

Language Choice in Intermarriages Indonesian and Japanese Indonesian Wife's Life Story Study on Language Inheritance in Japan

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Article History

Submitted date:

2023-03-04

Accepted date:

2023-03-24

Published date:

2023-03-31

Keywords:

Indonesian wife;
intermarriage; Japan;
language choice; life
story method

Abstract

This study aims to determine the language choice of intermarriage families of Indonesian women and Japanese men in Japan, the factors that determine the language choice, and the implications of language choice. The informants of this study are 8 Indonesian wives who married Japanese men living in Japan. The analysis results show that the primary language used at home is that Japanese wives have a dominant role in determining the language choice in the family. The informants' mother tongue was deficient and used only in certain situations, namely when angry and joking. This causes children to have difficulty communicating with Indonesian families. Several factors determining the language choice in intermarriage families include residence, wife and husband's language skills, enthusiasm and effort to convey the Indonesian wife's mother tongue to children, Japanese family support, knowledge of language education for children, attitude towards language, psychological situation, and child development. Indonesian wives need knowledge of bilingual education so that children can communicate in Indonesian and Japanese. Therefore, in intermarriages, primary marriages of Indonesian wives and Japanese husbands in Japan, where the environment, facilities, and opportunities to learn Indonesian are limited, it is necessary to plan and discuss with partners how to use the language at home, language education for children, and extra effort if Indonesian wives want the children to have bilingual abilities or to be able to communicate in both the Indonesian and Japanese.

Abstrak

Kata Kunci:

Isteri Indonesia;
perkawinan
campuran;
pilihan bahasa;
Jepang;
metode life story

Pilihan Bahasa pada Perkawinan Campuran Wanita Indonesia dan Pria Jepang di Jepang; Metode Life Story

Tujuan penelitian ini adalah untuk menemukan pilihan bahasa keluarga perkawinan campuran wanita Indonesia dan pria Jepang di Jepang, faktor-faktor yang mempengaruhi pilihan bahasa, serta implikasi dari penggunaan bahasa tersebut. Informan penelitian ini adalah 8 orang istri Indonesia yang menikah dengan pria Jepang yang tinggal di Jepang. Hasil analisis menunjukkan bahwa bahasa utama yang digunakan adalah bahasa Jepang. Penggunaan bahasa ibu informan sangat rendah dan digunakan hanya pada situasi tertentu, yaitu ketika marah dan bercanda. Permasalahan pada penggunaan bahasa keluarga adalah kesulitan informan dalam memberikan pendidikan bahasa kepada anak. Semua informan menginginkan anak bisa berbahasa Indonesia tetapi semua anak perkawinan campuran hanya dapat berkomunikasi dengan bahasa Jepang. Hal ini menyebabkan anak mengalami kesulitan berkomunikasi dengan keluarga Indonesia. Faktor-faktor yang memengaruhi penggunaan bahasa dalam keluarga kawin campur yaitu tempat tinggal, kemampuan bahasa istri dan suami, semangat dan usaha untuk menyampaikan bahasa ibu istri Indonesia kepada anak, dukungan keluarga Jepang, pengetahuan isteri Indonesia tentang pendidikan bahasa untuk anak, sikap terhadap bahasa, situasi psikologis, perkembangan anak. Isteri Indonesia membutuhkan pengetahuan pendidikan bilingual agar anak dapat berkomunikasi dalam bahasa Indonesia dan Jepang. Oleh karena itu, pada perkawinan campuran khususnya perkawinan istri Indonesia dan suami Jepang di Jepang di mana lingkungan, fasilitas dan kesempatan untuk belajar bahasa Indonesia terbatas, perlu perencanaan, diskusi dengan pasangan bagaimana sebaiknya penggunaan bahasa di rumah, pendidikan bahasa untuk anak, usaha ekstra jika ingin anak-anaknya mempunyai kemampuan bilingual atau dapat berkomunikasi dalam bahasa ibu informan.

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1 Introduction

With the progress of globalization, the movement of people, goods, and information has increased dramatically worldwide. Technological developments make a cultural exchange, communication, and information transfer easier. According to Takeda (2010), according to 2009 United Nations statistics, the number of people living away from their place of birth reached 214 million. Nishitani (2022) notes that the movement of people across national borders has increased dramatically with globalization, and the number of immigrants has increased significantly worldwide. As a result, cultural contact with people from different countries is facilitated, and inter marriages are becoming more common. As the connection between people has increased, inter marriages have also increased. The number of inter marriages in Japan has risen rapidly in recent years. In immigration-receiving countries, the number of people with diverse ethnic, religious, and cultural backgrounds is increasing.

According to Ito (2006), approximately 70% of the rising and diversifying inter marriages in Japan are the combinations of "Japanese husband and foreign wife. He points out that many foreign wives are from Asian countries such as the Philippines, South Korea, North Korea, and China. According to Satake (2017), inter marriage families are multicultural. Then the problems in multicultural families in Japan are as follows: (1) language and communication; (2) cultural differences and family views; (3) domestic violence; Income trends; and (5) child care and education. Although research and support systems on inter marriage families have been carried out in Japan, more is needed. Ito (2006) points out that language is the most common problem foreign wives face in Japan. However, according to Ito (2006) and Satake (2017), more research still needs to be conducted on inter marriages in Japan. In other words, language and communication are one of the problems of inter marriages in Japan and need to be researched.

Research on inter marriage has been widely carried out. Much research has been done on inter marriages between Japanese people and foreigners. Still, many studies have focused on marriage between Japanese and Koreans, Chinese, Filipinos, and Americans. In contrast, the unions of Japanese and Indonesians have yet to be studied much. Hanai (2016) uses quantitative and qualitative life story methods to analyze the language choice factors influencing the language choice in Japanese and Korean inter marriage families living in Korea and Japan. According to Hanai, Japanese mothers who live in Korea tend to inherit Japanese from their children, while Korean mothers who live in Japan tend not to pass on Korean to their children. Hanai said that the factors that influence the use of language and mother in passing the language on to children in Korea and Japan are understanding or understanding in acquiring two languages, positive active attitude of parent's bilingualism, high rating of the language, government policy, relations or kinship of community members and conditions of language use in society. Hanai states that using their mother tongue, which has long contact time with their preschool children during parenting, affects their language acquisition. In addition, there are other factors, such as how language education is used at home, the educational environment used at home, the social environment, and parental awareness.

Through quantitative analysis, Matsuo (2003, 2006b, 2006a) analyzes language choice and its factors among Japanese descendants living in Jakarta and surrounding areas. The results of Matsuo's research show that only a few informants speak only one language at home, not a few informants use Indonesian, Japanese, and English, and most informants use Japanese and Indonesian. Three factors significantly influence language choice in Japanese families: the husband's ability to speak, whether he is suitable for relatives' events and whether he is Chinese or of Chinese descent. Suzuki (2016) researches the acquisition of language and culture and the factors behind it from the parent's point of view, taking the case of children from inter marriage families where one of the parents is Japanese, while the other is a foreigner (children of Japanese descent). In all families, the primary language at home is Japanese, and children only learn Japanese and do not inherit Indonesian. As a foreign

language, they are more likely to learn English. In addition, the Japanese couple cannot speak Indonesian except for one. The reason why children only learn Japanese and do not inherit Indonesian is because of the regularity of the place of residence, the prestige of the language (the order of languages in the international world), the lack of enthusiasm and efforts of parents (especially foreign parents) to pass on the Indonesian language, lack of opportunities (institutions) to give on Indonesian in Japan, and close relationships with Japanese grandparents.

According to Holmes (2013), some factors that influence people to choose one language are the participant, social context, function, and topic of the discussion. It is essential to consider who the addressee is. Different languages may apply to other people, for example, wife to husband, student to teacher, or boss to worker. Social context or setting, where and when the conversation happens, also can affect the choices. Harding-Esch & Riley (2003) also found that parents' experience of raising their children bilingually, the social environment, and the language they speak to each other are important factors. Parents' linguistic backgrounds and linguistics Parents' language backgrounds and language parents use each other's mainstream language and pass on the different languages to their children. In addition, if one of the parents does not wish to have a minority language as their mother tongue, it is necessary to put a lot of time and effort into the child's language education. It is said that it is easier to promote children's acquisition of two languages with the action and belief of parents to raise bilingualism. Yamamoto (2001) also conducted a language usage survey of Japanese and English-speaking families living in Japan, in which children taught minority language speakers (English speakers) to their parents. Based on the survey results that are often used, it is stated that the positive attitude of parents to bilinguals affects the acquisition of two languages. In addition, Yamamoto (2010b) surveyed non-English speakers and Japanese-speaking households whose native languages are those other than Japanese and English and found that Japanese is mainly used in most homes. According to the interviewees, there is a positive image in the case of Japanese-English bilingualism but a negative idea in Japan of non-English and Japanese bilingualism. From the above results, parents' positive attitudes toward bilingual use significantly influence children's language use.

Intermarriages create a bilingual (multilingual) situation in the family (Cho, 2000; Klerk, 2010; Mejía, 2015; Okita, 2002; Shibutani, 2010; Shibuya, 2010; Yamamoto, 1995, 2001, 2008, 2010a). Therefore, it is also estimated that multilingualism is used in intermarriages between Indonesian and Japanese couples. Research on the choice of language or the use of language in Indonesian and Japanese intermarriage couples, primarily residing in Japan, has not been widely studied. When an Indonesian marries a Japanese, many questions arise about the language used by wives in intermarriages, whether they only use the language of their wives or husbands, whether their choice of language follows a specific pattern, etc. Based on the above background, this study investigates the choice of language in Japanese and Indonesian intermarriage families living in Japan. This study aims to analyze the choice of language in intermarriages between Indonesians and Japanese, the factors that determine the choice of language in intermarriages between Indonesians and Japanese, and the implication of the intention of the language.

2 Methods

This study uses a qualitative approach, using the life story method to achieve the research purposes. The life story method is the most suitable for this research based on previous studies. The life story method is an edited biographical record of the lives and events of individuals (Bertaux, 1997; Kobayashi, 2003; Lind et al., 2021; Minowa & Belk, 2020; Sakurai, 2002; Sengsavang et al., 2018). The procedure follows the steps of the life story method of Oukubo (2008). After completion of the interview, make a transcription of the recorded data. Then print it out and ask the informant to read it. After the informant approved the written material, editing was done, taking the essential parts

of the interview and analyzing it. The languages used in the interview are Indonesian, Javanese, and Japanese.

The main questions asked of informants are as follows:

- 1) What languages are used in everyday communication?
- 2) In what situations is the language used?
- 3) What is the reason for choosing the language?
- 4) How to apply language education to children?
- 5) How is the child's language ability?
- 6) Is it difficult to teach several languages to children? If so, what are the difficulties?
- 7) Do you want your children to master the mother tongue of the informant?
- 8) According to the informant, is the use of language in the family now appropriate?

The informants of this study are 8 Indonesian wives married to Japanese and living in Japan. The informants of this research are Indonesian women living in Japan who are married to Japanese people.

Table 1: Informants

No.	Subject	Age	Birthplace	Years in Japan	Educational Background	Profession	Mother Tongue
1	A	32	Lampung	3	Junior High School	Housewife	Javanese Indonesian
2	AS	42	Bandung	14	University	Housewife	Sundanese Indonesian
3	DE	40	Semarang	16	University	Employee	Javanese Indonesian
4	DI	35	East Java	13	High School	Part-time Job	Javanese Indonesian
5	E	42	Yogyakarta	13	University	Teacher	Javanese Indonesian
6	F	33	Klaten	3	University	Employee	Javanese Indonesian
7	H	40	Semarang	9	University	Part-time Job	Javanese Indonesian
8	S	37	Semarang	12	Graduate	Housewife	Javanese Indonesian

Table 2: Informants' Family

No.	Subject	Years of Marriage	Residence	Japanese Husband					Children
				Age	Birthplace	Educational Background	Profession	Mother Tongue	Age
1	A	4	Hiroshima	48	Hiroshima	High School	Self-Employed	Japanese	3
2	AS	15	Osaka	57	Osaka	University	Employee	Japanese	5; 5
3	DE	16	Hiroshima	42	Hiroshima	University	Employee	Japanese	11; 6
4	DI	13	Hiroshima	47	Hiroshima	University	Employee	Japanese	7
5	E	14	Tokyo	44	Tokyo	University	Employee	Japanese	10
6	F	3	Yamanashi	32	Yamanashi	University	Teacher	Japanese	-
7	H	9	Hamamatsu	37	Hamamatsu	University	Part-time Job	Japanese	4
8	S	8	Nara	38	Nara	Graduate	Employee	Japanese	6; 3

The following is an explanation of table 1 and 2.

- 1) A: Thirty-two years old from Lampung (Javanese). She lives in Hiroshima. She graduated from junior high school, a housewife. Her husband is 48 years old, part-time, and her son (is one year old). She met her husband in Hiroshima. She has been married for four years.
- 2) AS: Forty-two years old from West Java (Sundanese). She lives in Osaka, graduated from college, and is a housewife. Her husband is 57 years old and a company employee. Her

twins are five years old. She met her husband in Bandung, Indonesia. She has been married for fifteen years.

- 3) DE: Forty years from Central Java (Javanese). She lives in Hiroshima. She is a college graduate company employee. Her husband is 42 years old, a company employee, the son is 11 years old, and the daughter is six. She met her husband in Hiroshima. She has been married for 16 years.
- 4) DI: Thirty-five years old from East Java (Javanese), Indonesia. She lives in Hiroshima. She graduated from high school part-time worker. Her husband is 47 years old (a company employee), and her daughter (is seven years old). She met her husband in Jakarta. She has been married for 13 years.
- 5) E: 42 years old from Yogyakarta (Javanese). She lives in Tokyo. She graduated from university as an Indonesian teacher. Her husband is 44 years old and a company employee. The son is ten years old. She met her husband in Yogyakarta. She has been married for 14 years.
- 6) F: Thirty-three years old from Central Java (Javanese). She lived in Yamanashi and graduated as a university company employee. Her husband is 32 years senior Japanese lecturer. She met in Semarang, Indonesia. She has been married for three years.
- 7) H: Forty years old from Central Java (Javanese). She lives in Hamamatsu, graduated from college, and works part-time. Her husband is 37 years old and a part-time worker. Her daughter is four years old. She met her husband on SNS. She has been married for nine years.
- 8) S: Thirty-seven years old from Central Java, Indonesia (Javanese). She lives in Nara and is a graduated university housewife. Her husband is 38 years old and a company employee. She has a son who is six years old. She met her husband in Osaka. She has been married for eight years.

3 Results and Discussion

3.1 Results

3.1.1 Language Choice of Intermarriage Families

The primary language used by the informants' family is Japanese. There are 3 Japanese husbands using Japanese and Indonesian when joking with the informants, but in loud and angry conversations, all husbands use Japanese. All informants use Japanese when talking seriously with their husbands; when angry with their husbands, six informants use Japanese, and two use Japanese and Indonesian. Meanwhile, when joking and talking casually with their husbands, four informants use Japanese, three informants used Japanese and Indonesian, and one informant used Japanese, Indonesian, and Javanese. The informant's husband communicates with the child and vice versa, using Japanese for all situations. In communication between informants and children, in serious conversations, four informants use Japanese; one informant uses Japanese and Indonesian, one informant use Indonesian, and 1 informant uses Japanese, Indonesian, and Javanese. When joking and having casual conversations, most informants use a mixture of Japanese and Indonesian. Meanwhile, communication from children to all informants only uses Japanese in all situations. Communication between children uses Japanese, but when they are angry, some children use Japanese and mix Indonesian and Sundanese vocabulary.

Japanese is prioritized, and Indonesian and regional languages are still used as part of the language life of some informants in certain conditions. This is reflected in the code-switching from Japanese to Indonesian, regional languages, or vice versa, according to the context of the interaction situation and the interlocutor. The informants' language behavior also paid attention to language norms. For serious communication, the informants use Japanese; when angry and joking, most use mixed language. The use of Indonesian and regional languages by most informants when mad and

joking reflects that the informants are trying to maintain social distance so that the husbands and children remain in an intimate atmosphere.

The following is a table (2) regarding the use of language intermarriage households of Indonesian wives and Japanese husbands.

Table 3: Language Use

No.	Subject	Language Use																				
		Husband-> Wife			Wife-> Husband			Father-> Children			Children-> Father			Mother-> Children			Children-> Mother			Siblings		
		S	A	Jo	S	A	Jo	S	A	Jo	S	A	Jo	S	A	Jo	S	A	Jo	S	A	Jo
1	A	J	J	J,I	J	J	J	J	J	J	J	J	J	J	J	J,I	J	J	J	J	J	J
2	AS	J	J	J	J	J	J	J	J	J	J	J	J	J	Su	J, I, Su	J	J	J	J	J	J
3	DE	J	J	J	J	J	J,I, Ja	J	J	J	J	J	J	J	J,Ja	J,I	J	J	J	J	J	J
4	DI	J	J	J	J	J	J,I	J	J	J	J	J	J	J	J	J,I	J	J	J	—	—	—
5	E	J	J	J,I	J	J,I	J,I	J	J	J	J	J	J	J,I	J	J	J	J	J	—	—	—
6	F	J	J	J,I	J	J,I	J,I	J	J	J	J	J	J	—	—	—	—	—	—	—	—	—
7	H	J	J	J	J	J	J	J	J	J	J	J	J	J, I, Ja	J, I, Ja	J, I, Ja	J	J	J	—	—	—
8	S	J	J	J	J	J	J	J	J	J	J	J	J	I	I	I	J	J	J	J	J	J

Abbreviation Description:

- J: Japanese
- I: Indonesian
- Ja: Javanese
- Su: Sundanese
- S: Serious
- A: Angry
- Jo: Joking, Casual Talk

I look at the motivation for language behavior in an intermarriage family environment. The reason for children's self-identification as Japanese is significant language behavior. This language behavior can result in the loss of identity as an Indonesian, especially in children. This is reflected in the higher frequency of Japanese use than Indonesian or regional languages between parents and children in the informant's marital household. As told by the following AS informant:

- (1) *“Anak saya selalu bilang ke teman-temannya boku wa nihonjin. Saya sedih, saya yang mendidiknya, kenapa anak tidak merasa ada identitas saya”* (My children always say to their friends that they are Japanese, I'm the one who educates him, why my children don't feel my identity).

The majority of the informants' children could not speak Indonesian; as a result, when they visited Indonesia, the children of the informants could not communicate with their families in Indonesia. Like the DE informant's experience, when DE and their children visited Indonesia, DE's children could not communicate with their families in Indonesia at all. The following is the statement of the DE informant:



(2) *“Kalau kumpul dengan keluarga di Indonesia, anak-anak saya hanya diam saja”* (When I get together with my family in Indonesia, my children just keep quiet)

Most children understand simple communication in Indonesian but cannot speak Indonesian; several children imitated the informant's regional languages (Javanese, Sundanese) vocabulary and used it when angry. All informants want their children to be able to speak Indonesian to share with their families in Indonesia, even though most children can only understand everyday conversation and cannot talk to Indonesian and Javanese.

3.1.2 Factors Influencing Language Choice among Indonesian Wives and Japanese Intermarriage Couples Residing in Japan.

Several factors influence the use of language in intermarriage families of Indonesian wives and Japanese husbands. These factors are as follows:

1) Residence

Choosing the primary language to be used in everyday life is often influenced by the geographical area where they live, as experienced by most informants. The informant's place of residence greatly influenced the informant in choosing Japanese as the primary language in the family. As told informant H as follows:

(3) *“Saya memilih banyak menggunakan bahasa Jepang karena tinggal di Jepang”* (I prefer to use Japanese a lot because I live in Japan).

If AS informant visited Indonesia, her children could communicate in Indonesian within two weeks, but after returning to Japan, her children forgot Indonesian. As told by the following AS informant:

(4) *“Kalau saya pulang ke Indonesia, anak-anak saya beberapa minggu bisa berkomunikasi bahasa Indonesia, kadang malah niruin bahasa kosakata bahasa Sunda tapi kalau balik Jepang udah ga bisa lagi”* (When I return to Indonesia, my children can communicate in Indonesian for a few weeks, sometimes they even imitate Sundanese vocabulary, but when they return to Japan, they can't anymore).

2) Wife and Husband's language ability

Most husbands need help to speak Indonesian. Therefore, most informants choose Japanese to communicate with their husbands. The two informant's husbands can speak Indonesian; when joking, the husband sometimes uses Indonesian and Japanese. At the same time, most wives use Indonesian when joking or getting angry.

3) Enthusiasm and effort to convey the mother tongue of Indonesian wives to their children

When the informants were interviewed about their use of the language with the children, some answered like this.

(5) *“Mengajar bahasa Indonesia ribet dan susah.”* (Teaching Indonesian is bothersome and difficult).

4) Japanese family support

There is an informant whose mother-in-law does not like that the informant uses Indonesian at home and teaches Indonesian to the children. Therefore, the use of the Indonesian language is limited. As stated by the following informant:

(6) *“Mertua saya sebal, tidak suka kalau saya pakai bahasa Indonesia karena tidak paham artinya. Dia menganggap tidak perlu bahasa Indonesia karena tinggal di Jepang.”* (My mother-in-law is annoyed and doesn't like the use of Indonesian because she doesn't understand the meaning. She thinks Indonesian is not necessary because we live in Japan).

5) Parental knowledge about language education for children

Most informants acknowledged that Indonesian or the subject's mother tongue is necessary for communicating with Indonesian families but did not understand how to teach the informant's mother tongue and Japanese or provide bilingual education to children. Therefore, all the informants only communicate in Japanese and use Indonesian on specific topics.

6) Attitude toward language

It is assumed that Japanese is more beneficial for the children, and other languages (Indonesian) are unnecessary or unimportant in influencing language choice in inter-marriage households. As stated by the DE informant below:

(7) *"Bahasa Jepang lebih penting dikuasai."* (Japanese is more important to master).

7) Psychological situation

Informants pay attention to the psychological situation when communicating. This is evident in the tendency to use Indonesian and Javanese daily. The informant uses Javanese and Indonesian, the languages closest to her heart, for emotional problems. As told by the following AS informant:

(8) *"Kalau lagi marah pakai bahasa Sunda lebih plong rasanya."* (When I am angry, using Sundanese is easier).

DE informant prefers to use a mixed language of Japanese and Javanese when joking; the following is DE's statement:

(9) *"Lebih lucu, nyaman aja kalau bercanda pakai bahasa Jawa."* (I feel comfortable, funny when I joke in Javanese)

Meanwhile, most of the informants' children feel comfortable using Japanese, so when the informant uses Indonesian, the children complain to the informant. DI told by informant H as follows:

(10) *"Anak sudah nyaman pakai bahasa Jepang, jadi dia protes kalau saya pakai bahasa Indonesia."* (The children are comfortable using Japanese, so they protest if I use Indonesian)

8) Child development

Some children are confused when the informants use Indonesian and Japanese. Therefore, the informant's husband suggested not forcing the children to use Indonesian. S informant stated by the following informant:

(11) *"Anak saya bingung kalau saya pakai bahasa Indonesia."* (My child is confused if I use Indonesian)

Then H informant stated the following:

(12) *"Anak saya sering bingung membedakan bahasa Jepang dan bahasa Inggris, kadang nanya kata ini bahasa Inggris atau bahasa Indonesia"* (My child is often confused about the difference between Japanese and English, sometimes she asks if the word is in English or Indonesian)

The child's question about the informant's mother tongue is positive because it reflects the child's interest in the mother tongue. This is different from the DE informant, the children of DE informants were not interested in Indonesian, so the children of DE informants could not speak Indonesian at all. Like the following DE statement:

(13) *"Anak saya sering bilang Indonesia go ni kyoumi ga nai"* (My children often say that they are not interested in Indonesian)

In the case of informant S, as a linguistics graduate, she is aware that if a child can speak many languages, it will be better for the future or the child's good, mainly Indonesian is very important for

communication with families in Indonesia. However, informant S is constrained by her in-laws, who forbid using languages other than Japanese at home.

3.1.3 The implications of choice language among Indonesian wives and Japanese intermarriage couple residing in Japan

The choice of language in the informant's household has the following implications:

- (1) Attitudes toward the informant's mother tongue in intermarriages of Indonesian Japanese families living in Japan do not show significant efforts by most informants in maintaining and inheriting the informant's mother tongue.
- (2) Choice language in the family affects to the children's language ability. As shown in the table below:

Table 4: List of Abbreviations and Descriptions of Language Ability.

LIST OF ABBREVIATIONS		LANGUAGE PROFICIENCY STANDARDS	
I	Indonesian	1	Can communicate actively on any topic with that language
J	Japanese	2	little able to communicate with the language, limited to everyday or straightforward conversations.
Ja	Javanese	3	understand the simple topics discussed but difficult to answer with that language.
Su	Sundanese	4	Understand some vocabulary
E	English	5	not understand the language at all.

Table 5: list of Descriptions of the Informant's Children of Language Abilities.

Informant	Ages	LANGUAGE PROFICIENCY STANDARDS				
		I	J	Ja	Su	English
A	3	5	1	5		
AS	5	4	1		4	3
	5	4	1		4	
DE	11	4	1	4		
	6	5	1	5		
DI	7	4	1	5		
E	10	3	1	5		
H	4	3	1	3		
S	6	3	1	5		
	3	5	1	5		

The table above shows the language ability of the informants' children. All the informants' children can communicate in Japanese, three can understand simple Indonesian conversations but cannot speak, and three only understand some Indonesian vocabulary. Most children do not understand Javanese and Sundanese; only one child understands simple Javanese conversation, and three children understand some of the informant's regional language vocabulary.

In daily conversations, apart from using Japanese, several informants often use Indonesian and Javanese with the children. The informants' children understand some of the informants' regional language vocabulary (Javanese and Sundanese) because they often hear it when the informant is angry

and joking. These words are also imitated by the informant's children when the children joke and get mad at home. For example, the word *kumaha* (Sundanese), *opo*, *emoh* (Javanese).

In all informants' families, the dominant wife controls language education of children. One informant often experienced misunderstanding with her husband about language education for children. The informant's husband thought the delay in speech for the informant's child was due to the wife's use of Indonesian and Japanese in daily communication. Meanwhile, the informant thinks Indonesian and Japanese are suitable for children's speaking abilities. Kouritzin (2000a, 2000b) states the role of women as wives and mothers in supporting their male partners' language spoken in the family or by their children. According to Kouritzin's statement, this study showed that mothers significantly affected children's language skills; most informants stated that husbands handed over children's language education to their wives. Winter & Paules (2005) explain that Husbands/fathers' first language has become the primary language inherited by the children and spoken by the mothers, following Winter & Paul's statement that the informant's children only mastered their father's language, Japanese. On the one hand, the wife is dominant in the children's language education but lacks effort in passing on the informant's mother tongue; children can only communicate in monolingual Japanese.

3.2 Discussion

The analysis shows that intermarriage couples choose Japanese as the primary language in their family. Their children can understand simple Indonesian conversations but need help to speak Indonesian. Children of intermarriage couples naturally acquire Japanese as their first language because they live in a Japanese-speaking country, and parents only prioritize using Japanese. Unlike Japanese, the first language they use regularly, the informant uses Indonesian only for specific topics. The children cannot communicate with relatives in Indonesia. To Gupta ((2010), a child can acquire more than one language if adults around them frequently use more than one. By Gupta's statement, the results of this study indicate that the lack of use of Indonesian in Japanese-Indonesian intermarriage households is one of the causes of children in intermarriages not being able to communicate in Indonesian. Still, this study shows that in children who experience speech delay, the use of several languages can cause confusion and stress in them. Using several languages is good for improving children's language ability, but it is necessary to consider their development. Most informants in this study have yet to learn about language education for children. Therefore, knowledge of proper language education is needed by the informants.

To Holmes (2013), some factors influencing people to choose one language are the participant, social context, and function. It is essential to consider who the addressee is. Different languages may apply to other people. Social context, where and when the conversation happens, also can affect the choices. The theory of Holmes (2013) follows the situation of this study's informants; most informants use different languages when communicating with other recipients. However, the use of language by the children of the informants is not following this theory because the children of the informants only use Japanese, both with the father and the informant. Informants mix Japanese and Indonesian with their children and only use Japanese when speaking to their husbands. Social context or setting also plays a vital role in determining language choice (Holmes, 2013). This study found that all informants choose different languages in other locations. Most informants choose Japanese when communicating with their husbands, but when they go to their hometown in Indonesia, they use Indonesian and their ethnic language (Javanese). The other factor is function. All informants found that they still need Indonesian and their ethnic language (Javanese) to communicate with their families living in Indonesia. The children of the informants can also feel difficulty meeting with Indonesian families, so they cannot share because they cannot speak Indonesian.

The results of this study are some of the same as those of Suzuki's research. For instance, the factors that cause the use of language are the place of residence, language prestige (language order in the international world), and the lack of enthusiasm and efforts of parents (especially foreign parents) to pass down Indonesian. In addition, Suzuki stated that children in inter marriages in Japan only inherit the Japanese language in closeness to their grandparents. In the case of the informant of this study, it was not a matter of proximity to the grandmother. Still, the absence of grandmother's support in the use of language at home greatly affected the use of language at home and children's language skills. His grandmother hindered the informant's strenuous effort to pass on Indonesian to his children because he considered Indonesian unimportant and forbade the use of the language at home. Matsuo (2006c) states that the father's language ability influences the use of language at home. The father's language and mother tongue ability also dramatically affect the use of language in the family because, in general, the mother spends more time at home and with the child than the father.

The results of this study regarding the primary language in all informants' families are Japanese, showing the same results as Suzuki's research (2010, 2016). Suzuki states that children tend to learn English, but in this study, only one child was taught English. Suzuki says that closeness to grandparents affects language inheritance, but in this study, the grandmother's support influences language inheritance.

Hanai (2016) states that using their mother tongue, which has long contact time with their preschool children during parenting, affects their language acquisition. However, in this study, the length of contact between Indonesian wives and their children did not affect their ability to speak Indonesian. In other words, in this study, time together with children is not a guarantee for children's language acquisition. Hanai also stated that the high rating of the language and government policy influence the use of Japanese in Korean-Japanese inter marriage families. The use of Japanese and the conditions for learning Japanese in Korea have experienced ups and downs due to historical influences. After the Japanese-Korean War, Japanese use in Korea was minimal; even children of inter marriages between Japanese and Korean could not speak Japanese. However, after Korean dramas became popular in Japan, relations between Japan and Korea improved. This affects the use of Japanese in Korea and vice versa. In this study, it is not seen that historical factors influence the use of language. Most informants considered Japanese more important than other languages for children, even though Indonesia and Korea have the same account in history in, having had a war with Japan.

Research using the life story method in Indonesia and analysis on inter marriages of Indonesians and foreigners, especially with Japanese, is very little; therefore, research like this needs to be done. Matsuo (2006c) analyzes the choice of language in the inter marriages of Indonesians and Japanese in Indonesia in quantitative research. The results of the analysis of this study with the results of Matsuo's analysis showed a significant difference. According to Matsuo, in Indonesian Japanese inter marriage families in Indonesia, the majority use more than two languages in the family, namely Indonesian, Japanese, and English. At the same time, only three factors influence the use of language in the household, while in this study, eight factors were found. Matsuo's research involved many informants, but data analysis using a questionnaire and asking several choice questions greatly limited the data analysis, so less information was obtained. Therefore, even though this research only involved eight informants, because of the approach, and in-depth investigation of the informants, the life story method can obtain much information and many findings on inter marriage between Indonesian Japanese. Therefore, this result of the study shows that in inter marriages, primary marriages of Indonesian wives and Japanese husbands in Japan, where the environment, facilities, and opportunities to learn Indonesian are limited, it is necessary to plan and discuss with partners which the best language to use at home is, language education for children, and extra effort if Indonesian



wives want the children to have the bilingual ability or to be able to communicate in the Indonesian and Japanese.

4 Conclusion

Japanese is the primary language in Indonesian and Japanese intermarriage families in Japan. Indonesian, Javanese, and Sundanese are only used in certain situations. Some children of intermarriages understand simple Indonesian conversations but cannot speak Indonesian, and some know only Javanese and Sundanese vocabulary. Javanese and Sundanese language is used when angry and joking. The informant's mother tongue was shallow and used only in certain situations, namely when angry and joking. This also shows that the situational context and psychology play an essential role in Indonesian Japanese intermarriages in language choice. Indonesian wives have a dominant role in determining the choice of language in the family, especially for the children. Following the results of the choice of language, it can be stated that speakers of intermarriage families show a negative attitude towards the Indonesian wife's mother tongue. This affects the maintenance of the Indonesian wife's mother tongue, where intermarriage family members need more effort to use the Indonesian wife's mother tongue regularly. This can also impact the erosion of the identity of children from Indonesian wives. There are several factors that determine the language choice in intermarriage families including place of residence, wife and husband's language skills, enthusiasm and effort to convey the Indonesian wife's mother tongue to children, Japanese family support, and Indonesian wife's knowledge of language education for children, attitude towards language, psychological situation, and child development.

This qualitative research focuses on analyzing the choice of language in the nuclear family among the father, mother, and children from the wife's perspective. Although the method used is the Life story method, where the number of informants is not a problem, according to the researcher, it will be more interesting if the number of informants is more. Therefore, further research is needed to increase the number of informants. In addition, because the informants are young couples, the children are still under 12. Therefore, further research is still needed involving informants who have children over 12 years or need to add variations in the age of the informants' children. By increasing the number and variety of ages of informants, new language symptoms may be found.

Most intermarriage couples in Japan have an only child, so finding informants with more than one child is challenging. Research on the choice of language between siblings with more informants needs to be done. Then this study's linguistic data were not quantitative because different methods and techniques were required. Therefore, it needed a quantitative analysis or research using quantitative and qualitative analysis.

There will be language interference, code-mixing, and maintenance in the intermarriage's speech. Therefore, research also needs to be continued by analyzing these problems. In addition, it is also necessary to expand the sample to people with other ethnic and linguistic backgrounds by expanding the social factors that might influence the use of language intermarriages. Language education strategies for children of diverse marriages between Indonesia and Japan also need further research because the main problem faced by the informants of this study lies in the difficulty of providing language education to children.

It is hoped that this research can be used as material for consideration for intermarriage couples or who will do intermarriages on how best to use language because the choice of language in the home will have implications for children's language ability.

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