

## **ANALYSIS OF EFFECTIVE THE MASTERY OF BUSINESS JAPANESE COMMUNICATION ON STUDENTS KNOWLEDGE AND INTERESTS**

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### **Abstract**

It is necessary to develop an interest in learning good Japanese business communication in students. Considering the importance of learning interest in the learning process, teachers must pay attention to and develop this learning interest. The communication culture of Japanese society in general characterizes Japanese business communication in particular. Even though Japanese business communication is actually considered more complex, this is a derivative of the character of Japanese society itself. In learning Japanese, apart from being introduced to the communication culture, other cultures related to the Japanese business world should also be introduced. Some values in the Japanese business world are still closely held, but there are also values that have begun to be abandoned, one of which is loyalty. Japanese business communication culture in the form of group orientation can be introduced through learning jikoshokai 'self introduction' and meishi kokan 'exchanging business cards'. Apart from that, the expressions osewa ni narimashita and juju hyogen 'the expression give and receive' can be taught to introduce hierarchical culture. Meanwhile, horensō culture can be introduced through learning the N gurai Vru monda sentence pattern.

**Keywords:** Communication, Japanese Business, Student Interests

### **INTRODUCTION**

In this era of globalization, as millennials with increasingly developing technology, apart from using the national language or mother tongue, we are required to master the language to support the need to communicate with other people around the world. Therefore, foreign language teaching is really needed in schools, and many international schools have emerged that use several foreign languages as the medium of communication in the classroom (Gattegno, C, 2010). Foreign language subjects have been implemented in schools from primary education to senior secondary education. Even a foreign language is a compulsory subject, such as English. But there are also other foreign languages taught in schools, including French, Mandarin, Japanese, German, Arabic, and others. These foreign languages are usually made into

compulsory subjects or local content subjects (Heining-Boynton, A. L., & Haitema, T, 2007).

In learning activities, interest is used as a force that will encourage students to learn. To achieve success in the learning process, it can be seen from optimal learning results. One of the factors that influences optimal learning outcomes is students' interest in learning. This is because interest greatly influences students' learning activities. Students who have an interest in learning will continue to be diligent in studying, in contrast to students who have no interest in learning (Renninger, K. A., et al, 2014). Likewise, students who have an interest in Japanese subjects will study Japanese seriously, such as feeling happy when learning Japanese, being able to solve questions given by the teacher well and correctly, and so on.

In teaching Japanese, of course strategies are needed to provide understanding to students so that Japanese communication culture can be understood well. Of course, it will be very effective if it is done through an experience that is directly experienced by the learner, so that it is easier to understand (Diner, L., et al, 2022).

The communication culture of Japanese society in general characterizes Japanese business communication in particular. Even though Japanese business communication is actually considered more complex, this is a derivative of the character of Japanese society itself. An example is a disciplinary problem. Japanese discipline has become the identity of the Japanese people (Noma, H, 2009). Likewise in the business world. In general, people in the Japanese business world really emphasize high discipline. An employee will feel very embarrassed if he arrives late at a meeting. With this shame, it will automatically reduce the individual's "value" in front of other people. In fact, it is possible that if this is done repeatedly it will hinder a person's career (Lebra, T, 2007).

In learning Japanese, apart from being introduced to the communication culture, other cultures related to the Japanese business world should also be introduced. Some values in the Japanese business world are still closely held, but there are also values that have begun to be abandoned, one of which is loyalty (Yamamoto, K., & Lloyd, R. A, 2019). Currently, many of Japan's younger generation are considered less loyal to their companies. They tend to change places of work for several reasons. On the other hand, previous generations who were very loyal to the company also became a problem for the Japanese government (Ciubancan, M, 2015).

## **RESEARCH METHOD**

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

## **RESULT AND DISCUSSION**

### **Business communication**

The definition of business communication according to Guffey, M. e., & Loewy, D (2019) is the process of exchanging information between individuals through a common system, whether with symbols, signals or behavior and actions. There are two basic forms of communication, namely nonverbal communication and verbal communication. Verbal communication is a form of communication conveyed by the communicator to the communicant in written or oral manner. Non-verbal communication is the opposite of verbal communication, namely a process of communication or conveying messages or information conveyed by someone to another person without any speech or words, but using movements or signs (Conrad, D., & Newberry, R, 2011). In general, apart from being familiar with business communications, you are also familiar with interpersonal communications (interpersonal communications) and cross-cultural communications (intercultural/cross communications).

There are two basic forms of communication, namely nonverbal communication and verbal communication. Verbal communication is a form of communication conveyed by the communicator to the communicant in written or oral manner. Verbal communication occupies a large portion. Non-verbal communication is the opposite of verbal communication, namely a process of communication or conveying messages or information conveyed by someone to another person without any speech or words, but using movements or signs (Kaul, A, 2014). The stages of the communication process according to Bovee and Thill in their book *Business Communication Today* consist of six types, namely: 1) The sender has an idea or thoughts; 2) The sender turns the idea into a message; 3) The sender conveys the message; 4) The recipient receives the message; 5) Receiver interprets the message; 6) The recipient responds and sends feedback to the sender (Hooker, J, 2012).

## **Japanese Communication Culture**

The concept of communication in the world is broadly divided into two concepts according to Hall (Ishihara, N., & Maeda, M, 2017), namely low context culture and high context culture. In this case, a country with a low context culture is a country that has a direct (explicit) concept of communication, while a country with a high context culture is a country that has an indirect (implicit) concept of communication. The existence of these two different communication concepts often creates obstacles when communication is carried out between people from different cultural contexts. In general, people with low-context communication cultures tend to find it difficult to understand the communication intentions of people with high-context communication cultures who generally rely heavily on body language, expressions and intonation, etc. On the other hand, people from high communication context cultures often feel dissatisfied with the communication they have with people from low communication context cultures.

Apart from that, another Japanese communication culture is that Japanese people really avoid eye contact. eye contact is considered impolite and even challenging to the person you are talking to. Despite eye contact, Japanese people are known to be very communicative in speaking. This is demonstrated by the emergence of the term aizuchi (相づち) in Japanese communication culture and the Japanese habit of nodding when communicating. Interestingly, a nod in Japanese culture does not always mean agreement, but rather an expression of "I heard what you said" or even just being polite (Noma, H, 2009).

In the world of international business, doing business with Japanese people is not known to be easy. This is of course motivated by the high-context communication culture adopted by Japan so that Japanese people are often considered slow in making decisions, very detailed, indecisive or vague in giving rejections, etc. Concerns about communicating business with Japanese people were also published in an english book published in 1999 which stated that misunderstandings caused by different communication styles often result in many business opportunities being lost for foreigners who do business with Japanese people (Khalmurzaeva, N. T., et al. , 2021). This certainly shows that it is really important to study business characteristics with Japanese people as preparation for entering the world of Japanese business.

## **Non-verbal Communication in Japanese Culture**

For Japanese culture, verbal language can create a sense of distrust between one another. Because the Japanese have a view that considers people who talk too much not to be trusted, so in convincing their colleagues they often show a lot of their actions and the results. In Japan during traditional times, children were taught not to talk much, not even to talk to strangers or in public unless it was absolutely necessary. In Japan, feelings and communication attitudes are crucial. In the behavior of Japanese society, they don't talk much, but show more non-verbal communication in communicating (Kavanagh, B, 2010).

In simple terms, non-verbal communication is all signals that are not words. According to Larry A. Samovar and Richard e. Porter (Schmidt-Fajlik, R, 2007), non-verbal communication includes all stimuli in a form of communication, produced by the individual and the individual's use of the environment, which has potential message value for sender or receiver, so this definition includes both intentional and unintentional behavior as part of the overall communication event. We send many non-verbal messages without realizing that these messages are meaningful to other people.

Non-verbal communication is a process where messages are conveyed without using words. Non-verbal messages are the most appropriate means of suggestion. There are communication situations that require us to express ideas and emotions indirectly. This suggestion is intended to suggest something to other people implicitly (Indahningrum, M., et al, 2021).

### **a. Miburi (gesture) or body movement**

Miburi is a gesture that is a form of non-verbal behavior in the movements of the hands, shoulders, fingers and so on. When using body movements consciously or unconsciously to emphasize a message. Miburi (gestures) or body movements are used in non-verbal communication and communicate certain functions.

What is included in Miburi (gestures) or body movements in Japanese society are as follows: (Amri, M, 2019).

#### **1. Ojigi**

Ojigi is a Japanese way of greeting, saying thank you, and showing respect. This ojigi is done by bending the body 45 degrees and looking downwards. The lower the bow, the more respect the person has. Apart from greeting members, this gesture is usually also used to apologize. When you do this gesture to apologize, you usually say "gomennasai".

#### **2. Watashi**

Watashi literally means I, Japanese people have a unique way of showing themselves, namely by pointing the tip of their nose, different from people from other countries who usually pat their chest when showing themselves. Japanese people do this because for Japanese people, if they are embarrassed, the thing they feel most embarrassed about is their nose, because the nose is the most prominent part of the body. So for Japanese people, the nose shows their identity.

3. Onegai

Onegai means "help" or "ask for help". Onegai is done by clapping your hands together in front of your face, then saying "onegai". Apart from using it to ask for help, onegai is usually also used to apologize. When apologizing, the word used is "gomen/gomen nasai" which means sorry.

4. Itadaku

Place both hands directly above the food bowl and position them in front of your chest. While saying "itadakimasu" you can then start eating the food that has been served. After eating, put your hands together in front of your chest right above the bowl with your chopsticks back in place and say "gochisousamadeshita".

5. Hi

The same as in Indonesia and other countries, in Japan, when you express your agreement you nod your head repeatedly and say "hi" which means "yes".

**b. Eye Contact (eye contact)**

eye contact can tell other people a message so that people will pay attention word for word through gaze. Japanese people do not make eye contact when communicating to respect the person they are talking to. For Japanese people, eye contact sometimes shows a lack of respect. Japanese people will glance at the face of the person they are talking to and this is only done for a moment. Direct eye contact is very taboo for children or younger people or subordinates, because this attitude shows insolence and defiance (Widianti, S, 2021).

**c. Facial expressions**

Facial expressions include the influence of facial expressions used to communicate emotionally or react to a message. Facial expressions are an important aspect of body language. Facial expressions convey honesty and open feelings. However, the facial expressions of Japanese people are very mysterious. For a gaijin (as outsiders are called), it is very difficult to guess what a Japanese person is thinking just by looking at their eyes. They may

still smile even when they are unhappy or have just experienced a sad event. Not understanding the meaning of their smiles is a source of misunderstanding for a gaijin. However, this does not mean that their smile is a fake facial expression (Koeda, M., et al, 2013). In Japan, there is a unique and interesting fact behind the Japanese habit of wearing masks. Not a few Japanese people have liked to wear masks every day for years. The main reason why Japanese people use masks so often, according to psychologist Jun Fujikake, explains that by using masks, Japanese people can hide their facial expressions, whether they are smiling or angry. This is the case with employees who choose to wear masks in the office because they consider the office to be a stressful operation, so they use masks to hide their facial expressions (Raversa, A, 2020).

## **Kurasu Katsudou Method as an Introduction to Business Communication Culture**

### **A. Group Orientation**

In Japanese language learning, group orientation culture can be embedded in the learning of jikoshoukai (自己紹介) 'self-introduction' and meishi koukan (名刺交換) 'exchange of business cards'. To introduce the concept of group orientation, in Jikoshoukai the following sentence patterns can be introduced: (Tanaka, H, 2013).

example:

私はディポネゴロ大学のラニです。

*Watashi wa Diponegoro daigaku no Rani desu*

'I'm Rani from Diponegoro University.'

Through the pattern above, teachers can develop class activities while introducing meishi koukan culture. First of all, students are asked to make business cards freely, meaning that N1 and N2 do not have to be filled in with their real identity. After that, they were asked to exchange business cards using the pattern above. By carrying out these class activities, students not only have the knowledge that Japanese society is a group-oriented society, but also a society that enjoys exchanging business cards in the business world.

### **B. Hierarchy in Companies**

Hierarchy in Japanese companies is reflected in the mention of positions after people's names, for example someone named Tanaka who has the position of section head or buchou (部長) will be called Tanaka buchou. Mention of positions in Japanese companies will only be given to people who have positions such as kachou (課長) 'section head', buchou, and shachou (社長) 'company head' (Chau, V. S., & Nacharoenkul, T, 2023).

In teaching Japanese, the hierarchical system of the Japanese business world can be taught through the juju hyougen-themed kurasu katsudou (授受表現) and learning the expression osewa ni narimashita (お世話になりました). Juju hyougen or the expression give and receive is an expression used to express the activity of giving, whether in the form of goods or services. In this expression, Japanese uses a polite form of verb when the giving and receiving activity involves someone who is in a superior position. This is reflected in the emergence of the words sashiageru, itadaku, kudasaru which indicate the verb give, receive. Apart from that, you can also include knowledge about the expression osewa ni narimashita. In the Japanese business world, this expression is often replaced with the expression osewa ni natte orimasu 'I have received a lot of kindness/help/cooperation from you'. If expressed to someone superior, it will sound more polite. This expression is an expression that is often used in the Japanese business world as a form of respect for superior people because they have guided many subordinates.

#### C. Hourensou

Hourensou is an abbreviation of houkoku (報告) 'report', renraku (連絡) 'contact', soudan (相談) 'discussion' Considering that Japanese society is a group-oriented society, hourensou is a very important communication culture in a team. In houkoku a person is required to always report the progress of a job given to related parties, renraku focuses on the importance of always building communication with related parties regarding a job, and soudan discusses the importance of consulting with related parties when encountering difficulties in work ( Ojanperä, O, 2014).

## CONCLUSION

Interest is used as a force that will encourage students to learn. To achieve success in the learning process, it can be seen from optimal learning results. One of the factors that influences optimal learning outcomes is students' interest in learning. This is because interest greatly influences

students' learning activities. Students who have an interest in learning will continue to be diligent in studying, in contrast to students who have no interest in learning. Likewise, students who have an interest in Japanese language subjects will study Japanese seriously, such as feeling happy when learning Japanese, being able to solve the questions given by the teacher well and correctly. Japanese business communication culture in the form of group orientation can be introduced through learning jikoshokai 'self introduction' and meishi kokan 'exchanging business cards'. Apart from that, the expressions osewa ni narimashita and juju hyogen 'the expression give and receive' can be taught to introduce a culture of hierarchy. Meanwhile, horensō culture can be introduced through learning the N gurai Vru monda sentence pattern.

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