

Analysis Of The Meaning Of *Gairaigo* Related To Covid 19 On Learning Speaking Skills

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Abstract--During the Covid 19 pandemic, the world of education changed completely. Previously learning was done face-to-face in class or offline, but during the pandemic it was done online. One of them is learning Japanese especially speaking skills by *online*. One of the materials for speaking skills is presentation in Japanese. The topic of the presentation was "Pandemic of Covid 19". On this topic, students use the *Gairaigo* Japanese language vocabulary. This is due to lack of Japanese vocabulary knowledge related to covid 19. *Gairaigo* is an absorption word from a foreign language in Japanese, especially from Western European languages and does not include vocabulary from Chinese. The word uptake is already commonly used in daily life as is the original Japanese vocabulary. Therefore the purpose of this study is to determine the meaning of the equivalent *gairaigo* in Japanese. The research method is descriptive method that describes the equivalent of *gairaigo* associated with covid 19 with Japanese. Data collection techniques used are listening and note technique. Researchers watched the video presentation and noted the object of research in the form of *gairaigo* associated with covid 19. The results of the study, were found *gairaigo* from English and Indonesian.

Key words: *Gairaigo*, covid*19, speaking skills

I. INTRODUCTION

Since the Minister of Education and Culture issued Circular Number 36962 / MPK.A / HK / 2020 so that all teaching and learning activities both at schools and college campuses use the online method (in network) aka online as an effort to prevent the development and spread of Coronavirus disease (Covid-19). Lots of interesting, funny, and sad stories that occur in the learning process using this method.

It can be seen how stuttering the educators are, the stress of the parents who accompany their children to study at home, and of course how the students are confused about the bizarre pile of assignments from teachers who are stuttering.

In the process, actually this modern learning model has been regulated in Permendikbud no. 22 of 2016 concerning Process Standards with the following principles (Jaya, 2017):

1. From the students are told to the students to find out.

2. From the teacher as the only source of learning to learning based on various learning resources
3. From a textual approach to a process as a strengthening of the use of a scientific approach
4. From content-based learning to competency-based learning
5. From partial learning to integrated learning
6. From learning that emphasizes single answers to
7. From verbalism learning to applicative skills
8. Improvement and balance between physical skills (hard skills) and mental skills (soft skills)
9. Learning that prioritizes the culture and empowerment of students as lifelong learners
10. Learning that applies values by giving an example (ing ngarso sung tulodo), building will (ing madyo mangun karso), and developing the creativity of students in the learning process (tut wuri handayani)
11. Learning that takes place at home in schools and in the community
12. Learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is the class
13. Use of information and communication technology to increase the efficiency and effectiveness of learning
14. Recognition of individual differences and cultural backgrounds of students.

If the learning principles above are aligned with the 4 pillars of education compiled by UNESCO, namely Learning to Know (learning to know), Learning to Do (learning to do something), Learning to Be (learning to be something), and Learning to Live Together (learning to live together), then now is the most appropriate opportunity to rearrange the direction of our education world which has strayed far from our goals.

The world of education must again teach how to learn (Learning How to Learn), not Learning What to Learn (learn about something). All of this is reflected in the content of this week's online learning where the teacher is still struggling with content or material that is made to inform students rather than leaving them to find out for themselves.

The outbreak of the Corona Virus Disease 2019 (Covid-19) pandemic case since December 2019 until now requires all teaching and learning

activities for students to be temporarily carried out at home. This needs to be done in order to minimize mass physical contact so that it can break the chain of spreading the virus.

To fill the teaching and learning activities that must be completed in this academic year, the government has adopted a policy of learning to be carried out through distance learning with online media (online), either using a cellphone, PC, or laptop.

Online media is considered very effective as a solution to prevent the spread of Covid-19 in educational settings. The teacher only needs to provide questions which will be sent via cellphone / laptop of students or parents. Then the students just need to do the assignment from the teacher. The results of the work or assignment are sent back to the teacher via whatsapp (WA), application, or collected upon entry to educational institutions. With the internet, students can learn to know, learn to do, learn to be something, and learn to live together with a very different approach in the pre-internet era where the teacher was the only source of learning. Educators simply facilitate how students can find out reliable learning sources, not hoaxes, and not just the opinion of someone whose credibility is still in doubt.

At the undergraduate level at Semarang State University, Japanese language education is one of the educational study programs chosen by students to pursue a bachelor's degree. The purpose of this Japanese language education study program is to form and produce graduates who (Kania, 2018):

1. Competent and innovative in the field of Japanese language education and teaching,
2. Good at communicating both spoken and written in Japanese,
3. Have responsibility for the profession, and
4. Mastering the scientific nature of the Japanese language so that he is able to think, behave, and act as a scientist.

The process of learning and teaching activities is generally carried out face to face. Each subject is two credits. However, since the Covid 19 pandemic, teaching and learning activities have shifted to online learning. Likewise, learning Japanese speaking skills. The topic of learning the ability to speak is a presentation about the COVID-19 pandemic. Tarigan (2013: 15) says that speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and feelings.

In speaking activities, students are expected to be able to speak according to their touch situations. In language learning, it is necessary to focus on the use of language in real situations (Soemarmi, 2017: 225). Learning the ability to speak Japanese through presentation activities, students report their ideas and ideas through presentations using Japanese.

The vocabulary used by students in the presentation is vocabulary related to covid 19. Japanese, like any other language, absorbs many words from foreign languages which are used as complementary words in the language to keep up with developments from time to time. Chinese is a language that was originally absorbed by the Japanese state, along with its letters which were adopted and modified so that it is compatible with Japanese. The words adopted from China are called *kango* (漢語). However, there are also words from various other countries that come in, for example from European countries called *gairaigo* (外来語).

The use of *gairaigo* is often used by students as a communication strategy in expressing Japanese against Japanese vocabulary that they are not good at. There is also *gairaigo* which has the original Japanese word, for example the word *ryokan* (N) (旅館) and *hoteru* (N) (ホテル) from the English word hotel which has similar meanings but has different degrees of meaning. A *ryokan* (旅館) means a traditional Japanese inn. While *hoteru* (ホテル) means lodging with complete and luxurious facilities. And there is also *gohan* (N) ご飯 and *raisu* (N) ライス. *Gohan* (N) ご飯 means food, while *raisu* (N) ライス from the English word rice means rice; rice. The use of this word in Japanese can have different meanings. Since *raisu* (N) ライス can only be attached to words from languages other than Japanese, *raisu* (N) ライス has a more modern feel than *gohan* ご飯 (Amalina, 2015).

Based on the background of the problem above, the aim of this study is to find out what *gairaigo* students use in the presentation of the topic of Covid 19 and whether or not there is an equivalent in Japanese.

Use of *gairaigo*

The use of *gairaigo* is not arbitrary, because it must be in accordance with the rules that exist in Japanese, including the pronunciation procedure. In general, the pronunciation of *gairaigo* is independent of the sound of the original word because it has been adapted to the rules of Japanese sounds. Here are the special features of *gairaigo* (Yani, 2018):

1. Written in katakana letters, katakana are Japanese letters that function to write loan words that come from outside of the Japanese language, which include nouns, place words, people's names, country names and so on (Pamungkas, 2008: 4).
2. Changes in usage, seen from the original language can experience an expansion in the meaning and shortening of the sound of words,
3. The use of *gairaigo* is quite limited,
4. Relatively many concrete nominals,
5. There is also *gairaigo* made in Japan similar to Chinese

Other things that can be used as characteristics of *gairaigo* in Japanese are things related to the

shortening of *gairaigo*, changes in the word class of *gairaigo*, the addition of the suffix *na* in the adjective word class *gairaigo*, and the shift in meaning that occurs in *gairaigo*. (Sudjianto dan Dahidi, 2014: 105).

II. METHOD

This study used a qualitative descriptive method that describes *gairaigo* associated with Covid 19. This study also describes the presence or

absence of *gairaigo* associated with Covi 19 with Japanese. The data collection method used in this research is the documentation method. Documentation method of student presentation results in video form. And the data analysis method used is the listening method.

III. RESULT AND DISCUSSION

The results obtained are listed in table 1. below.

Table 1. Vocabulary related to covid 19 used by students during presentations.

Data	English	Japanese	Romaji
1.	<u>Covid 19</u>	新型コロナウィルス	<i>Shingata Korona wirusu</i>
2.	Symptoms	症状	<i>Shoujou</i>
3.	The main symptom	主な症状	<i>Omona shoujou</i>
4.	Cold	鼻水	<i>Hana mizu</i>
5.	Cough	咳	<i>Seki</i>
6.	Sore throat	喉の痛みや腫れ	<i>Nodo no itami hare</i>
7.	Sneezing	くしゃみ	<i>Kushami</i>
8.	Fever	発熱	<i>Hatsunetsu</i>
9.	Direct inhalation	直接吸い込む	<i>Chokusetsu suikomu</i>
10.	Transmission by spark	飛沫感染	<i>Himatsu kansen</i>
11.	Transmission by physical contact	接触感染	<i>Sesshoku kansen</i>
12.	People who are infected	感染者	<i>Kansensha</i>
13.	<u>Covid 19 prevention</u>	新型コロナウィルス感染防止	<i>Shingata korona wirusu kansen boushi</i>
14.	<u>Covid 19 specific treatments and drugs.</u>	新型コロナウィルス感染症に対する特別な治療・薬剤	<i>Shingata korona wirusu kansen shou ni taisuru tokubetsuna yakuzai</i>
15.	<u>Vaccine</u>	ワクチン	<i>Wakuchin</i>
16.	<u>Virus outbreak</u>	ウイルスの発生	<i>Wirusu no hassei</i>
17.	Infectious diseases	感染症	<i>Kansenshou</i>
18.	Quarantine	検疫	<i>Kan'eki</i>
19.	Ventilator (artificial breathing apparatus)	人工呼吸器	<i>Jinkou kokyuu ki</i>
20.	No symptoms	無症状	<i>Mushoujou</i>
21.	Symptoms are mild to moderate	軽 ~ 中等症	<i>Kei ~ chuutoushou</i>
22.	<u>Pandemic</u>	汎流行 (パンデミック)	<i>hanryuukou (pandemikku)</i>

23.	<u>Epidemic</u>	流行 (エピデミック)	<i>ryuukou (epidemikku)</i>
24.	<u>Telework</u>	テレワーク	<i>Terewaaku</i>
26.	Use a face <u>mask</u>	マスク着用	<i>Masuku chakuyou</i>
27.	<u>Social distancing</u>	社会的距離 (ソーシャルディスタンス)	<i>Shakai-teki kyori (soosharu disutanshingu)</i>
28.	Practice refraining from leaving the house	外出自粛	<i>Gaishutsu jishuku</i>
29.	Guide to cough <u>etiquette</u>	咳エチケット	<i>Seki echiketto</i>
30.	<u>Handkerchief</u>	ハンカチ	<i>Hankachi</i>
31.	Hand sanitizer	手指消毒用アルコール	<i>Shushi shodokuyou aruko-ru</i>
32.	Out of breath	呼吸困難	<i>Koukyuu konnan</i>

From the table above, Japanese vocabulary related to Covid 19, there are 12 gairaigo data. The gairaigo data are data 1, data 13, data 14, data 15, data 16, data 22, data 23, data 24, data 26, data 27, data 29, data 30, and data 31.

Data 1. 新型コロナウイルス.

Shingata korona wirusu.
Covid 19.

Data 13. 新型コロナウイルス感染防止.

Shingata korona wirusu kansen boushi.
Covid 19 prevention.

Data 14. 新型コロナウイルス感染症に対する特別な治療・薬剤.

Shingata korona wirusu kansen shou ni taisuru tokubetsuna yakuzai.

Covid 19 specific treatments and drugs.

Gairaigo that was found from data 1, 13, and 14 is *korona wirusu*. *Corona wirusu* means corona virus, there is no equivalent in Japanese because it is an absorption vocabulary. The word corona itself is Latin for crown. The existence of a kind of thorn shaped like a crown on the surface of the virus is the reason why it was given this name so that the name corona comes from Latin which means "crown." The formation of the word corona virus becomes *korona wirusu*, the sound v becomes w, because in Japanese there is no sound v.

Data 15. ワクチン

Wakuchin
Vaccine

Gairaigo on data 15 is wakuchin there is no Japanese equivalent. *Wakuchin* is an absorption language, namely vaccine, which comes from the Latin "vacca" which means cow. The formation of

the word vaccine becomes wakuchin, the sound v becomes w, because in Japanese there is no v sound.

Data 16. ウイルスの発生

Wirusu no hassei
Virus outbreak

Gairaigo in data 16 is *wirusu* there is no Japanese equivalent. *Wirusu* is an absorption language, namely vaccine, which comes from Latin which means poison and dangerous liquids. The formation of the word vaccine becomes wakuchin, the sound v becomes w, because in Japanese there is no v sound.

Data 22. パンデミック

Pandemikku
Pandemic

Gairaigo in data 22 is *pandemicku*, there is an equivalent in Japanese, namely *hanryuukou* 汎流行. *Pandemicku* is an adapted language, namely pandemic, which comes from English (pandemic) which means a disease that spreads globally over a large geographical area. In English in "pandemic", the letter c behind the word changes to kku, there is a change in the sound of the consonant. This is adjusted to the pronunciation that occurs stress at the end of the word "pandemic" and in Japanese there are no consonant sounds apart from the letter "n".

Data 23. エピデミック

Epidemikku
Epidemic

Gairaigo in data 23 is *epidemicku*, there is an equivalent in Japanese, namely *ryuukou* 流行. *Epidemicku* is an adapted language, namely epidemic, which comes from English (epidemic) which means an epidemic that spreads in a certain geographic area. In English in "epidemic", the letter

“c” behind the word changes to *kku*, there is a change in the sound of the consonant. This is adjusted to the pronunciation that occurs stress at the end of the word "epidemic" and in Japanese there are no consonant sounds apart from the letter "n".

Data 24. テレワーク

Terewaaku
Telework

Gairaigo on data 24 is special, there is no Japanese equivalent. *Terewaaku* is an adapted language derived from English, namely telework, commonly known as telecommuting, which is a concept where work can be done without being limited by space, which means working using telecommunications technology such as telephones, fax machines and the internet. Telework changes its sound to *terewaaku*, in Japanese there is no “l” sound so it turns into an “r” sound.

Data 26. マスク着用

Masuku chakuyou
Use a face mask

Gairaigo on data 26 is *masuku*, there is no Japanese equivalent. *Masuku* is an absorption language derived from English, namely mask, which is a tool for covering the mouth and nose. Mask changes its sound to *masuku*, in Japanese there is no consonant sound, mostly paired with a vowel sound so the word mask becomes *masuku*.

Data 27. ソーシャルディスタンス

Soosharu disutanshingu
Social distancing

Gairaigo in data 27 is *soosharu disutanshingu*, there is a Japanese equivalent of *shakaiteki kyori* 社会的距離. *Soosharu disutanshingu* is an adapted language originating from English, namely social distancing, which is social distancing or maintaining distance. Social distancing changes the sound to *soosharu* in sequence, adapting to Japanese hearing and existing Japanese sounds. Like the sound "l" becomes "r" and consonants in Japanese cannot stand alone. Therefore the sound "r" becomes "ru" and the sound "g" becomes "gu"

Data 29. 咳エチケット

Seki echiketto
Guide to cough etiquette

Gairaigo on data 29 is *echiketto*, there is no Japanese equivalent. *Echiketto* is a loanword derived from French, namely etiquette, namely rules or manners. Etiquette changes its sound to *echiketto*, adjusting Japanese hearing and existing Japanese sounds. Like the sound "ti" becomes "chi".

Data 30. ハンカチ

Hankachi
Handkerchief

Gairaigo on data 30 is *hankachi*, there is no Japanese equivalent. *Hankachi* is a borrowed language derived from English, namely

handkerchief, which is a handkerchief. Handkerchief, changes the sound to *hankachi*, adjusts Japanese hearing and existing Japanese sounds.

Data 31. 手指消毒用アルコール

Shushi shodokuyou aruko-ru
Hand sanitizer

Gairaigo in data 31 is *aruko-ru*, there is no Japanese equivalent. *Aruko-ru* is a borrowed language derived from Arabic, namely *al-khul*, which is alcohol. *Al-khul*, changing the sound to *aruko-ru*, adjusts the Japanese hearing and the sound in existing Japanese.

Based on the results and discussion, 32 data on Japanese language vocabulary related to the COVID-19 pandemic were presented by students of the 4th semester of the Japanese language study program. Latin data *gairaigo* comes from French and 1 data comes from Arabic.

IV. CONCLUSION

Based on the results and discussion, 32 data on Japanese language vocabulary related to the COVID-19 pandemic were presented by students of the 4th semester of the Japanese language study program. From the 32 data, 12 data were obtained: *Wirusu Corona* (3 data), *Wakuchin*, *Wirusu*, *Pandemicku*, *Epidemicku*, *Terewaaku*, *Masuku*, *soosharu disutanshingu*, *echiketto*, *hankachi*, and *aruko-ru*. And then 7 *gairaigo* data comes from English: *pandemikku*, *epidemicku*, *terewaaku*, *masuku*, *soosharu disutanshingu*, and *hankachi*, 5 data originating from the Latim: *korona wirusu* (3 data), *wakuchin*, *wirusu*, 1 *gairaigo* data comes from French: *echiketto* and 1 data comes from Arabic: *aruko-ru*. From 32 *gairaigo* data, 3 data have their equivalent in Japanese.

Students use *gairaigo*, as a strategy in communicating or in conveying messages to listeners in learning speaking skills.

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