AN ANALYSIS OF COMMUNICATION SITUATIONS IN THE USE OF INVITATION EXPRESSIONS BY INDONESIAN LEARNERS OF JAPANESE

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INTRODUCTION

- In communication, invitation expressions are used to ask someone to do something together, like eating or going somewhere.
- These expressions are often different depending on who you are talking to and what situation you are in.
- For Indonesian learners of Japanese, using invitations in the right way can be difficult. This is because of pragmatic transfer—they sometimes use styles or strategies from Indonesian, which may not match the rules in Japanese.
- This study focuses on finding out:
  - What kinds of situations Indonesian learners usually use invitation expressions in.
  - How social factors (like status or relationship) affect the way they invite someone.
- This research uses the SPEAKING model by Dell Hymes to understand the importance of social and cultural context in everyday communication.

LITERATURE REVIEW

Pragmatic Transfer is when someone uses communication habits from their first language while speaking a new language. This can cause misunderstanding or errors.

- Kasper (1992): Pragmatic transfer is very common and important in language learning.
- Oktarina & Haristiani (2021): Found errors in how learners make requests due to misunderstanding roles.
- Osuka (2021): Study abroad does not always solve these errors.

Context Matters:

- Barbulet (2023): Understanding the situation is key to using expressions correctly.
- Dell Hymes' SPEAKING framework helps analyze how setting, people, purpose, and social norms influence language.

METHOD

This research used mixed methods, combining numbers (quantitative) and meaning (qualitative).

Participants: 25 Indonesian students who are learning Japanese (JLPT level N5 to N3).

Quantitative Data:

- Learners answered a survey about 16 daily invitation situations.
- They rated how often they use each situation on a scale from 0 (never) to 5 (very often).
- The average scores were calculated to find the top 10 most-used and bottom 6 least-used situations.

Qualitative Data:

- The SPEAKING model was used to analyze context in each situation.
- Interviews with some learners helped explain why certain invitations were more or less common.

FINDING AND DISCUSSION

Findings (Top 10 Situations)

No	Situation	Never (Out of 25)	Average (0–5)
1	Inviting a friend to go home together after class	0	3.92
2	Inviting a friend to eat together after class	1	3.68
3	Inviting a fellow organization member to discuss or hang out	1	3.60
4	Inviting a friend to work on a group assignment or project together	2	3.40
5	Inviting a friend to help with organizational work	0	3.20
6	Inviting a friend to participate in campus activities	2	3.08
7	Inviting a friend to ask a professor for an explanation together	2	3.04
8	Inviting a friend to search for assignment materials together	2	2.88
9	Inviting a junior to eat together or chat	3	2.84
10	Inviting a senior to eat together or chat	2	2.64

These are situations learners face every day, and they feel more comfortable inviting others.

FINDING AND DISCUSSION

Findings (6 Least Used Situations)

No	Situation	Never (Out of 25)	Average (0–5)
11	Inviting a friend to go to the restroom	4	2.52
12	Inviting a friend to cook together at home or dorm	6	2.20
13	Inviting a friend for group study before exams	5	1.76
14	Inviting a professor or teacher to attend an event	11	1.32
15	Inviting a new acquaintance who is Japanese to hang out	12	1.24
16	Inviting a Japanese friend to join organizational activities	19	0.48

Many learners felt shy, unsure, or afraid of rejection in these situations, especially when speaking to Japanese people or teachers.

FINDING AND DISCUSSION

Discussion (SPEAKING Model)

This model helped explain why learners felt more or less comfortable in certain situations:

1. Setting: Most invitations happened on campus or after class.
2. Participants: Friends, classmates, seniors, juniors, and Japanese native speakers.
3. Ends: The purpose is to be friendly, work together, or continue communication.
4. Act Sequence: The invitation, response, and follow-up.
5. Key: Casual tone among peers, polite tone for seniors or professors.
6. Instrumentalities: Communication is done in Japanese as a second language.
7. Norms: Social rules (like politeness) affect how invitations are made.
8. Genre: Short conversations in daily life, mostly informal.

CONCLUSION

- Learners use invitation expressions more often in casual, low-risk situations with friends.
- Formal or personal situations are less common, especially when they involve Japanese speakers or teachers.
- The SPEAKING framework shows that social and cultural context has a big impact on how learners use invitations.
- These findings help develop realistic practice tools like DCT (Discourse Completion Test) and support teaching of Japanese pragmatic competence in classrooms.

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