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Pronunciation of 雨 (*ame*) and 飴 (*ame*) for Japanese Language Education Students Batch 2020 of Brawijaya University

Nur Halizah Zalianti*, Sri Aju Indrowaty
[1]Pendidikan Bahasa Jepang, Universitas Brawijaya, Indonesia
**nurliza064@gmail.com*

ABSTRACT

This research discusses the pronunciation of ame/rain (雨) with high pitch (↗) to low pitch (↘) and ame/candy (飴) with low pitch (↘) to high pitch (↗) in Japanese Language Education Students Batch 2020. Based on the results of preliminary studies through Google Form, not all respondents were able to distinguish the pronunciation of ***ame***/rain (雨) and ***ame***/candy (飴). Therefore, this study aimed to determine the Japanese pronunciation of Japanese Language Education Students Batch 2020 of Brawijaya University by pronouncing one of the homophones namely ***ame***/rain (雨) and ***ame***/candy (飴). This research used a descriptive qualitative method. Based on simple random sampling technique, 10 respondents of Japanese Language Education Students Batch 2020 were selected as the data source of the research. The researcher examined students' understanding using voice recordings which were then analyzed through Praat to see the pronunciation results. The result of the research was on the word ***ame***/rain (雨) 90% could pronounce it the correct tone. Then on the word ***ame***/candy (飴) 50% could pronounce it the correct tone. 6 respondents made mistakes, this was due to learning strategies and second language culture. As a result of this study, the researcher suggested for analyzing the noun ***hoshii***/want (欲しい) with ***hoshi***/star (星) focusing on pitch, intensity, and respondents from the Department of Japanese Language Education and Japanese Literature who can be used as a comparison.

Keywords:
Pronouciation; rain; candy; Praat

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INTRODUCTION

Language as a means of communication which means that, language is a series of sounds in the form of symbols, systems, arbitrary, meaningful, confessional, unique, universal, productive, varied, dynamic, and social interaction tools that replace individuals in stating something or expressing to interlocutors in a social group as a means of communication and

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the identity of its speakers (Noermanzah, 2019). Supported by another opinion, Language is the sound produced by the human speech instrument, which appears naturally in communication (Setyaningsih & Rahardi, 2014). The main source of creating sound is pronunciation. Speaking skills are important for everyone. The ability to speak is acquired gradually depending on the age of babies, children, teenagers and adults. The ability to pronounce sounds also varies from person to person (Octavia, 2018). When communicating, using the correct pronunciation can help the listener capture the message that the speaker wants to convey well.

Phonology is the study of the sound produced by humans that appears in daily communication. In other words, the phonological study is the sound of everyday language when communicating and interacting with others (Setyaningsih & Rahardi, 2014). It can be concluded that phonology is a linguistic science that studies the sounds of language produced by the human speech apparatus according to its function. According to Setyanigsih & Rahardi (2014) phonology can be seen from a phonetic point of view. Phonetics is the study of language sounds formed, vibration frequency, intensity, timbre and language sounds can be received by the ear. Acoustic phonetics is analyzing the sound waves that vibrate the surrounding air which are responded to by the ear as language sounds (Krasono, 2013). In Japanese, pronunciation is called 発音 (*hatsuon*) (Shiang, 2018) and in communication, pronunciation or 発音 (*hatsuon*) is the way to produce voices. The definition of 発音 (*hatsuon*) is:

"音声を出すこと。言語音を出すこと。また、その音声の出し方。" (dictionary.goo, 2001). *Onsei o dasu koto. Gengo-on o dasu koto. Mata, sono onsei no dashi-kata*. To produce speech sounds. To produce the sounds of language. Also, how to produce sounds.

In Japanese, the meaning of the word can change based on high pressure or low sound (Kinoshita, et al., 2020). Therefore, the part where the vocal emphasis becomes low or high on the vocabulary is an important part of the Japanese language. Low high pressure is a sound or sound called a pitch (KBBI, 2016). In pronunciation, there are several things that can be analyzed, such as pitch and frequency that are different for each speaker (Heryono, 2019). When it comes to voice frequency, pitch plays a major role in measuring the frequency of a speaker's voice when speaking words. Every human being has various and different pitches or tones that become their own characteristics (Heryono, 2019). The tones included in the scales are sounds that have high and low levels which are basically regular sounds (Pardede, 2021). It can be concluded that pitch or tone is the high and low of a tone, in sound frequency it plays a role in measuring the frequency of sound when saying a word.

Japanese learners often pronounce accents and intonations in an inaccurate tone when communicating. It's, usually affected by the main language (Febriyanti & Indrowaty, 2015). Supported by the opinion of Heryono (2019) second language learners are often disturbed by their mother tongue, and the local language also plays a role in influencing the learners'

speech patterns and forms. Japanese learners from Indonesia tend to use lowered accent and intonation. This happens because of the lack of understanding of accent and intonation and the difference in time of experience learning Japanese. The data is based on research conducted at Riau University on students of the Japanese Language Education study program Batch 2019 studied by Anshar, et al. (2019).

The researchers conducted a preliminary study research Japanese Language Education Students batch 2020 of Brawijaya University by disseminating a questionnaire through Gform that contains 2 questions about the pronunciation of *ame*/rain (雨) and *ame*/candy (飴). From the results of the questionnaire carried out on 31 Respondents obtained results (68%) 21 respondents answered correctly *ame*/rain (雨) and (32%) 10 respondents correctly answered *ame*/candy (飴). Based on the results of preliminary studies through Gform, not all respondents can distinguish the pronunciation of *ame*/rain (雨) and *ame*/candy (飴). This is the problem underlying the researchers to analyze the pronunciation of Japanese in Japanese Language Education Student Batch 2020 of Brawijaya University. According to the website of the Department of Japanese Language Education, Brawijaya University aims to generate professional educators. Therefore, prospective educators are expected to be able to use good and correct Japanese pronunciation. Therefore, it is necessary to analyze Japanese pronunciation.

There is a previous study that discusses the Analysis of Accent and Intonation Errors by Students of the Japanese Language Education Study Program at FKIP Batch 2019 of Riau University. From this study, the results were obtained in the form of Respondents tend to pronounce news sentences with flat intonation on oral tests, and use descending intonation to pronounce question sentences. Various types of errors in accent pronunciation and intonation were found when respondents pronounced words and sentences. As for the differences with previous research, the researchers focused on Japanese Language Education Students to study their Japanese pronunciation in pronouncing the word *ame* (雨) meaning rain and *ame* (飴) meaning candy (Shiang, 2018) and focus on students in 2020 because they have completed compulsory Japanese language learning such as *hyoki*, *bunpo*, *kaiwa*, and *chokai* during the classroom, thus possessing pronunciation skills in Japanese. Therefore, it is necessary to analyze the pronunciation of Japanese in Japanese Education Students Batch 2020 of Brawijaya University. The sentences used in this research are:

1. 雨が降っています。
   Ame ga futte imasu.
   (It's raining.)
   (*Minna No Nihongo* 1, 2020)

2. 飴が欲しい。
   Ame ga hoshii.
   (I want candy.)
   (Weblio, 2006)

In Tokyo area, or also called in "standard language" *共通語* (*kyoutsuugo*) when saying "*ame*" 「雨」'rain' the "*a*"「ア」sound at the beginning of the word is high, and the "*me*"「メ」sound is low, otherwise when saying "*ame*"「飴」'candy' the "*me*"「メ」sound is high. This is not something that is legally established. This is not something that the dictionary is authorized to do. It is something that happens naturally in society. This is called accent (*akusento*). In Japanese words, the fundamental unit that attaches this high-low distinction 高低 (*koutei*) is the beat (*haku*). The relation of the high-low beat unit which is almost parallel in time with the difference in words, etc. is called high-low accent (*Koutei Akusento*). In standard Japanese, the accent (high-low) for "*ame*"「雨」with "*ame*"「飴」is different (Ikeda, 2000).

This study aims to study the Japanese pronunciation of Japanese Language Education Students Batch 2020 of Brawijaya University by pronouncing one of the homophones namely *ame*/rain (雨) and *ame*/candy (飴) analyzed through the Praat application and to find out the causes of pronunciation errors of Japanese Language Education Students Batch 2020 of Brawijaya University traced through interviews with respondents who made mistakes. Praat is an application that can see sound waves that were previously only heard and can now be seen by the human eye (Krasono, 2013). The source of error based on the opinion of Tarigan & Tarigan (1988) is divided into two types, dependent errors are errors predicted by the mother tongue and independent errors not caused by the mother tongue. Independent error caused by:

1. Learning Strategy
   Each second-language learner has different ways and levels of understanding a language. Therefore, 15- to 20-year-old has different learning strategies to suit their needs.

2. Teaching Techniques
   The use of proper learning techniques has a great impact on learning a second language. Using inappropriate learning techniques will make it difficult for language learners to understand the second language they are learning.

3. Second Language Culture
   Students have difficulties in learning languages such as Japanese. This is due to cultural differences such as accents, logos, etc. Japanese and Indonesian have different accents. Therefore, there are language learners who have difficulty speaking the Japanese language.

4. The age of bilingualism
   The brain function for second language acquisition is influenced by age. Children between the ages of 9 and 12 acquiring a second language tend to use the right brain and understand the second. Language they are learning more quickly than people over the age of 12.

5. Students' sociological situation
   The environmental conditions of the residence of the language learner influence the sociological situation of the student. For example, a person who lives in Tokyo with a person living in Osaka will have different or different Japanese. This situation can occur because it is influenced by different dialects and vocabulary.

METHOD

The method used in this research is qualitative descriptive. Qualitative is a method used to analyze scientific conditions that researchers as instruments and results of research put more pressure on meaning (Sugiyono, 2013). This research uses data in the form of words that are explained descriptively. The data source is data that is closely related to the data source taken (Anggaraini, 2019). The source of the data in this study is the Students of Japanese Language Education Batch 2020 of Brawijaya University. The researcher chose the batch 2020 because they have completed compulsory Japanese language learning such as *hyoki*, *bunpo*, *kaiwa*, and *chokai* during lectures, so they have knowledge of Japanese pronunciation. The type of data used is primary data, taken directly from the respondent's voice recording. The data in this study is a sentence in which there is a word *ame* (雨) which means rain and *ame* (飴) which means candy. The reason chose the words *ame*/rain (雨) and *ame*/candy (飴) to study is because the researcher wants to know whether or not the Japanese Language Education Students Batch 2020 of Universitas Brawijaya can distinguish the 2 pronunciations of *ame*.

The data collection techniques used by the researchers are simple random sampling, documentation, and interviews. A Simple random sampling technique to determine the respondents whose voices are recorded. Through the number generator, out of 31 respondents selected 10 respondents randomly selected without looking at strata. The documentation used is a voice recording of 10 Respondents from Japanese Language Education Students Batch 2020 of Brawijaya University pronounces 2 *ame*, namely:

1. 雨が降っています。
   Ame ga futte imasu.
   (It's raining.)
   (*Minna No Nihongo* 1, 2020)

2. 飴が欲しい。
   Ame ga hoshii.
   (I want candy.)
   (Weblio, 2006)

The next step is for researchers to convert the file into WAV format. Because to be entered into the Praat application requires the WAV file format. And from the graph that appears, it can be seen the high and low pitch to analyze and conclude the pronunciation. The results of the respondents' pronunciations were compared with those of natives, teachers at LPK, and OJAD. To find out whether the resulting pronunciation is correct or not. OJAD is an online Japanese accent dictionary for Japanese learners and teachers. It includes over 9,000 noun accents in the Tokyo dialect. In addition, there are about 3500 words that have conjugations (verb, adjective-i, adjective-na), which are conjugated in 12 forms of change, and include about 42,300 accents (each form of conjugation is given in the dictionary with accompanying male and female audio) (OJAD, 2014).

Praat is an application that can see sound waves that were once only heard and can now be seen by the human eye. In addition, the Praat application is equipped with a device to see the tone, the amount of pause, the length of pronunciation, all of which are needed to determine the lack of accuracy of a pronunciation or the error of the resulting pronunciation (Krasono, 2013) . The pronunciation analysis with the Praat app is as follows:

1. After converting the file into WAV, put the file into the application, then focus on the pronunciation of *ame* and cut the rest of the audio.

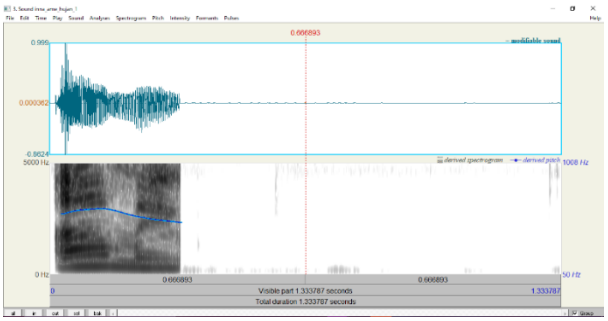

Figure 1. Praat Analysis

2. The pronunciation of *ame* is analyzed by looking at the pitch generated from the respondent's pronunciation.
3. Then the pitch is given a limitation to know which pronunciation of "*A*" and pronunciation of "*Me*" to make it easier for researchers to analyze.
4. After being given a limitation, then give a sign "H" if the tone produced is a high tone and "L" if the tone produced is a low tone.

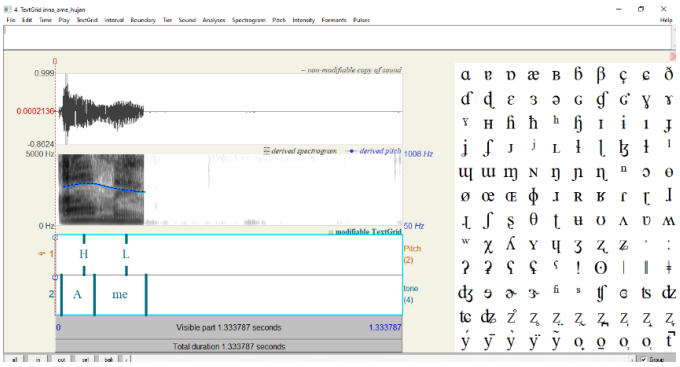

Figure 2. Praat Analysis Result

5. When the results of the analysis have been obtained, finally compared with the native, teachers at LPK and OJAD. To find out whether the pronunciation produced by the respondent is correct or not.

further, interviews were conducted with respondents who have made a pronouncement error of *ame*/rain (雨) and *ame*/candy (飴) to determine the source or cause of the error. Here are the questions used in the interview: Lastly, concluding the results of the research on the pronunciation of ame/rain (雨) and ame/candy (飴) in Japanese Language Education Students Batch 2020 of Brawijaya University.

1. How long have you been learning Japanese?
2. What's your mother tongue?
3. Do you train your Japanese pronunciation?
4. Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?
5. Do you think learning pronunciation in Japanese is difficult?

Lastly, concluding the results of the research on the pronunciation of a*me*/rain (雨) and *ame*/candy (飴) in Japanese language education students batch 2020 of Brawijaya University.

RESEARCH FINDINGS

Based on the data of voice recordings made by 10 respondents, the researcher conducted an analysis through the Praat application which focused on analyzing the pronunciation by pronouncing one of the homophones namely *ame*/rain (雨) and *ame*/candy (飴) to find out whether the pronunciation made by the respondents was correct (○) or not (✕). From the data analysis, the respondent's ability to pronounce *ame*/rain (雨) and *ame*/candy (飴) was as follows.

Table 1. Results of Respondent Analysis

No.	Data	雨 *Ame* (Rain)	飴 *Ame* (Candy)
1.	Respondent 1	o	o
2.	Respondent 2	o	✕
3.	Respondent 3	o	o
4.	Respondent 4	o	✕
5.	Respondent 5	o	✕
6.	Respondent 6	o	o
7.	Respondent 7	o	✕
8.	Respondent 8	o	✕
9.	Respondent 9	✕	o
10.	Respondent 10	o	o
Results description		Right: 9 Wrong: 1	Right: 5 Wrong: 5

Source: Data Analysis, 2024

Analysis of voice recordings of respondents found that 90% of the respondents can pronounce *ame*/rain (雨) correctly and at the pronouncement of *ame*/candy (飴) 50% of those answered correctly. The results of the analysis found 6 respondents who made pronunciation errors, then conducted interviews to find out the source of the error and obtained the following results.

Table 2. Interview Results

Respondent	Question		Answer
Respondent 2	1	How long have you been learning Japanese?	4 Years
	2	What's your mother tongue?	Indonesian
	3	Do you train your Japanese pronunciation?	Yes, I'm practicing Japanese pronunciation
	4	Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?	Yes
	5	Do you think learning pronunciation in Japanese is difficult?	Yes, it's hard to learn ronunciation in Japanese
Respondent 4	1	How long have you been learning Japanese?	3,5 Years
	2	What's your mother tongue?	Indonesian
	3	Do you train your Japanese pronunciation?	I haven't practiced Japanese pronunciation lately

Respondent		Question	Answer
	4	Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?	Yes
	5	Do you think learning pronunciation in Japanese is difficult?	Yes
Respondent 5	1	How long have you been learning Japanese?	4 Years
	2	What's your mother tongue?	Java
	3	Do you train your Japanese pronunciation?	Yes, learning through Japanese songs
	4	Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?	Yes
	5	Do you think learning pronunciation in Japanese is difficult?	Yeah, because it's hard to tell the pronunciation
Respondent 7	1	How long have you been learning Japanese?	6 Years
	2	What's your mother tongue?	Indonesian
	3	Do you train your Japanese pronunciation?	Yeah, I'm racticing
	4	Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?	Yes
	5	Do you think learning pronunciation in Japanese is difficult?	Yes
Respondent 8	1	How long have you been learning Japanese?	4 Years
	2	What's your mother tongue?	Indonesian
	3	Do you train your Japanese pronunciation?	Not practicing pronunciation
	4	Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?	I don't feel trouble
	5	Do you think learning pronunciation in Japanese is difficult?	I don't feel trouble
Respondent 9	1	How long have you been learning Japanese?	7 Years
	2	What's your mother tongue?	Indonesian
	3	Do you train your Japanese pronunciation?	Yeah, practice by communicating

Respondent		Question	Answer
	4	Do you find it difficult to distinguish between the pronunciation of *ame*/rain (雨) and *ame*/candy (飴)?	Yes
	5	Do you think learning pronunciation in Japanese is difficult?	No

Source: Data Analysis, 2024

Based on the results of the interview, the researchers categorized according to the source of error that caused respondents to make mistakes in pronouncing *ame*/rain (雨) and *ame*/candy (飴). The cause of the pronouncement error in the 6 respondents.

Table 3. Source of Error

No.	Data	Source of Error
1	Respondent 2	Learning Strategy and Second Language Culture
2	Respondent 4	Learning Strategy and Second Language Culture
3	Respondent 5	Learning Strategy and Second Language Culture
4	Respondent 7	Learning Strategy and Second Language Culture
5	Respondent 8	Learning Strategy
6	Respondent 9	Learning Strategy

Source: Data Analysis, 2024

DISCUSSION

The results of the analysis conducted by the researcher, in examining respondents' pronunciation of the words *ame*/rain (雨) and *ame*/candy (飴).

Respondent's ability to pronounce Ame/Rain (雨) and Ame/Candy (飴)

The analysis was carried out by the researchers in this study by comparing voice recordings of native Japanese speakers, teachers at LPK, and OJAD with the results of voice recording analysis of respondents.

Table 4. Analysis Results

No.	Data	Pronouciation	
		雨 ***Ame*** **(Rain)**	飴 ***Ame*** **(Candy)**
1	Native	↗ ↘	↘ ↗
2	Teacher at the LPK	↗ ↘	↘ ↗
3	OJAD	↗ ↘	↘ ↗
4	Respondent 1	↗ ↘	↘ ↗
5	Respondent 2	↗ ↘	↗ ↘
6	Respondent 3	↗ ↘	↘ ↗
7	Respondent 4	↗ ↘	↗ ↘

No.	Data	Pronouciation	
		雨 *Ame* (Rain)	飴 *Ame* (Candy)
8	Respondent 5	↗ ↘	↗ ↘
9	Respondent 6	↗ ↘	↘ ↗
10	Respondent 7	↗ ↘	↗ ↘
11	Respondent 8	↗ ↘	↗ ↘
12	Respondent 9	↘ ↗	↘ ↗
13	Respondent 10	↗ ↘	↘ ↗
Description: High tone (↗) Low tone (↘)			

Source: Data Analysis, 2024

The pronunciation produced by the native, the teacher at the LPK, and OJAD in pronouncing the word *ame*/rain (雨), both use the pronunciation of the first syllable with a high tone (↗) and the second syllable with a low tone (↘). then in the word *ame*/candy (飴) both produce pronunciation on the first syllable with a low tone (↘) and on the second syllable with a high tone (↗). The pronunciation of the native, the teacher at the LPK, and OJAD is used as a source used for comparison of respondents' pronunciation.

Ame/Rain (雨)

1. 雨が降っています。
   Ame ga futte imasu.
   (It's raining.)

The results of the pronunciation analysis focused on the word *ame*/rain (雨) after being compared with native speakers, teachers at LPK, and OJAD. As can be seen in the table, 90% of respondents showed correct pronunciation, namely respondents 1, 2, 3, 4, 5, 6, 7, 8, and 10. The first syllable is pronounced with a high tone (↗) and the second syllable is pronounced with a low tone (↘). However, there is 1 respondent who made a mistake, namely respondent 9.

The pronunciation produced by respondent 9 is different from native speakers, teachers at LPK, and OJAD. the pronunciation produced by respondent 9 is that the first syllable is pronounced with a low tone (↘) and the second syllable is pronounced with a high tone (↗). Respondent 9 pronunciation matches the pronunciation of *ame* (飴) which means candy rather than *ame* (雨) which means rain.

Ame/Candy (飴)

2. 飴が欲しい。
   Ame ga hoshii.
   (I want candy.)

Results of pronunciation analysis that focused on the word *ame*/candy (飴) after comparison with native, teacher at LPK, and OJAD. Based on the table above, 50% of respondents, namely respondents 1, 3, 6, 9, and 10, showed correct pronunciation. The first syllable is pronounced with a low tone (↘) and the second syllable with a high tone (↗).

While the other 50% of respondents made pronunciation mistakes. respondents who made mistakes were respondents 2, 4, 5, 7, and 8. They pronounced the first syllable with a high tone (↗) and the second syllable with a low tone (↘). this does not match the pronunciation of native speakers, teachers at LPK, and OJAD.

There is the word *ame* which means rain, only 1 respondent made a mistake. it can be concluded that most respondents already understand the pronunciation of the word *ame* which means rain. while in the word *ame* which means candy only 5 respondents can pronounce it correctly and 5 other respondents make mistakes. from the results of this study it can be seen that some respondents find it more difficult to pronounce the word *ame* which means candy than *ame* which means rain.

The researchers found that 6 respondents made pronouncement errors, among others: respondents 2, 4, 5, 7, 8, and 9. 6 respondents were analyzed through interviews to determine the source of the error that caused the occurrence of pronouncement errors of the words *ame*/rain (雨) and *ame*/candy (飴).

Interview Results Source Error

Based on the results of interviews with 6 respondents who made a mistake in the pronunciation of *ame*/rain (雨) and *ame*/Candy (飴) found a source of error, namely:

Learning Strategy

Each respondent had a different way of learning, such as through Japanese conversation and singing Japanese songs. However, there were two respondents who did not practice Japanese pronunciation, and caused pronunciation errors. It is known that the source of error is the learning strategy. Each second language learner has different ways and levels of understanding language (Tarigan & Tarigan, 1988).

Second Language Culture

A total of four respondents responded to difficulty learning Japanese pronunciation. Based on the results of the interviews, it is clear that the source of the error is cultural differences. This is due to cultural differences, i.e., accents, logos, and others (Tarigan & Tarigan, 1988). because second language learners are often distracted due to their mother tongue, which affects the pronunciation produced by the respondents (Heryono, 2019).

CONCLUSIONS

Pronunciation is a way of producing sound in communication. Even in Japanese, meaning can change based on the high and low pressure of the tone. Based on the results of the researcher's analysis of the pronunciation of *ame*/rain (雨) and *ame*/candy (飴) which aims to analyze the pronunciation of Japanese Language Education Students Batch 2020 of Brawijaya University and to find out the source of errors that cause pronunciation errors. The results were obtained in the form of:

1. The voice recording data of the respondent is about *ame* (雨) which means rain as much as 90% of respondents are able to pronounce correctly. Then from the voice recorded data of a respondent who analyzes the word *ame* (飴) which has the meaning of candy. 50% of responders are capable of pronouncing correctly and 50% of the other respondents make the wrong pronunciation.
2. Based on the analysis of the 2 voice recordings of the respondents regarding the pronunciation of *ame*/rain (雨) and *ame*/candy (飴). 6 respondents committed pronunciation errors caused by Learning Strategy and Second Language Culture.

The results of the study on the pronunciation of *ame*/rain (雨) and *ame*/candy (飴) in Japanese language education students batch 2020 of Brawijaya university can be seen the impact of the analysis, namely the discovery of the source of pronunciation errors made by respondents. with 6 respondents who made mistakes caused by learning strategies and second language culture. although respondents have studied compulsory courses such as *hyoki, bunpo, chokai*, and *kaiwa* during lectures. Not all respondents can do the pronunciation correctly. Based on the interview results, there are respondents who do not re-train their pronunciation and result in pronouncing the word *ame* with the wrong pronunciation. As for those who practiced their pronunciation but still made pronunciation mistakes on the word *ame*. A total of 4 respondents said it was difficult to practice Japanese pronunciation. This could also be the reason why they can make mistakes in pronouncing the words *ame*/rain (雨) and *ame*/candy (飴). In this study, the most mispronunciation of the word *ame*/candy (飴) was found in 5 respondents, which was due to learning strategies and second language culture.

This study is limited to analyzing the pronunciation of Japanese Language Education Students Batch 2020 of Brawijaya University by pronouncing one homophone only, namely *ame*/rain (雨) and *ame*/candy (飴) which are analyzed in terms of pitch only, so the Coverage of the research is less in-depth. For future research, other homophones such as *hoshii*/want (欲しい) and *hoshi*/star (星) can be analyzed in terms of pitch, intensity, and respondents from the Department of Japanese Language Education and Japanese Literature can be used as a comparison.

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COMPETING INTEREST

Research with the title "Pronunciation of 「雨」and 「飴」for Japanese Language Education Students Batch 2020 of Brawijaya University" which is about Japanese phonology. The authors declare that they have no financial or non-financial competing interests.

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