Namibian Article

by Safrina Felayati

Among the Japanese Personal Pronoun Anata, The Javanese Ethnic Personal Name, and Interactive Communicative Approach

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Abstract

This study is different from other naming studies since this study examines the collaboration of naming science with foreign language teaching. Respondents are Japanese language learners in the city of Purwokerto. There are 1736 Japanese language learners in high schools and universities in the city of Purwokerto, Central Java, Indonesia where most of the people in this city use Javanese as their mother language. Of the 1736 questionnaires distributed through schools and universities, 58% (1007) of respondents filled out the questionnaire. The conducted survey shows that 81% of students prefer to be addressed by their proper name and end with ~san than by second-person pronouns (O2) in Japanese, that is anata. On the contrary, 18% of students who have Javanese ethnic names prefer to be addressed anata. Javanese ethnic students prefer to be addressed by the last syllable of their name and end with ~san. Addressing students' names is a way to create a communicative interaction and motivate students in the teaching-learning process.

Keywords: anata, naming, Javanese ethnicity, Interactive Communication

Introduction

The given name of a newborn baby must be considered cautiously. Some Javanese are considered of having special capabilities in

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choosing an appropriate name for a baby. A father tends to consult with his grandfather for advice on this naming. Giving a baby name usually considers several aspects, such as the name of the day when a baby was born, neptu (values possessed by each day in a week), month, wuku (a belief Javanese calculation of good and bad times in one cycle), cosmic objects (sun, moon, stars, nature elements, like wind, fire, water, soil, plants, animals, religion/beliefs, sects, ideals/expectations to the baby, and other objects of environments (de Grave, 2011;Aribowo & Herawati, 2016;Rami, 2016). In Javanese, when people get older, they will choose the right name according to their situation and condition. In Java, names can be adapted to their job, position, or can be adapted from a certain respected figure. Some Javanese names cannot be traced, and some can be found. A person named Sugiharto can be predicted to come from two non-arbitrary name components, that are sugih and arto. These names indicate wealth and can be interpreted that the baby is the wealth of his parents, or the baby is expected to be always showered with much money.

Finding a language symbol to represent an object, concept, or activity is the process of naming. This can be done by modifying the available meanings of words or by generating new words or word groups. Naming studied in onomastics. In the broadest sense, it's all about There are various types of proper nouns, but place names (place names) and personal names (Personal) has received the most attention until recently. In particular, people's names have been the subject of much attention since ancient times. Philosophical and linguistic issues to which this study is also classified field or person name. Personal names are a ubiquitous element of human civilization and do not exist (Collazo, 2018). At the same time, personal names are closely related to social conditions and reflect the social mindset that gives rise to personal names (Debus, 2012: 93-94). Names are assigned according to certain rules and conventions regarding naming and naming. Therefore, although they are universal, they can vary greatly between societies and times. For example, namesakes usually consider their namesake's best interests However, this expression of goodwill can vary greatly when choosing a name. According to the specific customs and beliefs of the community (Kripke, 1980).

Personal names and addresses that use second person pronoun, namely anata associated with an interactive communication approach in learning Japanese, is examined in this research. Interactive communication is the delivery of messages by the speaker to the interlocutor who will receive a direct response, either through direct media or non-direct media. The characteristic of interactive communication is very simple, namely the unimpeded interaction between the people involved, the positive or negative feedback, the

message delivery in verbal or by picture, and interactive media usage (Ana Nadhya Abrar, 2003; Pradono et al., 2013;Zhang & Lin, 2015).

Interactive communication between lecturers and students supports an interactive learning approach. This study examines how verbal abuse can serve as a communication strategy in Japanese language classes. Communication and language are essential. For in communication certain linguistic features predominate in the communicator's message, and such features are rooted, among other things, in the onomatics that form the temperament of this study. Koopman (2002:8) when they take on a new position and act in certain ways or engage in questionable activities, they automatically invite what are known as "attributes." Tsai (2006:14) describes verbal abuse as labelling another person with derogatory or negative language as a way of associating that person with a negative symbol or image. Kennedy and Zamuner (2006:387) argue that verbal abuse practices are widespread in different cultures and groups and serve a wide range of social and semantic functions. This is very important because the study views names as communication tools strategically designed to achieve a specific goal. Either way, verbal abuse is ubiquitous in nearly every area, from families, schools, workplaces, and other social spaces.

Don't call me anata is a student expression that shows that Japanese language learners do not like to be called by second person pronouns. The use of the second-person singular pronoun "you" in modern Japanese has long been viewed as mysterious and problematic, yielding conflicting nuances such as polite, rude, intimate, and distant. Treated as a problematic pronoun, scholars have sought anata for its semantically charged meaning, assuming that all Japanese personal reference terms contain social indexability.

This research will also relate students' nicknames with their Javanese ethnic names, which shows that not all students like to be called by their own names. However, students who have Javanese ethnic names do not have a problem with being called anata.

Methodology

This paper aims to show that the study of naming is closely related to the interactive communication approach in Japanese language learning. In addition, this paper also seeks to explain how to address lecturers to Javanese students and its function in society. The data used in this research is done by paying attention to several written sources, including books on Javanese names. The data was also obtained by observing informants who are Japanese language learners from Jenderal Soedirman University in Indonesia. This university is located in Purwokerto with Javanese as the mother tongue.

In this paper, three stages were carried out by collecting data first, then analyzing the data, and finally presenting the results of data analysis. In terms of data collection, the data were obtained from spoken and written sources. Spoken data were obtained using the basic tapping technique. This technique is used to tap the speech used by the people involved in the conversation (Sudaryanto ,1993:5-8). As a follow-up technique, the uninvolved conversation observation technique was used (Sudaryanto, 1988:3) which is done by observing the conversation between lecturers and students in Japanese language learning class. Furthermore, the collected data is classified based on its formation. As for data analysis, the data collected after grouping is then analyzed for the formula so that the form of how to call lecturers to students can be obtained.

Interactive Communication

There are two types of communication models: linear communication models and interactive communication models.

Linear Communication

Linear communication is a type of communication in which information flows from sender to receiver in a straight line without any feedback or interruption. This means that the sender sends a message to the receiver, who then receives and interprets the message. In linear communication, the sender is considered the message's source, while the receiver is considered the message's endpoint. This style of communication is frequently used in situations with a clear hierarchy or power dynamic, such as an employer-employee relationship or a lecture setting.

Figure 1. Linear Communication

Linear Communication is a one-way communication, as illustrated in Figure 1 above. However, since it fails to allow for feedback or clarification, linear communication can be limiting. It assumes that the sender and receiver both understand the message, which is not always

the case. Interactive communication, such as two-way communication, on the other hand, allows for a back-and-forth exchange of information, which can help clarify misunderstandings and strengthen relationships.

The linear or transmission model of communication describes communication as a one-way process in which a sender intentionally transmits a message to a receiver (Ellis & McClintock, 1990). This model focuses on the sender and message within a communication encounter. Although the receiver is included in the model, this role is viewed as more of a target or end point rather than part of an ongoing process. We are left to presume that the receiver either successfully receives and understands the message or does not. The scholars who designed this model were influenced by the advent and spread of new communication technologies of the time such as telegraphy and radio, and you can probably see these technical influences within the model (Shannon & Weaver, 1949).

Interactive Communication

A theoretical framework that describes how communication works in interactive contexts, such as face-to-face conversations, group discussions, or online communication, is known as interactive communication theory. Communication, according to the theory, is a dynamic process involving mutual influence and feedback between communicators. According to the theory, communication is a complex process that involves multiple stages of encoding, decoding, interpretation, and response rather than simply transmitting a message from a sender to a receiver. The communicators in the interaction are active agents who constantly adapt their messages based on feedback from their partners. Nonverbal communication, such as facial expressions, gestures, and tone, is also important in interactive communication theory.

Figure 2. Interactive Communication

Figure 2 shows how interactive communication takes place, with reciprocity from the interlocutor. The interactive model considers both physical and psychological context. The physical context of a communication encounter includes the environmental factors. The size, layout, temperature, and lighting of a space, for example, can affect in-person communication, just as the layout and interface of a digital tool can affect digital communication. It's important to consider the role that physical context plays in our communication, whether it's the size of the room or other environmental factors. The psychological context of a communication encounter includes both mental and emotional factors. Stress, anxiety, and emotions are just a few of the psychological influences that can have an impact on our communication. Positive psychological states that appear to be positive, such as experiencing.

Here are a several theories about Interactive Communication: Interactive communication is defined as "two-way communication in which both parties participate actively and affect each other reciprocally" (McQuail, 2005). Interactive communication is characterized by "the exchange of messages between two or more people in which the communicators generate meanings and contribute to the ongoing development of shared meanings" (Fiske, 2010). Interactive communication is "communication that occurs when people interact with each other in a two-way exchange" (DeFleur, 2008). And the last is: Interactive communication refers to "the process of sending and receiving messages between two or more individuals, where each person has an opportunity to contribute to the conversation and influence the outcomes of the communication"(Barge, 2019).

Effective Learning

This interactive communication will enhance children's learning. This will lead to effective learning. Teaching and learning constructively synchronize instructions and assessment toward the desired learning outcomes. Achieving the objectives may be facilitated through the provision of tasks in learning activities that positively affecting student's learning effectivity. Imposing scores and grades to be the performance indicator of the quality education, however, may mislead by judging quality based on a set of assessment instruments (Knight, 2017). Effective learning is a learning style that is considered the best . Effective learning is perceived to be the best in learning, controlling and checking whether the approaches and strategies that have been implemented have proved effective for specific goals and contexts (Watkins, 2007). classes within the university are expected to be able to increase the Effective learning.

Understanding of student names goes hand in hand with interactive communication is very importance in creating an effective learning environment. Effective learning as the core processes of various domains (Watkins, Chris & Eileen Carnell, Caroline Lodge, 2002). The concept of effective teaching comprises specific behaviors, such as "talk expressive" or "highlight key points". It also includes the universally perceived characteristics such as "active and energetic teacher" or "facilitate the lecture notes." These elements are independent of each other in the sense that the student's assessment of the professor's organizational skills may be very different from the student's assessment of the relationship of the professor to the student (Jimaa, 2013). Interactive communication will improve expression and speaking skills which will increase the effective learning.

Effective classroom management triggers positive interaction between students and teacher. Students tend to be respectful when they learn theachers care about them and indicate a genuine response (Brown, 2005). It is evident that there is a positive and significant correlation between Interactive communication and effective learning.

Javanese Ethnic Name

The construction of proper names in Javanese society can be in a single form (monomorphemic) or word combination. In singular form, the system of beheading varies according to the beheading by syllable, as shown in the following data (Resticka,et.al, 2018;179-190).

Table 1. The construction of proper names in Javanese

One syllable	Two syllables	Three syllables	Four syllables	Five syllables	Six syllables
Tri	Bagas	Ruseno	Nurdiyanto	Sulistriyanni	Kusumawardani
Lis	Sugeng	Rumana		Sugihastuti	

A singular form with various kinds of syllables can be used as a first name, last name, or just a single name just. Furthermore, there is also the structure of proper names consisting of two free morphemes, three free morphemes, four free morphemes, and some data showing already form one sentence. The free morpheme used is not just a noun, but also a verb. There are several types of personal name formation in Javanese people, including:

Table 2. Javanese elements combined with foreign elements

Male Name	Female Name
Rudolf Suteja	Mariana Subagyo

2244

Table 3. Changes to the whole name with full adoption of foreign language vocabulary

Male Name	Female Name
Alpha	Via Violis

The uniqueness of the structure and pattern of the names of the Javanese ethnic can be seen from the existence of the element (su-) attached in front of the first name either in the proper name female or male proper names and ends with the usual /o/ phoneme attached to a man's personal name, as for example, in the following names.

Table 4. The peculiarities of the pattern of the structure of Javanese ethnic's names

Male Name	Female Name
Sunardi	Suratmi
Sunaryo	Sumiyem
Sutarno	Sumirah
Suryo	Sutirah

The element of the proper name as a marker of gender has semantic features marked by the form of the last syllable in the proper name. Gender markers male and women in the giving of the names of the Javanese ethnic people are very varied. Furthermore, it is also seen in the following names.

Table 5. The element of the proper name as a marker of gender

Male Name	Female Name
Juminten	Baridun
Suliyah	Solikhin
Sarkem	Ratijan
Baryatun	Ngadimin
Harti	Sarkum
Poniyah	Suparno
Saliyem	Saliman

Furthermore, there is also a special feature of the name structure by using the Nur element, which can be seen in the pattern of proper male names and female proper names. In female personal names, the Nur element is the most common, with various variations such as for example Nurkhasanah, Nurrahmi, Nurjannah, Nur Laila, and others. However, there is a pattern or structure with Nur elements that are used excessively to follow current trends such as for example, Naura or Noura. Nur, which means light, is often combined with words that contain noble qualities. Elections with elements of religious names are adjusted to their respective beliefs, as shown in the following names.

Table 6. Elections with elements of religious names

Male Name	Female Name
Fatimah	Zakaria
Sakinah	Omar
Aisha	Abu Dzaky
Ummi Imaroh	Abdullah Sidiq
Umm Maryam	Yusuf
Asma Soultani	Ibrahim
Muslimah	Zakaria

Giving names with Arabic elements is very concerned about the content meaning in the word. The meaning can be a lexical meaning (dictionary) or contextual meaning means adapted to the context of the arrangement of names, or it can be the context of the life of the giver of the name or the origin of the birth of the baby.

Indonesian name with the content of certain meanings, such as having the meaning of being helpful, brave, wise, smart, generous, knowledgeable, and so forth. Personal names in Javanese society can also arise from natural elements in the form of the earth element by using the word siti, the water element by using the name Tirto, the fire element uses the name Agni. The air element uses the name Bayu (wind) as shown in the following example.

Table 7. Indonesian name with the content of certain meanings

Male Name	Female Name
Tirto Aji	Siti Nurmala Sari
Bayu Murdiyanto	Agni Pratistha

Elements of flora and fauna also adorn various variations of proper names, such as seen in the following example.

Table 8. Elements of flora and fauna name

Female Name
Sekar Arum
Apriliani Flowers
Sukma Ayu
Jasmine

Furthermore, the elements of wayang are shown in the following names.

Table 9. The elements of wayang name

Male Name	Female Name
Wisnu Adi	Sita Kumala Dewi
Arjuna	Srikandi
Nugroho Milky Way	
Rama	

A certain characteristic element that refers to hope and a prayer and usually many adjectives, as in the following names.

Table 10. The characteristic element name

Male Name
Subagya (happy)
Slamet (Safety)
Bejo (lucky)

The structure of self-names often uses elements of numbers or numbers used for birth order. Birth order can be used as a marker for the birth of a child in a family. Birth order tends to be used as the first name. In Javanese ethnic society, self-naming is not based on gender. The examples above show that there is no naming system based on gender male and female.

The order of birth uses words from Old Javanese, such as Sapta, Eka, Nawa, and first names are used as family names. In the structure of the Javanese people's names whose parents are nationals, foreigners usually give their children's names with mixed elements, namely, the first name comes from a foreign language while the last name element usually uses the element family identity markers (clan) as the name of Reonaldo Prawiraatmaja and Rudolf Subagyo.

Anata: The second-person pronouns

Anata/anta, and omae is the term for second-person pronouns. anata originally meant a distant place, a person in that place, space or time, and has been used as a second-person honorific since the Edo period (1603-1867). Anta is the colloquial form of his anata. Kimi is used as a less formal form of the second person pronoun. It was used by both men and women until the Heian period (794-1192), but today it is used by men. Omae used to be used as an honorific for second-person pronouns, but it lost its function as an honorific, and since the Meiji period, it has come to be used when the speaker is addressing a person with a social status equal to or lower than that of the listener than speaker (Oishi, 2017:315).

Findings

Research on naming is usually associated with the description of proper names as part of the grammatical structure of language. Several issues in linguistics, such as semantic properties, proper names, and the position of proper names to nouns, have attracted the attention of many linguists and philosophers. However, the empirical basis for the theoretical discussion of this issue is less comprehensive. For the majority of linguists, the study of proper names is a rather hopeless field of research and is therefore left to the science of onomastics.

The research population was Japanese leaners. There were 1007 respondents composed of 74.8% Javanese student, 26.7% male, and 73.3% female. Non-Javanese student composed 25,2%, male 62,1%, and female 37,9%. The respondent data are presented in the table below:

In Japanese language learning, lecturers use second person pronouns when interacting with students. When referring to students, the lecturer uses the word anata.

Table 11. Percentage of various demographics of participants

	Javanese Student		Non-Javanese Student	
	74.8		25.2	
Sex	Male	Female	Male	Female
	26.7	73.3	62.1	37.9
Level	Batch 1	Batch 2	Batch 3	Batch 4
Javanese Student	38.4	30.2	8.1	12.8
Non-Javanese Student	31	41.4	17.2	6.9

In Japanese language learning, lecturers use the second person pronouns when interacting with students. When pointing the students, the lecturers use the word anata. One example of interaction between lecturer and student using the word anata when learning in the class is as follows.

1) Lecturer: Anata wa kesa nani o tabemashitaka.

'What did you eat this morning?'

Student: Siti wa kesa pan o tabemashita.

'Siti had some bread for breakfast this morning.'

The sentence above shows a question addressed to a student as the second person/hearer. The lecturer used the word anata when asking if the student had eaten breakfast. In response to the word anata, the student used her personal name Siti (a Javanese female name marker) to indicate herself. In Javanese speech community, mentioning his/her name when interacting with the second party is something common, yet in Japanese language, using a proper name when responding to a lecturer's question is not appropriate (uncommon). In Japanese language, the answer of the word anata is watashi. The other dialog example is as follows.

2) A: Anata no kaban wa dore desuka.

'Which one is your bag?'

B: Watashi no kaban wa akai no desu.

'The red one is my bag.'

A lecturer's question to a student can also be seen from the following dialog.

3) Lecturer : Kinou setsumeishimashitayo. Anata wa bunpou jugyou ni kitano?

'It was explained yesterday. You attended the bunpo class, didn't you?

Student: Sumimasen, kinou byouki de yasumimashita.

'Sorry, I was absent because of sick.'

Lecturer: Mou ikkai setsumeishimasune.

'I will explain it once again.'

In the above dialog, the lecturer still used the word anata when mentioning the student, as found in the sentence Anata wa bunpou jugyou ni kitano? The example of the following sentence is a form of a lecturer's command to a student, using the word anata. The example of an imperative sentence is as follows.

4) Hai, anata 12 peeji o yonnde kudasai.

'Yes, you can read page 12.'

From an example on the use of the word anata, the respondents' response data when called anata in an interrogative sentence between lecturer and student. Of 1007 Japanese language learners, 68% did not like to be called anata, 25% didn't mind when called anata, and 7% answered "no Idea".

Are you happy called *anata* when questioned by a lecturer?		
68%	25%	7%

I don't like to be called *anata*   I don't mind to be called *anata*

No Idea

The students answering that they didn't like to be called anata had the following reasons. In Japanese language, calling a second person/hearer has different politeness levels. The researchers had conducted a survey on Japanese language learners called using omae 'you', anata 'you (polite)', and a proper name followed by san 'you (more polite)'. The results of survey on students are presented as follows.

Figure 3. Student Addressing Chart
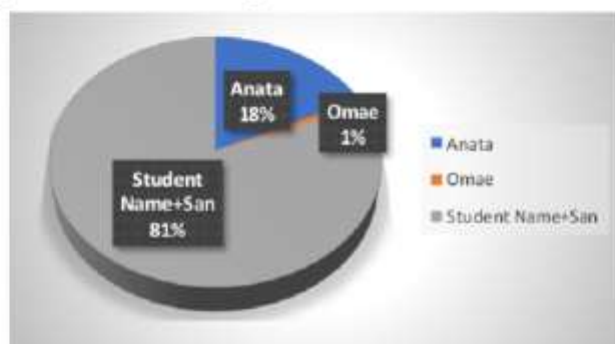
The survey results show that 81% of students prefer to be addressed by name + san as in the following example sentence:

5) Nurul san wa kinou nani o kaimashitaka.

'Nurul, what did you buy yesterday?'

Nurul is the name of one of the students. In Japanese, the name is followed by -san. Nurul san is the preferred address of the students. Only 1% of the students preferred to be addressed as omae. Omae is a second-person address that comes below anata in politeness.

In the graph above, there are 18% of students prefer the address anata. As many as 18% of the students are students who come from Java. A total of 18% of students received interviews indicating that they were in imperative sentences. Of the total 18% of students, there were 75% of students who liked name and address. Javanese name-calling is done based on the last syllable, as in the following example.

Suparjo (Javanese name for men)

↓

Jo + san = Josan

Sukinah (Javanese name for women)

↓

Kinah + san = Kinahsan

Suparjo is Javanese name for men, Sukinah is Javanese name for women. This is a Javanese given name with the final syllable jo and kinah. Suparjo's address became Josan, and Sukinah's address became Kinahsan resulting in the removal of the characteristic Javanese names. Here's a list of names that use a final syllable followed by -san.

Suwarno ⟶ Nosan
Karsinah ⟶ Nahsan
Harjoko ⟶ Kosan
Hartanto ⟶ Tosan

Based on the reasons why students prefer name calling over anata, here are some reasons why students prefer to be addressed by their given names.

1. The fact that their lecturers recall the students' names makes them feel cared for.

2. When contrasted to anata addressing, there is a closeness effect with name addressing.

3. Because of the student's nickname factor, name addressing will stimulate the learning environment since there is interactive communication without any gaps.

4. By calling students' names, lecturers may motivate their students.

Conclusion

As learning facilitators, lecturers have a duty to promote active learning through interactivity. After researching which addressers students like to receive and why, the researcher concluded that addressing students is not a simple task. For Japanese language learners, the word anata as a form of the second-person pronoun is uncomfortable. Students prefer name-calling over anata. Calling students by name has been proven to create an interactive learning

environment. Another case with Javanese students who prefer the address anata. If the lecturer calls out a student's name, the final syllable of the student's name is used, followed by the word san. The names of the Javanese groups will change, in particular, as a lecturer's effort to create an interactive atmosphere in establishing communication.

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