSTRACT**

*Gairaigo* is a foreign language, mainly from the West, that is absorbed into Japanese and changes pronunciation. At the same time, *Wasei Eigo* is an English that is absorbed into Japanese and changes to Japanese made forms. This study aims to analyze the use of *Gairaigo*, and *Wasei Eigo* absorbed vocabulary with the original Japanese vocabulary for Indonesian students in Japan. The subject of this research uses a descriptive qualitative method by distributing questionnaires for Indonesian students who are studying in Japan and then analyzing more deeply related for the use of *Wasei Eigo* and *Gairaigo* with sociolinguistic studies. According to the results of the questionnaire that has been distributed from each of the ten comparisons of *Gairaigo* and *Wasei Eigo* vocabulary with native Japanese vocabulary, it can be concluded that the majority of Indonesian students in Japan in communicating Japanese use more *Gairaigo* and *Wasei Eigo* vocabulary pronunciation than the use of native Japanese vocabulary. A total of 15 out of 16 respondents prefer to use the vocabulary 'tabehoudai' [食べ放題] because this vocabulary is more common for find and use in daily life.

***Keywords: Gairaigo, Wasei Eigo, Sociolinguistic, Indonesian Student***

### **INTRODUCTION**

According to Felicia (2001:1), language in oral and written form is used for daily communication. In learning a language, it is good to find out the origin of how the formation of a language is to be learned. This can be started by the formation factors for its changes. Many modern languages around the world for the day are influenced by foreign languages such as *Shakuyou Gengo* (借用言語) loan languages. Language has developed over time, and more and more vocabulary is needed to convey things. Therefore, it is necessary to create a vocabulary that does not exist in the original language or add vocabulary to make it more efficient for use.

In Japanese, there are also absorbing words called *Gairaigo* (外来語) and *Wasei Eigo* (和製英語). According to Yamaguchi Saforshi (2012), *Gairaigo* is a Japanese word derived from foreign languages and used in the same way as Japanese. At the same time, *Wasei Eigo* is a Japanese-made English word. To make it easier to distinguish, *Gairaigo* and *Wasei Eigo* are written using *Katakana* (カタカナ). Dahidi & Sudjianfor (2009: 104) revealed that *Gairaigo* is Japanese vocabulary taken from foreign languages, then adapted for the existing rules in Japanese. *Wasei Eigo* is no exception, which is English that is absorbed into Japanese and then

changes the meaning and pronunciation of vowels with Japanese forms. Therefore, *Gairaigo* and *Wasei Eigo* vocabulary can have different meanings from the original language. For example, *haitenshon* 「ハイテンション」 which in English is called High Tension, which can mean 'excited' in Indonesian, but '*High Tension*,' which became *Wasei Eigo* can mean *kinchou* 「緊張」 or nervous in Indonesian. The change can occur because it follows the agreed Japanese language rules. This can be confirmed by the statement of Mc Arthur (2003: 18), which states that *wasei-eigo* is a new vocabulary with a new meaning.

*Although Gairaigo and Wasei Eigo are borrowed languages, some Gairaigo and Wasei Eigo vocabularies have the same meaning as the original Japanese vocabulary, such as Kokku 「コック」 and Ryourinin 「料理人」. Therefore, the author would like to investigate which of these vocabularies is more frequently used by Indonesian students.*

According to Kameda (2013), language and culture are two sides of the same coin, which means they are inseparable. Therefore, employees of Japanese multinational companies must understand the culture that is the background of their company and also understands that their culture is different from workers who live or work in other parts of the world. In addition, one of the main principles of Japanese corporate culture is group harmony, where a person who does not belong to a group will not be strong. At the same time, a person who is a member of a group is one of the basic foundations of society (Wolf Ruth, 2013).

Therefore, the use of *Gairaigo* and *Wasei Eigo* is interesting to be discussed in more depth, especially for Indonesian students in Japan. How the use of these vocabularies affects them, and what ease and difficulty they have experienced in using *Gairaigo* and *Wasei Eigo*.

The problems that will be discussed in this research are as follows: How are *Gairaigo* and *Wasei Eigo* used by Indonesian students in Japan? And What problems do Indonesian students experience when using *Gairaigo* and *Wasei Eigo*?

And the main objectives of this research are to understand the use of *Gairaigo* and *Wasei Eigo* among Indonesian students in Japan. Then to understand what difficulties Indonesian students experience when using *Gairaigo* and *Wasei Eigo*. The purpose of this study is to understand the ease and difficulties experienced by Indonesian students when using *Gairaigo* and *Wasei Eigo*, which will then be analyzed in more depth to determine the ability to use this vocabulary for Indonesian students in Japan.

Vocabulary has emerged in Japan since 1953, with the Portuguese introducing terms in Christianity and commerce. In addition, the Spanish and the Dutch also came for Japan, although there are very limited words left from those nations. According to Shibatani (1996: 149), these words at that time included commercial, scientific, and seafaring terms. According to Hockett (1954: 409-411) in Diah Soelistyowati (2010), loanwords are divided into several types by language experts. The types of loanwords are divided into loanwords, loanblend, and loan shifts. In this case, phonology, morphology, and semantics that have been adjusted need to be considered more deeply in their use in order to avoid mistakes when using absorbed vocabulary.

*Gairaigo* is a word absorbed from foreign languages for Japanese, especially Western vocabulary. According to Dahidi and Sudjianto (2009: 104) in the journal Anggia Putri (2018), *Gairaigo* is one type of Japanese vocabulary that comes from a foreign language whose rules have been adapted for existing Japanese. Foreign vocabulary has undergone changes ranging from tonation to pronunciation for meaning. The biggest problem in borrowing a foreign

language is that the structure of the language is often different.

Diah Soelistyowati (2010) states that the number of cited words can be attributed to several factors. Firstly, the foreign language words introduced in addition to nouns and ideas are something new from a foreign culture, such as technical terms that have no equivalent. Although Japanese has different expressions and language usage, foreign words are used to indicate something new or in communication, especially for vocabulary that does not exist in the original language.

*Wasei Eigo* (和製英語), according to Ananda Kristianti (2022), is a Japanese artificial vocabulary derived from English and has been modified according to Japanese rules with particular circumstances for creating words with meanings different from the original language. For example, Air Conditioner in English, when absorbed by *Wasei Eigo* becomes *eakon* (エアコン). Mueller (1997: 124) says that *Wasei-eigo* vocabulary is a word or combination of words created in Japanese from English words that have become Japanese vocabulary with a new meaning different from the original meaning. It can be interpreted that the vocabulary in *Wasei Eigo* has been translated according to the rules in Japanese with some changed meanings. According to Ananda Kristianti (2022), the term *Wasei Eigo* was formed after the popular use of *Gairaigo* (外来語) in Japan. Although the vocabulary of *Wasei Eigo* comes from English, it does not make it easy for native speakers to understand. This also affects foreign students who understand the English vocabulary but the meaning changes when used in Japanese. Even the *Gairaigo* and *Wasei Eigo* vocabulary also affect native Japanese speakers learning foreign languages, especially English, because the meaning and pronunciation of the absorbed foreign vocabulary are different from the actual one.

From the above theoretical foundations, it can be understood that *Wasei Eigo* is English vocabulary that is made into Japanese vocabulary. It can be modified by abbreviating words, pronunciation, and writing. Then there is also a shift in meaning from the original language. And *Gairaigo* is a language absorbed from other countries, especially the West, where some of the pronunciation or meaning has changed.

According to Cicik Novita (2021), in the article "What is Sociolinguistics, Definition, and Function?", it is explained that, in general, the function of sociolinguistics is to study language diversity, word choice and word usage depending on the situation, conditions and various other factors of the interlocutor for avoid inefficiency, misunderstanding and various other language problems. Therefore, it is necessary to study more deeply related for the use of a language can cover the vocabulary contained in a language so that the speaker and interlocutor can understand it to avoid miscommunication. In the use of a language, words are one of the essential aspects of its use. The choice of a word or vocabulary is very impactful in talking or conveying something we want to convey to others.

## METHOD

In this research, the author uses a descriptive-analytical research method by distributing questionnaires related to the use of *Gairaigo* and *Wasei Eigo* for Indonesian students who are in Japan based on the theory of Cicik Novita (2021) related to the function of sociolinguistics, namely, "in general, the function of sociolinguistics is for study language diversity, word choice and word use depending on the situation, conditions and various other factors of the interlocutor for avoid inefficiency, misunderstanding and various other language problems." as a research

reference. This study aims to prove the efficiency of using *Gairaigo* and *Wasei Eigo* in conversation and whether their use is correct depending on the situation, conditions, and other factors.

The theoretical basis is found in the literature study, which will later be analyzed more deeply through the results of a questionnaire that has been answered by 16 students, which are then continued by interviewing two students who have filled out the questionnaire to be asked in more depth about their point of view regarding *Gairaigo* and *Wasei Eigo*. This method will be used to analyze the results of the questionnaires that have been distributed. At the same time, the qualitative approach will be used to analyze the results of the interviews that will be conducted through the Zoom Meeting media.

The questions contained in the questionnaire are the questions that the author wants to ask, as well as each of the ten vocabulary comparisons between *Gairaigo* and *Wasei Eigo* with the original Japanese obtained through Saforshi Yamaguchi's book (2012) entitled (*Gairaigo / Wasei Eigo: kimi no nihongo, daijoubu?*) ( 外来語・和製英語 : きみの日本語、大丈夫? )

. The questions contained in the questionnaire related to the research are as follows.:

1. How long have they been studying Japanese?
2. Last JLPT certificate?
3. How long have they lived in Japan?
4. Have they previously learned about *Gairaigo* and *Wasei Eigo*?
5. Have they ever and often used *Gairaigo* and *Wasei Eigo* in Japanese conversations to convey something?
6. Ask what one or more examples of *Gairaigo* or *Wasei Eigo* you have used in Japanese conversation.
7. Questionnaire choices, with ten vocabulary words each between *Gairaigo* and *Wasei Eigo* and the original Japanese.
8. Have they ever encountered any problems when using *Gairaigo* and *Wasei Eigo* vocabulary? If so, the researcher will ask them to describe the problems that they have experienced in using *Gairaigo* and *Wasei Eigo*.

The questions asked during the interview are as follows;

1. Asking are they know what *Gairaigo* and *Wasei Eigo* were before.
2. Their understanding of *Wasei Eigo* and *Gairaigo*
3. Ask the selected vocabulary about their reasoning and understanding.
4. Ask if they find the *Gairaigo* and *Wasei Eigo* vocabulary easy to use in conversation.
5. Ask what the most important factors were for Indonesian students to use *Gairaigo* and *Wasei Eigo*.

From this research method, it will be analyzed using the theory or statement from Cicik Novita (2021) in the article "What is Sociolinguistics, Definition and Function?" related to the general definition of the function of sociolinguistics, namely studying language diversity, word choice, and word usage depending on the situation, conditions and various other factors of the interlocutor for avoid inefficiency, misunderstanding and various other language problems. After that, the results of the analysis will be concluded. This is followed by *Gairaigo*, which is a

word absorbed from a foreign language to Japanese, especially Western vocabulary. According to Dahidi and Sudjianfor (2009: 104) in the journal Anggia Putri (2018), *Gairaigo* is a type of Japanese vocabulary derived from a foreign language whose rules have been adapted to existing Japanese. Unfamiliar vocabulary has undergone changes ranging from automation for pronunciation to meaning. The biggest problem in borrowing a foreign language is that the structure of the language is often different. Ananda Kristianti (2022) states that *Wasei Eigo* (和製英語) is a Japanese artificial vocabulary derived from English that has been modified according to Japanese rules with particular circumstances for creating words with meanings different from the original language. Mueller (1997: 124) says that *Wasei Eigo* vocabulary is a word or combination of words created in Japanese derived from an English word that has become Japanese vocabulary with a new meaning different from the original meaning.

## RESULTS

The following are the results of questionnaires, interviews, and analyzes of the use of *Gairaigo* and *Wasei Eigo* among Indonesian students in Japan.

### QUESTIONNAIRE RESULTS

Through the results of a questionnaire that has been distributed to Indonesian students who are currently in Japan, 16 respondents have answered, and the following results have been obtained.

**Length of study and stay in Japan, as well as Japanese language ability** Below is a table of the results of the questionnaire on basic type Houkoku

*Table 1. Questionnaire results about student's profile*

| <b>Length of time studying Japanese</b> | <b>Respondents</b> | <b>Length of time in Japan</b> | <b>Respondents</b> | <b>JLPT</b> | <b>Respondents</b> |
|---|--------------------|--------------------------------|--------------------|-------------|--------------------|
| 0 > 1 year                              | 3                  | 0 > 1 year                     | 9                  | None        | 4                  |
| 1 > 3 years                             | 7                  | 1 > 3 years                    | 2                  | N5 – N4     | 2                  |
| 3 > 6 years                             | 4                  | 3 > 6 years                    | 4                  | N3          | 2                  |
| 7 years >                               | 2                  | 7 years >                      | 1                  | N2 – N1     | 8                  |

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The table shows that Indonesian students in Japan have been studying Japanese for a relatively long time. Then it can also be seen that as many as 6 out of 16 Indonesian students who are in Japan have lived for less than 1 year. This is then followed by the average Japanese language ability of Indonesian students in Japan, relatively many of whom have passed JLPT N2. This indicates that many of them are fluent and understand Japanese.

### The understanding of *Gairai go* and *Wasei Eigo* meaning.

From the questionnaire results, 15 out of 16 students knew what *Gairai go* and *Wasei Eigo* are. With this, Indonesian students' understanding of *Gairai go* and *Wasei Eigo* vocabulary is inherent in their understanding of the absorbed language in Japan.

### The understanding of the use of *Gairai go* and *Wasei Eigo*.

A total of 15 out of 16 students could give one example of *Gairai go* and *Wasei Eigo* that they had used. This indicates that during their study in Japan, they learned the form and usage of *Gairai go* and *Wasei Eigo*.

### Questionnaire Results.

Below is the result table of the questionnaire about 10 *Gairai go* and Japanese vocabulary.

Table 2 Questionnaire results regarding *Gairai go* and the original Japanese

| <i>Gairai go</i>         | Origin language            | Meaning of origin language | Meaning in Japanese | Percentage result | Japanese                           | Meaning in Indonesian | Percentage result |
|--------------------------|----------------------------|----------------------------|---------------------|-------------------|------------------------------------|-----------------------|-------------------|
| <i>Arubaito</i> : アルバイト  | Germany ( <i>Arbeit</i> )  | Work                       | Part-time work      | 100%              | <i>Fukugyou</i> : 副業 (ふくぎょう)       | Side hustle           | 0%                |
| <i>Echiketto</i> : エチケット | France ( <i>estiquer</i> ) | Courtesy                   | Ethics/ Courtesy    | 50%               | <i>Reigi Sahou</i> : 礼儀作法 (れいぎさほう) | Ethics                | 50%               |
| <i>Kokku</i> : コック       | Holland ( <i>Kok</i> )     | Chef                       | Chef                | 12.5%             | <i>Ryourinin</i> : 料理人 (りょうりにん)    | Chef                  | 87.5%             |

|                             |  |             |             |       |   |                       |       |
|-----------------------------|--|-------------|-------------|-------|---|-----------------------|-------|
| <i>Konkuuru</i> : コンクール     | France<br>( <i>concou</i><br><i>rs</i> ) | Competition | Competition | 37.5% | <i>Kyougikai /<br/>Happyoukai</i><br>: 競技会<br>(きょうぎ<br>かい)・<br>発表会<br>(はつぴょ<br>うかい) | Competition /<br>Show | 62.5% |
| <i>Sharon</i><br>: シャ<br>ボン | Portugal<br>( <i>sabao</i> )             | Soap        | Soap        | 18.8% | <i>Sekken</i> : 石<br>けん(せ<br>っけん)   | Soap                  | 81.3% |

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|                         |                               |         |                |       |  |                |       |
|-------------------------|-------------------------------|---------|----------------|-------|--|----------------|-------|
| <i>Kompasu</i> : コンパス   | Holland<br>( <i>Kompas</i> )  | Compass | Compass        | 81.3% | <i>Rashinban</i> :<br>羅針盤<br>(らしんばん)                               | Compass        | 18.8% |
| <i>Zeminaru</i> : ゼミナール | Germany<br>( <i>seminar</i> ) | Seminar | Seminar        | 75%   | <i>Enshuu /<br/>Koushuukai</i><br>: 演習(えんしゅう)<br>・講習会<br>(こうしゅうかい) | Seminar        | 25%   |
| <i>Igirisu</i> : イギリス   | Portugal<br>( <i>inglês</i> ) | English | United Kingdom | 75%   | <i>Eikoku</i> : 英国<br>(えいこく)                                       | United Kingdom | 25%   |

|                                 |                                   |                  |                             |        |   |                                       |        |
|---------------------------------|-----------------------------------|------------------|-----------------------------|--------|---|---------------------------------------|--------|
| <i>Karute</i> :<br>カルテ          | German<br>y<br>( <i>carta</i> )   | Cards            | Medical<br>record<br>report | 56.3%  | <i>Shinsatsuki</i><br><i>r oku</i> /<br><i>Shinryouro</i><br><i>ku</i> : 診察<br>記<br>録簿 (し<br>ん さつき<br>ろく ぼ )<br>・ 診療 録<br>(しんり<br>ょうろく<br>) | Medical<br>record<br>report           | 43.8%  |
| <i>Konsaat</i><br>o : コン<br>サート | France<br>( <i>concer<br/>t</i> ) | Music<br>Concert | Music<br>concert            | 100%   | <i>Ongakukai</i><br>: 音楽会 (お<br>んがく<br>か<br>い) ・ 演<br>奏 会 (え<br>んそ うか<br>い)   | Music<br>concert /<br>Performa<br>nce | 0%     |
| Average                         |                                   |                  |                             | 60.64% | Average   |                                       | 39.39% |

From the results, it can be seen that Indonesian students use more *Gairaigo* vocabulary than the original Japanese vocabulary, with a percentage of 60.4% *Gairaigo* and 39.39% original Japanese. Of the 60.4% *Gairaigo* usage, there are three vocabularies that all respondents chose, namely *arubaito* (アルバイト) and *konsaato* (コンサ

ート). At the same time, in the use of the original Japanese, the vocabulary that is often used is *sekken* (石けん) as much as the original Japanese. Furthermore, there are also vocabularies whose usage has the same percentage of 50%, namely *Echiketfor*

(エチケット) in *Gairaigo* and *Reigi Sahou* (礼儀作法 (れいぎさほう)) in the original Japanese.

Below is the result table of the questionnaire about 10 *Wasei Eigo* and Japanese vocabulary.

Table 3 Questionnaire results regarding *Gairaigo* and the original Japanese

| <b>Wasei Eigo</b> | <b>Meaning of origin language</b> | <b>Meaning in Japanese</b> | <b>Percentage result</b> | <b>Japanese</b> | <b>Meaning in Indonesian</b> | <b>Percentage result</b> |
|-------------------|-----------------------------------|----------------------------|--------------------------|-----------------|------------------------------|--------------------------|
|-------------------|-----------------------------------|----------------------------|--------------------------|-----------------|------------------------------|--------------------------|

|   |               |               |     |                     |            |     |
|---|---------------|---------------|-----|---------------------|------------|-----|
| <i>Teema</i><br><i>Songu</i> : テ<br>ーマソング | Theme<br>Song | Theme<br>Song | 75% | 主題歌 (し<br>ゆだ<br>いか) | Theme Song | 25% |
|---|---------------|---------------|-----|---------------------|------------|-----|

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|   |                    |                                     |       |   |                                  |       |
|---|--------------------|-------------------------------------|-------|---|----------------------------------|-------|
| <i>Gooruden</i><br><i>uiiku</i> : ゴー<br>ルデンウイ<br>ーク | Golden<br>Week     | Golden<br>Week                      | 100%  | 黄金週間 (お<br>うご<br>んしゅう<br>かん)                  | Golden<br>Week                   | 0%    |
| <i>Haiwee</i> : ハ<br>イウェー                           | Highway            | Highway                             | 25%   | 高速道路 (こ<br>うそ<br>くどうろ<br>)                    | Highway                          | 75%   |
| <i>Fantajikku</i> :<br>ファンタジ<br>ック                  | Fantastic          | Fantastic                           | 62.5% | 幻想的 (げ<br>んそ<br>うてき)                          | Fantastic                        | 37.5% |
| <i>Eikon</i> : エア<br>コン                             | Air<br>Conditioner | Air<br>Conditioner                  | 100%  | 空気調整<br>設備 (く<br>うきちよ<br>うせいせ<br>つび)          | Air<br>Conditioning<br>Equipment | 0%    |
| <i>Gaado</i><br><i>Man</i> : ガー<br>ドマン              | Guard Man          | Guard Man<br>/<br>Security<br>Guard | 25%   | 警備員 (け<br>いび<br>いん)                           | Security<br>Guard                | 75%   |
| <i>Subaru</i> : ス<br>タイル                            | Style              | Style                               | 100%  | 様式 (よう<br>しき)                                 | Style                            | 0%    |
| <i>Domain</i> : ド<br>ンマイ                            | Don't Mind         | Don't Mind                          | 50%   | 気にする<br>な (きに<br>するな)<br>・心配す<br>るな (し<br>んぱ) | Don't Mind /<br>Don't Worry      | 50%   |

|                                     |               |                    |        |                         |                    |        |
|-------------------------------------|---------------|--------------------|--------|-------------------------|--------------------|--------|
|                                     |               |                    |        | いするな<br>)               |                    |        |
| <i>Vikings</i> : ヴ<br>アイキング         | Vikings       | All you can<br>eat | 6.3%   | 食べ放題 (<br>たべほ<br>うだい )  | All you can<br>eat | 93.7%  |
| <i>Bukku<br/>kabaa</i> : ブ<br>ックカバー | Book<br>Cover | Book<br>Cover      | 75%    | 本の表紙 (<br>ほんの<br>ひょうし ) | Book Cover         | 25%    |
| Average                             |               |                    | 61.88% | Average                 |                    | 38.12% |

From the results, it can be seen that Indonesian students use more *Wasei Eigo* vocabulary than the original Japanese vocabulary, with a percentage of 61.88% *Gairaigo* and 38.12% original Japanese. Of the 61.88% *Wasei Eigo* usage, there are two vocabularies that all respondents chose, namely *gooruden uiiku* ( ゴールデンウ イーク )、*eakon* ( エアコン )、and *sutairu* ( スタイル ) At the same time in the use of the original Japanese, the vocabulary that is often used is *tabehoudai* ( 食べ放題 ) as much as the original Japanese. Furthermore, there are also vocabularies whose usage has the same percentage of 50%, namely *donmai* ( どんま ) い in *Wasei Eigo* and *tabehoudai* たべほうだい ( たべほうだい ) in the original Japanese.

**Problems in using *Gairaigo* and *Wasei Eigo* vocabulary for Indonesian students. A total of 11 out of 16 students had problems when using *Gairaigo* and *Wasei Eigo*.**

From this, it can be seen that even Japanese language students who are in Japan still have problems using *Gairaigo* and *Wasei Eigo* vocabulary. Then there are also various problems that have been faced by Indonesian students in Japan. The main problems experienced by these students are the pronunciation of *Gairaigo* and *Wasei Eigo* and the difference in meaning. The problem for Indonesian students in the pronunciation of *Gairaigo* and *Wasei Eigo* is that the pronunciation adapted for Japanese is sometimes difficult to understand, whether the vocabulary is *Gairaigo* and *Wasei Eigo* or not. In addition, there are many mentions of vocabulary that are similar in pronunciation to other Japanese vocabulary.

Then in terms of the meaning of *Gairaigo* and *Wasei Eigo*, Indonesian students have difficulty knowing the true meaning of *Gairaigo Wasei Eigo* because there are differences in meaning from the original language, which causes misunderstanding in communication.

From the results presented above, it can be said that the use of *Gairaigo* and *Wasei Eigo*

is very influential for Indonesian students in Japan. Then from the results of the vocabulary selection, Indonesian students use *Gairaigo* and *Wasei Eigo* more often than the original vocabulary. This indicates that the absorbed vocabulary is very helpful in using Japanese for Indonesian students. Although these vocabularies make it easier, there are various and varied difficulties in using them.

## INTERVIEW RESULTS

Through the results of interviews that researchers have conducted with Indonesian student respondents who are currently in Japan, the following results have been obtained;

### **Have you previously learned what *Gairaigo* and *Wasei Eigo* are? Then explain what you know about them.**

The result of this question was that they all knew what *Gairaigo* and *Wasei Eigo* were. As for the *Gairaigo* and *Wasei Eigo* that they understand, they are words absorbed from outside Japan, such as ( アルバイト ) and others. *Wasei Eigo* is English which is absorbed into Japanese. At the same time, *Gairaigo* is a language from outside Japan, especially from the West, which is then absorbed into Japanese. From the statement, it can be concluded that they do not fully understand the true meaning or intent of *Gairaigo* and *Wasei Eigo*, according to experts.

### **Vocabulary selection in terms of sociolinguistics.**

In this discussion, we will analyze their perspectives by asking them about the reasons for choosing between *Gairaigo* and *Wasei Eigo* or the original Japanese, what makes them prefer these vocabularies, and the reasons for their choice.

*Gairaigo* - *arubaifor* ( アルバイト ) · *fukugyou* ( 副業 ( ふくぎょう ) ) . In this vocabulary, they prefer *arubaifor* アルバイト . According to one respondent, it is because this vocabulary is more common for use, even in job application advertisements written using this vocabulary. According to another respondent, they prefer this vocabulary because this vocabulary can mean part-time work, which is identical to the vocabulary *baito* バイト . - *echiketfor* ( エチケツト ) · *reigi sahou* 礼儀作法 ( れいぎさほう ) . In this vocabulary, one respondent prefers to use *reigi sahou* 礼儀作法 ( れいぎさほう ) , even though the whole word is *reigi sahou* 礼儀作法 ( れいぎさほう ) but in its usage, it often uses *reigi sahou* 礼儀 only. Other respondents prefer エチケツト , as it is similar to the original vocabulary, which makes it easier to remember and understand.

- *kokku* ( コック ) · *ryourinin* ( 料理人 ( りょうりにん ) ) In this vocabulary, they prefer *ryourinin* 料理人 ( りょうりにん ) , according to one respondent this is because this vocabulary is more formal for use, at the same time コック is used in non-formal conversations. According to another respondent, it is because they did not know that chefs have their own *Gairaigo* vocabulary and also because it is easier to remember and understand.

- *konkuuru* ( コンクール ) · *kyougikai* ( 競技会 ( きょうぎかい ) ) / *happyoukai* 発表会 ( は

っぴょうかい) ) In this vocabulary they prefer *kyougikai* 競技会 (きょうぎかい) / *happyoukai* 発表会 (はっぴょうかい), according for one respondent although *konkuuru* コンクール vocabulary is common for use, the pronunciation of the vocabulary is easier or suitable for pronunciation. Another respondent said that it is because it is more appropriate to use the vocabulary in reference to learning. On the other hand, in terms of vocabulary, it can be easily understood.

- *shabon* (シャボン) · *sekken* (石けん (せっけん)) According to one respondent, they prefer *sekken* 石けん (せっけん) because the soap product cover uses this vocabulary and it is more common than *shabon* シャボン. Other respondents chose this vocabulary because they did not know the *Gairaigo* vocabulary.

- *kompasu* (コンパス) · *rashinban* (羅針盤 (らしんばん)) In this vocabulary, they prefer *kompasu* コンパス, because it is easier to remember and do not know the original Japanese vocabulary 羅針盤 (らしんばん).

- *zeminaaru* (ゼミナール) · *enshuu* 演 (えんしゅう) / *koushuukai* 講習会 (こうしゅうかい) In this vocabulary, one respondent prefers to use *ゼミナール* because, in the 3rd year of university, *zemi* ゼミ seminars are usually held and often used for speakers such as *Tanaka zemi* 田中ゼミ instead of the *演 (えんしゅう) / koushuukai* 講習会 (こうしゅうかい). At the same time according for, other respondents prefer the vocabulary *演 (えんしゅう) / koushuukai* 講習会 (こうしゅうかい) because the vocabulary *zeminaaru* ゼミナール sounds difficult to pronounce. Therefore it is easier to use the original Japanese vocabulary. However, when shortened for *zemi* ゼミ, it is more likely to be used, especially in communication.

- *igirisu* (イギリス) · *eikoku* (英国 (えいこく)) In this vocabulary, they prefer *igirisu* イギリス. According to one respondent, it is because this vocabulary is similar to Indonesian. Therefore it can be more spontaneous for use than the original Japanese *eikoku* 英国 (えいこく). Another respondent chose this vocabulary because it is easier to pronounce and more common.

- *Karate* カルテ · *shinsatsukirokubo* (診察記録簿 (しんさつきろくぼ)) / *shinryouroku* 診療録 (しんりょうろく) In this vocabulary one respondent prefer for use *カルテ* due for not knowing the original Japanese vocabulary. The other respondent preferred *shinsatsukirokubo* (

診察記録簿 ( しんさつきろくぼ ) / *shinryouroku* 診療録 ( しんりょうろく ) because they didn't know the *Gairaigo* vocabulary, which is カルテ, but there was an error when answering the questionnaire which resulted in the choice being *karute* カルテ.

- *Konsaato* ( コンサート・ *ongakukai* 音楽会 ( おんがくかい ) / *ensoukai* 演奏会 ( えんそうかい ) ). In this vocabulary, they prefer コンサート. According to one respondent, this is because if *ongakukai* 音楽会 ( おんがくかい ) / *ensoukai* 演奏会 ( えんそうかい ) is used more in pamphlets to advertise a concert, and usually only in writing. Whereas in communication, the vocabulary *konsaato* コンサート is more common and often used. Other respondents thought that this vocabulary is more efficient and universal for use compared to the original Japanese vocabulary *ongakukai* 音楽会 ( おんがくかい ) / *ensoukai* 演奏会 ( えんそうかい ) .

#### *Wasei Eigo*

- *Teema songu* ( テーマソング )・ *shudaika* ( 主題歌 ( しゅだいか ) ) In this vocabulary, they prefer *teema songu* テーマソング because they have never heard and are unfamiliar with the original Japanese vocabulary *shudaika* 主題歌 ( しゅだいか ) .

- *Gooruden uiiku* ( ゴールデンウィーク )・ *ougon shuukan* 黄金週間 ( おうごんしゅうかん ) In this vocabulary, they prefer *Gooruden uiiku* ゴールデンウィーク, according for one respondent's opponent argued that at the same time studying in Japan what was always taught was the vocabulary of *Gooruden uiiku* ゴールデンウィーク, and other respondents argued that the vocabulary was more frequent and more suitable for use in communication.

- *Haiwee* ( ハイウェー )・ *kousoku douro* 高速道路 ( こうそくどうろ ) In this vocabulary, they prefer *kousoku douro* 高速道路 ( こうそくどうろ ), according for one respondent who thinks that this vocabulary is more common to be found in streets, and another respondent who thinks that the vocabulary is literally more suitable in meaning to be used in conversation compared for *haiwee* ハイウェー.

- ( ファンタジック )・ ( 幻想的 ( げんそうてき ) ) In this vocabulary, one respondent preferred ファンタジック because he has never heard the original Japanese vocabulary, 幻想的 ( げんそうてき ), at the same time the other respondent chose 幻想的 ( げんそうてき ) because they were worried that it is different from the known fantastic, so he preferred 幻想的 ( げんそうてき ) because it is more suitable in meaning.

- *Eakon* ( エアコン ) · *kuukichouseisetsubi* 空気調整設備 ( くうきちょうせいせつび )

In this case, they prefer *eakon* エアコン because it is easier for users as it is an abbreviation of the English word Air Conditioner. Another reason is that they have never known or used the original Japanese word *kuukichouseisetsubi* 空気調整設備 ( くうきちょうせいせつび ) .

- *Gaado man* ( ガードマン ) · *keibiin* ( 警備員 ( けいびいん ) ) In this vocabulary, they prefer *gaado man* ガードマン because they hear the vocabulary more often, and it matches the meaning and is easy to remember.

- *Sutairu* ( スタイル ) · *youshiki* ( 様式 ( ようしき ) ) In this vocabulary, they prefer *sutairu* スタイル because they use this vocabulary more often, especially in social media, then in terms of pronunciation, it is easier to pronounce.

- *Donmai* ( ドンマイ ) · *kinisuruna* ( 気にするな ( きにするな ) / *shimpaisuruna* 心配するな ( しんぱいするな ) ) In this vocabulary they prefer *donmai* ドンマイ, this is because this vocabulary is more often used and is one of the popular vocabularies among young people. However, in a situation such as for someone who is not very close, it is sometimes more appropriate for *kinisuruna* ( 気にするな ( きにするな ) / *shimpaisuruna* 心配するな ( しんぱいするな ) ) because it sounds more polite.

- *Baikingu* ( バイキング ) · *tabehoudai* 食べ放題 ( たべほうだい ) In this vocabulary, they prefer *tabehoudai* 食べ放題 ( たべほうだい ) , according for one respondent it is because the stores in Japan often use this vocabulary for promotion, and another respondent thinks that the vocabulary is more suitable for communication.

- *Bukku kabaa* ( ブックカバー ) · *hon no hyoushi* 本の表紙 ( ほんのひょうし ) In this vocabulary, one respondent preferred for use *hon no hyoushi* 本の表紙 ( ほんのひょうし ) because it is used more frequently than *bukku kabaa* ブックカバー. At the same time, the other respondent prefers *bukku kabaa* ブックカバー because it corresponds to the vocabulary of the original language, making it easier to understand and remember. In addition, because he does not know his native Japanese, like

*hon no hyoushi* 本の表紙 ( ほんのひょうし ) .

It can be seen that their opinions regarding the choices they made were very diverse. They chose more *Gairaigo* and *Wasei Eigo* vocabulary than the original Japanese. One of their most common reasons is because *Gairaigo* and *Wasei Eigo* vocabulary is more common and more frequently used. As for the original Japanese vocabulary, they chose them because they are more formal. Some are standardized and more suitable for use in writing and formal communication.

### **Are the *Gairaigo* and *Wasei Eigo* vocabulary easy to use in conversation?**

The result of this question is that the vocabulary of *Gairaigo* and *Wasei Eigo* is relatively easy and difficult. It depends on the situation and conditions that are being experienced. One example

of the difficulty is that when English is absorbed into Japanese, it becomes different. Therefore, even though you know English, the Japanese pronunciation and some of the vocabulary meanings are different. Due to cultural differences, the absorbed language is also adapted to Japanese culture and language. In addition, when using this vocabulary and the interlocutor does not understand what is meant, it can make it difficult to communicate. As for convenience, it helps Indonesian students, especially in terms of limited vocabulary. When they do not know the original Japanese, they can use this vocabulary in communication because it is universal to use.

### **What is the biggest factor for Indonesian students to use *Gairaigo* and *Wasei Eigo*?**

One of them said that in terms of lessons when studying in Japan to discuss an event or about a matter, now uses a lot of *Gairaigo* and *Wasei Eigo*. Therefore, if you do not understand *Gairaigo* and *Wasei Eigo*, it will be difficult to follow the lessons. In addition, a very influential factor is due for not finding the original Japanese vocabulary that is suitable for being conveyed so that the interlocutor can understand what we want to convey with the limitations we have for good and efficient communication for both parties.

From the interview, it can be understood that one of the greatest difficulties in the use of *Gairaigo* and *Wasei Eigo* for students in Japan is in terms of pronunciation and significant changes in meaning from the original language. Therefore, it is necessary to pay attention and understand the use of *Gairaigo* and *Wasei Eigo* again to avoid miscommunication with the interlocutor.

## **CONCLUSION**

From the results that have been analyzed, it can be concluded that *Gairaigo* and *Wasei Eigo* vocabulary is very important to learn. This is because terms and pronunciation are different from the original Japanese, which often causes misunderstanding and miscommunication. On the other hand, this vocabulary has many benefits in facilitating communication using Japanese, especially for Indonesian students. It can help Indonesian students, especially in terms of limited vocabulary. When they do not know the original Japanese can use this vocabulary in communicating because it is universal to understand. However, this vocabulary also has various difficulties, such as problems with tonation, because foreign languages must be able to adjust to Japanese. According to Mueller (1997: 124), *Wasei Eigo* vocabulary is a word or combination of words created in Japanese from English words that have become Japanese vocabulary with a new meaning different from the original meaning. This research, especially in the interview, results provides appropriate results.

From the results of this study, there are still shortcomings in terms of the number of respondents who are still limited. Then in terms of interviews, researchers hope that in the future, they can interview more than that number. In the future, researchers hope that there will be the development of teaching materials in terms of the use of *Gairaigo* and *Wasei Eigo*.

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