

DISTINGUISH HAND ACTIVITIES IN JAPANESE BASED ON A FIELD STUDY OF MEANING

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Abstract

This research is based on a semantic domain that provides strategies in understanding words. In linguistics, words are part of a linguistic sign that consists of sound and meaning. These parts belong to the part within the same language (intralingual) which denotes a reference that includes in-between languages (extralingual). In semantics, the term used to describe the linguistic sign is familiarly known as lexeme, a word or phrase that contains meaning. The data of this research are the hand activities in Japanese language expressed by word or phrase. The hand activity is a movement of the body parts from the shoulder to the fingertip. The hand activity is able to show the movement of holding, throwing, opening, touching, receiving, hurting, taking, carrying, pulling, pushing, laying, giving, rolling, and expelling. This research applies a descriptive method in the form of qualitative research. The respondents of this research are Jendral Soedirman undergraduate students who took a semantic course. The techniques used are questionnaire and interview. The result of this research hopefully can enrich the Japanese vocabularies and give the students a thorough comprehension behind the meaning of the hand activity.

Keywords: semantic domain, the hand activity, word, phrase.

Introduction

As a human communication tool, language is a system that is both systematic and systemic, meaning that language is not a single system, but also consists of several subsystems, namely the phonological, morphology, syntax, and semantics subsystem, this study is a branch of linguistics (Chaer, 2003:4). Semantics is the science of signs, which examines symbols or signs that express meaning, the relationship of one meaning to another, and its influence on humans and society (Tarigan in Suhardi, 2015:17). Semantics plays an important role, because apart from being used in communication, it is also used to convey meaning. For example, when someone conveys an idea to the other person, the understanding gained by the other person is a sign that the other person can absorb the meaning conveyed. The field of meaning is part of the discussion, linguistics namely semantics. The study of the meaning of words is a field of research that is still quite extensive.

The field of meaning is a combination of two words, namely the field and the

meaning. In the Big Indonesian Dictionary (2013: 892), field means a broad place or scope, while meaning is the link between the elements of language. The field of meaning is part of the semantic system of language that describes parts of the field of life that are realized by word elements whose meanings are related (Kridalaksana, 2008:151). The scope of the field of meaning study will provide a strategy for understanding a set of words. A set of words in linguistics is a linguistic sign consisting of elements of sound and meaning. The two elements are the element of intralingual which usually refers to some referent that is an extralingual element.

In the field of semantics, the term commonly used for sign-linguistics is lexeme, which is commonly defined as a word or phrase which is a meaningful unit. As in Indonesian, Japanese is also rich in the use of lexemes, one of which is lexemes on parts of the body such as hand activities. Hand activity is the movement of the limbs from the shoulder to the fingertips. Activities of these limbs can show movements such as holding, throwing, opening, touching, wearing, hurting, taking, carrying, pulling, inserting, putting, giving, arranging, mixing and cleaning.

Lately Japanese has become one of the foreign languages that are in great demand by foreign language learners, especially in Indonesia. One of the interesting things to learn in Japanese is the semantic level contained in a linguistic level. However, with the various meanings that can be generated from a lexeme such as hand activity that is applied to a conversation or a sentence, Japanese learners often misinterpret it because it cannot be easily interpreted as it is. For example, from one word "hand" 手 *te* in Japanese, various phrases can be formed that have different meanings. For example, the word 手がかかる *te ga kakaru* "troublesome", 手に負えない *ni te oenai* "out of control", 手にした *shita ni te* "get / reach". In addition, this research obviously is expected to increase vocabulary in Japanese and can broaden students' understanding of the meaning of hand activities. Activity in a sentence is symbolized in the predicate function. The predicate is the part of the sentence that marks what the speaker said about the subject (KBBI, 2001: 699).

There are several studies related to the field of meaning that has been done, the first by Alfazary (2018) with the title "Field Meaning of Hand Activity in the Perina Isolects Sasak Language District of Jonggat Central Lombok" The purpose of this study was to determine lexeme used to express the activity of the hand and knowing the components of meaning contained in the lexeme revealing the hand activity. The method used in this research is the method of listening, talking, introspection accompanied by several advanced techniques in accordance with what is needed in the field. Meanwhile, the method of presenting and analyzing data uses informal and formal methods. Based on the research that has been done, it was found that a number of lexemes in the Perina Isolect Sasak language are used to express hand activities which include holding "təgəl", touching „gorEt“, taking „balt“, carrying „jau?“, putting „polo?/tolo?“, giving „bEŋ“, receiving „tərima?“, opening „buka?“, closing „Empət“, pulling „antu?“, pressing „ənjək“, hurting „ñakItan“, destroying „ñEda?“ pointing „tEjo?“, calling „uwap“.

Subsequent research by Maemunah (2019) with the title "The Field of Meaning of Hand Activities „menyakiti“ in Sundanese Verbs". The verb of hand activity "hurting" in Sundanese has many lexemes. Although the meaning of lexeme "hurting" in hand activity is generally to hit, the semantic functions of these lexemes differ depending on the components of the meaning they have. This study aims to describe the components of the meaning of the verb "hurting" in Sundanese and explain the semantic function of the meaning of the verb in the hand activity. This research is qualitative with a descriptive method. The data was obtained from a written source, namely the Sundanese Dictionary. The data is in the form of a list of vocabulary (cognates) that have the meaning of "hurting" in Sundanese. The data were analyzed by paraphrasing and classification techniques. The results showed that hand activities "hurting" in Sundanese can be divided into two groups, namely based on the generic meaning component, the tools used and three sub-groups, namely hand activities hurting the body, hurting the head and parts, and hurting the neck. Hand activities that are hurting the body are as many as 24 lexemes consisting of 14 lexemes of activities using tools and 10 lexemes of activities that hurt the body without using tools. The activity of hurting the head and its parts is 17 lexemes consisting of 2 lexemes of activities that hurt the head and its parts using tools and 15 lexemes of the activity of the hands "hurting" the head and parts without using tools. The lexeme for hurting the neck consists of 1 lexeme for hurting the neck using a tool and 2 for hurting the neck without using a tool.

This research is different from previous research that has been done. The goals and objectives from the object of research are also different. The focus of this research is how the students' ability to master Japanese vocabulary increases, and expands students' understanding of the meaning of a word that has expanded meaning.

Research on the expansion of the meaning of hand activities in Japanese is of course related to meaning as part of semantic linguistic research. Lexical semantics is the meaning of words described in a dictionary (Pateda 2001:74). According to Chaer and Agustina (2010: 286) semantics is a branch of linguistics that studies the meanings contained in a language, code, or other type of representation. In other words, semantics is the study of meaning. Bolinger (in Denise, 2011: 52-53) suggests that meaning is the relationship between language and the outside world that has been mutually agreed upon by language users so that they can be mutually understood. According to Sutedi (2003: 103) the objects of semantic study include the meaning of words (*go no imi*), the relation of meaning between one word to another (*go no imi kankei*), the meaning of a phrase in an idiom (*ancient imi*), and the meaning of a sentence (*bun no imi*). Within the meaning itself there is a shift in meaning and a change in meaning. Suhardi (2015:115) explains that the shift in meaning is a symptom of expansion, narrowing, connotation, synthesis, and the association of a meaning of a word that is still alive in a field of meaning.

Meaning is the speaker's intention, the influence of language units in understanding the perception or behavior of human or human groups (Kridalaksana,

2001:103). The field of meaning is part of the semantic system of language that describes part of the field of life or reality in a particular universe and which is realized by a set of lexical elements whose meanings are related (Kridalaksana, 2011:151). The field of meaning views language as a whole that is organized and can be broken down into parts which are interconnected on a regular basis. The field of meaning is closely related to the analysis of the components of lexical meaning. Analysis of lexical meaning can be carried out on lexemes in a field of meaning by describing the smallest components of meaning. According to Chaer (2009: 114), the meaning component or semantic component (*semantic feature, semantic property, or semantic marker*) teaches that each word or lexical element consists of one or several elements, which together form the meaning of the word or the meaning of the lexical element. For example, the words *menjinjing* and *menggendong* can be distinguished based on the characteristics of meaning or components of meaning.

This research departs from research data in the form of lexemes or words that express the concept of hand activity in Japanese. The object of this research is a lexeme that states hand activity in Japanese. A lexeme is an abstract basic lexical unit that underlies various inflectional forms of a word (Kridalaksana, 1982:98).

According to Nida (1975:32-35) there are 3 types of meaning components that make up the lexical field, namely:

a. Common Components

Common components or shared components are meaning components that are shared by lexical components in a lexical field and function as a lexical field delimiter.

b. Diagnostic Components

Diagnostic components are components that distinguish one lexical component from another in a lexical field. This component is useful for separating the meaning from other meanings of a word of several words.

c. Supplementary / Optional Components

Additional components are components that do not have to be in a word and are only as additional information. Their presence is complementary or additional and can be in the form of connotations. This type of meaning component is not always owned by every word.

Research Methods

The research on hand activity in Japanese which is studied through the meaning field approach is qualitative research with a descriptive method. Qualitative research as a *human instrument* functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and draw conclusions from their findings (Sugiyono, 2012). The research method used in this research is a descriptive research method. Moleong (2014: 11) says that the data collected is in the form of words, pictures, and not numbers. Therefore, this study will contain data excerpts to provide an overview of the presentation of the report.

Sudaryanto (1988:62) suggests that the descriptive method suggests the research conducted is solely based on existing facts or phenomena that are empirically alive in the speakers, so that what is produced or recorded is in the form of language descriptions which are usually said to be of the portrait nature: exposure as it is. The data in this study are the meaning field of hand activity in Japanese which includes all lexemes that state hand activity, the meaning components of each hand activity lexeme, and a hyponymy relation diagram model of the lexeme that is in the meaning field of hand activity in Japanese. Data was collected through a questionnaire distributed to Unsoed Japanese Literature students. This research technique uses a conversational free listening technique, this technique is used because researchers are not involved in the process of forming and appearing prospective data, researchers are only observers of prospective data that arise from linguistic events (Sudaryanto, 1993: 133-135). Then the researcher recorded all the hand activity phrases in Japanese. The data are then classified based on the similarity of their lexical semantic components. Classification of data is done by arranging the data in a structured manner in groups according to the problem under study, namely (1) the lexicon of hand activities in Japanese and (2) the semantic function of each lexicon of hand activities in Japanese. After the research data has been classified, the data is then analyzed and concluded.

Research Results and Discussion

The results of a survey of students about human body parts have been obtained, most students write down human body parts in the form of hands which in Japanese is 手 *te*. At first many students understood the word 手 *te* "hands" just as one of the members of the human body and is used as a tool to carry out the activity, for example ごはんを手で食べ *gohan wo te de taberu* "eat rice with (using) hands". The field theory of meaning can be used to add to the vocabulary of the students towards the understanding of 手 *te* "hand" word. The field of meaning theory can expand the word hand as a general word that functions as a tool to become a specific hand meaning. A total of 170 data on the use of 手 *te* words have been obtained. The following is the classification of the use of the word *te* with the meaning field theory (1) Holding, (2) Touching, (3) Taking, (4) Carrying, (5) Putting, (6) Throwing, (7) Giving, (8) Receiving, (9) Opening, (10) Closing, (11) Pulling, (12) Pressing, (13) Hurting, (14) Destroying, (15) Calling, (16) Greeting, (17) Pointing, (18) Washing, (19) Lifting, (20) Lowering, (21) Releasing, (22) Moving, (23) Reaching, (24) Inserting, (25) Extending, (26) Making, and (27) Wiping.

Here are some examples of phrase analysis of all the data obtained that reveal hand activities in Japanese.

1. Activities hand "holding"

ちの ち手を握る

Chichi no te wo nigiru

"Holding hands of her father"

手 (KB) + 握る
 te'hands + *nigiru* "hold "(KK-dictionary)

手 を 握る → *te wo nigiru*
 te „hand” + *o* „particle” + *nigiru* „holding”

The lexeme that states the activity of holding hands is found in the sentence *chichi no te wo nigiru* „holding father's hand”. The verb *nigiru* which is followed by the use of the word *te* is a Japanese verb which expresses an act of gathering the fingers and bending them towards the middle of the inside of the palm with the aim that the object or something inside does not come off. The activity of the hand with the act of gathering the fingers and bending them towards the center of the inside of the palm is an activity with specific characteristics.

2. Activities hand "touches"

わたしの手が彼女の

Watashi no te ga Kanojo no te ni sawareta
 "My hands have touched her hand (woman)"

手 (KB) + 触れる (KK-
 dictionary)
 te „hand” + *sawareru* „touching”



触れた

sawareta „touched” (KK-past)

手 に 触れた → *te ni sawareta*
 "hand" + *ni* "particle" + *sawareta* "touched" (past)

In the example *watashi no te ga kanojo no te ni sawareta* 'my hand has touched her (woman's) hand' there is a hand touching activity. The verb *sawareta* is a Japanese verb in the past form of the basic verb *sawaru*. The verb *sawaru* "to touch" followed by the use of the word *te* is a verb that expresses an act of putting or placing part of the finger or palm of the hand on some other object or body. Hand activities with the act of putting or sticking part of the fingers or palms are activities with specific characteristics that the hands can do.

3. Activities hand "take"

彼女は自分の本を手

Kanojo wa jibun no hon wo te ni totta
 "She took her book"



手 (KB) + とる (KK-kamus)
te „hand“ + *toru* „taking“



とった

totta „took“ (KK-past)

手 に とった *te ni totta te*
 „hand“ + *ni* „particle“ + *totta* „took“ (past)

Activity hand "take" contained in the sample *kanojo wa jibun no hon wo te ni totta* „she took her book“. The verb *tottaroot* is a Japanese verb in the past form of the verb *toru*. The verb *toru* 'to take' which is followed by the use of the word *te* is a verb that expresses an act of carrying by hand an object that is located somewhere and its position is separate from the perpetrator by moving towards the perpetrator. The activity of the hand with the act of carrying an item that is located somewhere and its position is separate from the perpetrator with a movement towards the perpetrator is an activity with specific characteristics that can be done by hand.

4. Activities hands "carry"

彼女は手に本を持つ

Kanojo wa te ni hon wo motte ita

"" She (female) carried a book in her hand

"手 (KB) + 持つ (KK-dictionary)
te „hand“ + *motsu* "carry"



持って

motte "taking" (KK-conjunction form ~te)



持って + 行く *motte + iku* "go" (KK-dictionary)



行った *itta* "went" (KK-past)

手 に 持って行った *te ni motte ita te*
 „hand“ + *ni* „particle“ + *motte ita* „carried“ (lampau)

The lexeme that states the activity of the hand holding is found in *kanojo wa te ni hon wo motte ita* „she (female) carried a book in her hand“. The verb *motte ita* to carried followed by the use of *te* is the Japanese past tense of the root *motsu*. The

verb *motsu* which is followed by the use of the word *te* is a verb that expresses an act of taking an item by moving its position following the movement of the subject. Hand activity with the act of carrying an item by changing positions following the movement of the subject is an activity with specific characteristics that can be done by hand.

5. Activities hands "put"

ちちは私の肩に手

Chichi wa watashi no word ni te wo oita

"Dad put his hand on my shoulder"

手 (KB) + 置く (KK-dictionary)

te "hand" + *Oku* "put"

"置いた

Oita "put" (KK-past)

手 を 置いた → *te wo oita te*
 „hand“ + *o* „particle“ + *oita* „put“ (past)

Activity hand" put" contained in the sample *Chichi wa watashi no word ni te wo oita* „Father put his hand on my shoulder“. The verb *oita* is a verb in Japanese the past form of the verb *rootoku*. The verb *oita* "to put" object followed by the use of the word *te* is a verb that expresses an action to move and that is in the grip to a place. Hand activity with the act of moving an item to a place is an activity with specific characteristics that can be done by hand.

6. Activities hand "throwing"

金を お手で投げる

Okane wo te de nageru

"Throwing money with hand"

手 (KB) + 投げる

te hands " + *nageru* "throw" (KK-dictionary)

手 で 握る → *te de nageru*
te "hand" + *de* "particle" + *nageru* "throwing"

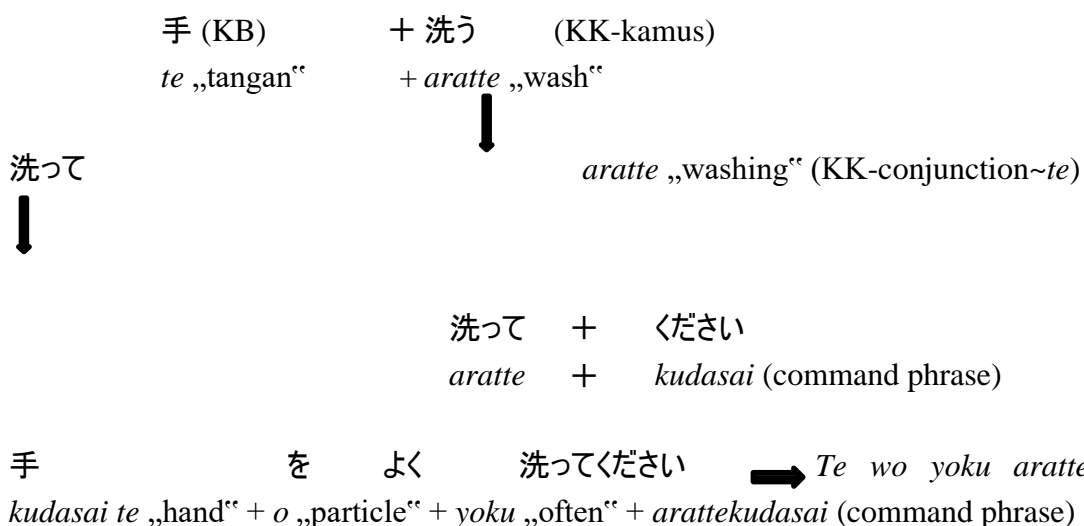
The lexeme that states the activity of the hand "throwing" is found in the sentence *Okane wo te de nageru* "throwing money with hands". The verb *nageru* followed by the use of the word *te* is a Japanese verb in which expresses an act of moving from the grip in the intended direction. Hand activity with the act of moving an item by throwing it from the grip to the intended direction is an activity with specific characteristics.

7. Activities hand "washing"

手をよく洗ってく

Te wo yoku aratte kudasai

"Please wash hands often"



Hand washing activity is found in the example of *Te wo yoku aratte kudasai* please wash hands often“. The verb *Aratte* is a Japanese verb in the conjunction form of the verb *Arau*. The verb *arau* "wash" which is followed by the use of the word *te* is a verb that expresses an act of moving and rubbing the hands with water so that the dirt that sticks out can be removed. Hand activities by moving and swiping both hands using water are activities with specific characteristics that the hands can do.

Conclusions And Recommendations

Based on the results of the survey and analysis that has been done from as many as 170 data collected, it can be concluded that the lexemes related to hand activities in Japanese are classified as follows(1) Holding, (2) Touching, (3) Taking, (4) Carrying, (5) Putting, (6) Throwing, (7) Giving, (8) Receiving, (9) Opening, (10) Closing, (11) Pulling, (12) Pressing, (13) Hurting, (14) Destroying, (15) Calling, (16) Greeting, (17) Pointing, (18) Washing, (19) Lifting, (20) Lowering, (21) Releasing, (22) Moving, (23) Reaching, (24) Inserting, (25) Extending, (26) Making, and (27) Wiping. The most dominant hand activity found is holding as much as 29 data, carrying as much as 6 data and taking as much as 5 data.

Suggestions for further research is that the research relating to this field of meaning is still quite extensive, so that more in-depth research can be carried out, not only focusing on one body part in Japanese.

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