

# Hairyō Hyōgen in Fuman Hyōmei Sentence: Understanding the Culture of Japanese' Speech to Improve Cross-Cultural Communication Capability in Japanese Language Teaching

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Abstract: It is the task of the university to produce highly qualified graduates. Regarded as one of the purposes of education, this also applies in Japanese language learning. Learning Japanese is not only about applying certain methods and techniques in teaching, but it also emphasizes on the cultural and social learning that relates to the Japanese tradition custom. One of the significant aspects in learning Japanese is *hairyō hyōgen* (sentence to express tolerance) in delivering *fuman hyōmei* (an expression of dissatisfaction) which is essential in cross-cultural communication. This research explains Japanese culture in speech expressing dissatisfaction as presented in Japanese language learning books. This is a qualitative research as its results are presented in words and phrases which represent *fuman hyōmei*.

## 1 INTRODUCTION

The main purpose of learning a foreign language is to be able to communicate with the people who speak it. The ability to communicate is a skill to deliver the ideas, thoughts, and arguments orally. Dahidi (2008) stated that learning Japanese language is not merely learning the linguistic aspects of the language but also to learn the socio-cultural background of the target language.

Culture in the Japanese language cannot be separated from the ability to tolerate which is known in Japanese as *hairyō* from which the expression *hairyō hyōgen* derives. It is explained in the following statement

対人的コミュニケーションにおいて、相手との対人関係をなるべく良好に保つことに配慮して用いられる言語表現

*Taijinteki komyunike-shon ni oite, aite to no taijin kankei o narubeku ryōkou ni tamotsu koto ni hairyō shite mochiirareru gengo hyōgen.*

‘verbal acts that consist of tolerance words are used to maintain relationship among the speaking partners especially on intrapersonal communication.’

Ponfei (2004) also stated that maintaining relationship among the speaking partners is understood as:

「相手に好ましい印象を与える」とは、相手を心地よい気分にさせるように、相手の心地よさの状態を保つことができるように、自分が相手に誤解されないように、自分が相手にとって喜ばしい存在であるようにと、積極的に相手に快・喜の感情をもたらすこと、などを意図するものである。

*“Aite ni konomashi inshou o ataeru” to wa, aite o kokochi yoi kibun ni saseru you ni, aite no kokochi yosa no joutai o tamotsu koto ga dekiru you ni, jibun ga aite ni gokai sarenai you ni, jibun ga aite ni totte yorokobashi sonzai de aru you ni to, sekkyoku tekini aiteni kai, yorokobi no kanjo o motarasu koto, nado o ito suru mono de aru.*

‘giving a good impression to your speaking partner is to allow them to feel comfortable during the communication, to avoid misunderstanding, to make them feel happy and to create an impression that you are a good speaking partner.’

It can be said that *Hairyō Hyōgen* is the key factor in the speech as Japanese people are concerned about *hairyō* aspects (expression of tolerance).

As foreign students who learn Japanese language, learning the cultural background that corresponds to

the target language is a responsibility. One of the aspects that needs to be learned is *Fuman Hyoumei* (FH) in which the students must be able to express dissatisfaction while maintaining tolerance.

Expression of dissatisfaction is different from the expression of gratefulness in which the speaker might give psychological burden to their speaking partner. As a result, mastering the strategy in expressing dissatisfaction is crucial to maintaining politeness.

Textual books that are used to learn Japanese language at Japanese Department of Faculty of Humanities at Andalas University shows that *hairyo* is not separated from the conversation. As a result, this research focus on the strategy of *hairyo hyougen* which is implied in textual books. The purpose of this study is to improve the cross-cultural communication skill of the students. However, this research only focuses on *fuman hyoumei*.

## 2 METHOD

This research is qualitative research drawing on a descriptive method. Nida (1963) argues that

*“Certain very fixed principles must guide the descriptive analyst if he is to be objective in describing accurately any language or part of any language.”*

Descriptive analysis is conducted base on four principles. First, it should be based on spoken statement; for this research, the statements are written in the book. Second, the form of statement is classified as the primary aspect while the function is regarded as the secondary. Third, no language can be explained without pointing out other references. Fourth, language is always placed in the alteration process (Sudaryanto, 2015).

Nida’s explanation is understood as the descriptive analysis; the data should correspond the source of the research object which is followed by form and function analyses. In general, the principle of the language is universal; as a result, the researcher should have a reference of other languages. As language is changing, the specific limitation is also needed during the research.

The data of this research are taken from a textual conversation that is found in Japanese learning books used as the learning materials. Library approach is applied in collecting *fuman hyoumei* statement available in those books (Masaki, 2010). Non-statistical analysis is done to explain the statement as well as possible behavior caused by the statement.

## 3 ANALYSIS AND DISCUSSION

Statement from Yamaoka et.al (2010) and Makihara (2008) regarding the definition of *fuman hyoumei* is explained as,

不満表明》の定義を、「相手が自分にもたらした  
不利益に対する否定的評価を相手に伝える  
発話機能」とする

*“Fuman hyoumei” no teigi wo, ‘aite ga jibun ni motarashita furieki ni taisuru futeitekini hyouka wo aiteni tsutaeru hatsuwa kinou’ to s uru.*

*“fuman hyoumei” is defined as the dissatisfaction statement which caused disadvantage of the speaking partner.’*

There are several *fuman hyoumei* expression that can be found in books. Most of them express complains as follow:

Data 1

課長：実は、「日本語能力試験」のことなんです  
が、先日結果が来まして……。だめでした。

ミラ—：そう。残念でしたね。

ミラ—：今の私の仕事には、もう少し高いレベルの日本語が必要だと思うんです。できれば会社の費用でこの学校へ行かせていただきたいんですが、どうでしょうか。

課長：そうですね。えーと、週2回、1か月5万円？ ちょっと高いですね。

Data 1 shows a head supervisor who complains about Japanese language tuition fee submitted by his employee as it is shown in this sentence (そうですね。えーと、週2回、1か月5万円？ちょっと高いですね) in English it is translated as: I see, twice a week with monthly tuition around yang 50.000 yen, it is quite expensive isn't it?. the *fuman hyoumei* strategy which corresponds to Yamaoka idea is using the strategy of 「程度を下げる副詞を添えたりなどする」 that applies explanation to reduce dissatisfaction/complain in a sentence. It is possible by adding explanation words such as ちょっと /*chotto* ‘ a little bit’.

Data 2

- 野村 : いつもお帰りが遅いみたいですね。  
ええ、残業が多いので、掃除や洗濯がどうしても夜になってしまうんです。  
ミラー : それはわかりますけど、あまり遅い時間に選  
択されるとちょっと……。子供が寝る時間なので。

In the conversation above, miller (ミラー) expresses his complain to Nomura (野村) who is always disturbs him by cleaning up at night. To express his complain, miller uses the strategy of 「副詞節を用いるなどして、不満表明をするのを躊躇していること、不満が少量であることを示す」 by using adverbial sentence to give an expression of small complain. It is supported by 「あまり遅い時間に選択されるとちょっと……」 which is translated into English as: “you wash your clothes at night don't you? How should I say it to you……”.

Data 3

- イー : あのう、今日1時に、そちらに向かうことに  
なっていたんですが……。  
森教授 : ええ、どうかしましたか。  
イー : はい、乗る電車を間違えてしまって30分ぐ  
らい遅れそうなんです。  
森教授 : そうですか。私は2時半から授業なんですが……。

The next conversation occurs as the professor complains because his student comes really late, when he already has another appointment at 2.30. It is shown in the following sentence 「そうですか。私は2時半から授業なんですが……。」 it is translated into English as I see, but I have classes at 2.30…’.

*Fuman hyoumei* found in the textual books used Japanese Department of Faculty of Humanities at Andalas University is mostly as a form of complain. However, the books do not give detail explanation about *fuman hyoumei* and the *hairyo hyougen* aspect that correspond to the sentence.

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