

Phoneme Adding Error (Anaptyxis) on Pronunciation of Basic Korean BIPA Learners

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ABSTRACT

This research was motivated by the problem of many mispronunciations of BIPA learners from South Korea. This is due to the differences in phonemes and sound rules. From various previous studies and experts, Koreans have difficulty pronouncing Indonesian vocabulary due to some differences in phonemes and sound rules with Korean vocabulary. One type of error that often occurs is the addition of phonemes, especially vocal phonemes or called Anaptyxis. The purpose of this study is to describe the mispronunciation by BIPA learners from South Korea in the form of adding sounds, especially Anaptyxis, so that the results of this study can be a material taught by BIPA teachers. Based on these objectives, the method used in this study is qualitative descriptive to analyze language errors at the phonological level. The study yielded 73 phoneme addition errors, consisting of the sound [ə] 35 times, the sound [i] 9 times, the sound [u] and [n] 3 times, the sound [y] and [g] 2 times, and so on with various causes. This research expects BIPA teachers to learn what language sounds are often misspoken by Korean BIPA students as learning or prevention materials so that no mistakes occur when reciting Indonesia's sounds.

Keywords: Basic BIPA, language error analysis, phoneme addition, pronunciation

1. INTRODUCTION

Many experts agree that pronunciation is an important aspect of second language learning. If BIPA learners can make correct sentence structure with appropriate vocabulary but not appropriately pronounced, then the conveyed meaning will not be perfect. Pimsleur (2013) explains that each language has three main components; Pronunciation, Grammar, and Vocabulary. With that, the first component that BIPA learners must master is pronunciation. Wiratsih (2019) explained that if there is a pronunciation error, it will change the meaning of the spoken words. Annisa (2018) also argues that people who have good pronunciation will be understood better than people who have good grammatical skills but bad pronunciation. As a result, there can be misunderstandings due to errors in the pronunciation of letters and words.

Pronunciation learning on BIPA is regulated in the Regulation of the Minister of Education and Culture (Permendikbud) number 27 of 2017. There is a basic BIPA, especially BIPA 1 with competency element 6.1, which is to master knowledge about the use of language sounds and pronunciation. With the importance of pronunciation in BIPA learning as explained earlier, it

does not rule out the possibility that BIPA learners still have difficulty in pronouncing Indonesian vocabulary. One of them happened to BIPA learners from South Korea.

In second language learning, the first language is very influential. For example, the difference between language structure and written symbol between Indonesian and Korean makes it difficult for Korean BIPA learners in learning Indonesian, especially in pronunciation. In an interview with Asma Azizah, S.S., M.A., a lecturer of Korean Linguistics in Korean Language Education Study Program (FPBS, UPI), it is explained that Koreans do have difficulty when learning some Indonesian vocabulary because there are some differences in phonemes and sound rules with their mother tongue.

Pronunciation errors exist in the phonological level, especially articulatory phonetics. Muslich (2015) distinguishes sound pronunciation errors into Assimilation, Dissimilation, Vowels Modification, Neutralization, Zeroization, Metathesis, Diphthongization, Monophthongization, and Anaptyxis. Similar to this theory, Anggaira (2016) explains that in absorbing language sounds, the mistakes that often occur

are the inability to produce certain sounds or phonemes, the exchange of phonemes from where they should be, the addition of phonemes that should not exist, or the removal of phonemes that should exist.

Based on the types of pronunciation errors above, the error produced by Korean BIPA learners is the addition of sounds or adding another phoneme in a word that is difficult to pronounce. Muslich (2014) and Chaer (2013) state that the addition of sound is an error that include the addition of vowels to single vowels (Diphthongization) and the addition of vocal sounds between two consonants (Anaptyxis). Tarigan and Tarigan (2011) in the surface strategy also explained that Addition is the presence of things that should not appear in good and true speech. In this study, researchers will focus on digging into errors in the addition of sounds or Anaptyxis by Korean BIPA learners when pronouncing Indonesian sounds.

This research is certainly important to do, as explained above that pronunciation is an important material that must be taught and accustomed to BIPA learners. Therefore, teachers must acknowledge what mistakes are commonly made by BIPA learners. In this case, the error is focused on the phoneme addition error. Adding other phonemes to Indonesian vocabulary will cause ambiguity, and the meaning will not be conveyed properly. Based on this background, the research question is how Korean BIPA learners produce the error of adding sound (Anaptyxis) in their pronunciation. The goal is to describe the error of adding sound, thus expanding the field of research in BIPA and providing benefits for teachers to know the errors that can occur in pronunciation learning.

There are several studies relevant to this study. First, Wiratsih's research (2019) entitled *Analisis Kesulitan Pelafalan Konsonan Bahasa Indonesia (Studi Kasus Terhadap Pemelajar BIPA Asal Tiongkok di Universitas Atma Jaya Yogyakarta)*. The research shows that BIPA learners often make pronunciation errors. The study focused on examining the difficulty of consonant pronunciation only, while the research that will be conducted focuses on the pronunciation of the learner as a whole in terms of errors in the addition of sound.

Next, the research entitled *Studi Kasus Pemerolehan Bahasa Anak Usia 2 Tahun Hasil Pernikahan Pasangan Beda Daerah: Kajian Fonologi (Fonetik Artikulatoris)* by Kurniawan (2015). The subject of the study was a 2-year-old. Using articulate phonetic studies, the research found errors in the form of sound absorption and sound changes. It also phonologically explains the causes of the error in pronouncing the sound. In the error analysis section, the study sorted errors alphabetically. The study became a reference for researchers in terms of the process of analyzing pronunciation of sound addition, by releasing phonemes and then presenting the error data. By far, research that specifically examines the addition of

phonemes to the pronunciation of BIPA learners has not been found, so this study is original and innovative.

2. METHOD

The method used in this study is qualitative descriptive. Sukmadinata (2016) explains that qualitative research aims to describe and explain as well to describe and explore a phenomenon that occurs as it is. The reason researchers use this method is because the object to be studied is a phenomenon of errors in the addition of sounds when reciting Indonesian sounds that take place naturally.

In this qualitative method, researchers analyze articulate phonetic errors as analytical knives that are accommodated by working procedures in the form of language error analysis steps. Tarigan and Tarigan (2011) mentioned that error analysis or abbreviation have certain steps in a study. Each step researchers combined with the articulate phonetic steps described by Chaer (2013) and modified as per the needs of the study. The step figures of this study are described as follows.

1. Collect data in the form of language errors made by students. In this case, the researchers collected data on the pronunciation of Korean BIPA learners from the results of the interview. In the process of data collection, Chaer (2013) explained that the data in the form of conversations will be recorded using a recording device. Once the data is collected, the next step is transcription using phonetic spelling.
2. Identify and classify errors. In this study, the researchers' focus was to sort out pronunciation errors based on phonemes in alphabetical order, then compared to the correct pronunciation of the sound, so that the word that experienced the error will be known.
3. Ranking errors, labeling errors with the category of errors is the addition of sounds.
4. Explaining errors, describing the location and cause of errors, and providing the correct example. At this point, the researcher will explain it in the discussion.

The source of this research data is the study of Korean BIPA. This data pool belongs to the regular class of GYBM program consisting of 18 learners with level 3 BIPA or basic BIPA. The data collection technique is an interview in the form of asking questions and asking to read Indonesian discourse. In analyzing the data, researchers refer to the steps described above.

3. FINDINGS AND DISCUSSION

Data obtained from the interview results found many words that experience errors because they add other phonemes when reciting Indonesian vocabulary. In this section, the researcher will first describe the sound error

of the language pronounced by the respondent by means of phoneme realization. The words that respondents pronounced based on phonemes were sorted from vowel sounds, consonants, diphthong to clusters, so that there was an error in the addition of sounds in the pronounced word. Muslich (2015) and Chaer (2013) explained that

the addition of sound is an error in the form of adding sounds in a word, it can be the addition of vowels to single vowels (Diphthongization), it can also be the addition of vocal sounds between two consonants (Anaptyxis). Table 1 and Table 2 shows the identification of errors through the realization of phonemes.

Table 1. Realization of phoneme

Phoneme	Front	Middle	End	Identify errors
Vocal		[sə+bən+ta r+ña]		sə+bə+ nar +ña: sə+bən+ tar +ña. In the pronunciation there is an addition of the sound [t] between the sound [n] and the sound [a].
		[ma+ši+ya +ra+kat']		ma+ša+ra+kat': ma+ši+ ya +ra+kat'. In the pronunciation there is an addition of the sound [yes] or phoneme /y/ and /a/ between the sound [i] (which should be the sound [a]) and the sound [r].
		[di+tUŋ+gi +al+kan]		di+tŋ+ gal +kan: di+tUŋ+ gi +al+kan. In the pronunciation there is an addition of the sound [i] between the sound [g] and the sound [a].
		[ci+nan+jU r]		ci+ an +jUr: ci+nan+jUr. There is a pronunciation of the sound there is an addition of the sound [n] before the sound [a].
Consonant		[lɪn+da]		li+da: lɪn +da. There is pronunciation of the sound there is an addition of the sound [n] after the sound [i] is pronounced.
		[myu+jɪk']		mu+sɪk': myu +jɪk'. In the pronunciation there is an addition of the sound , i.e., adding the sound [y] before the sound [u].
			[du+lUɦ]	du+lu: du+lUɦ. In the pronunciation there is an addition of sound , i.e., adding the sound [ɦ] after the sound [u] at the end of the word.
	[yu+ni+vər +si+tas]			u+ni+fər+si+bag: yu+ni+vər+si+bag. In the pronunciation there is an addition of sound , i.e., adding the sound [y] before the sound [u] at the beginning of the word.
		[su+bu+ah]		su+bUɦ: su+bu+ ah . In the pronunciation there is an addition of sound that is the sound [a] between the sound [u] and [ɦ].
		[kUs+kUs]		xu+sUs: kUs+ kUs . In the pronunciation there is an addition of sound that is the sound [k] at the beginning of the second label before the sound [U].
		[tən+taŋ+g a]		tə+taŋ+ga: tən +taŋ+ga. In the pronunciation there is an addition of the sound [n] after the sound [ə].
		[si+t ^u +wa+si]		si+tu+ _w a+si: si+t ^u + _w a+si. In the pronunciation of the sound occurs the addition of the sound [ɔ] as the accompaniment sound to the sound [t].
		[i+t ^u u]		i+tu: i+t ^u u. In the pronunciation of the sound occurs the addition of the sound [ɔ] as the accompaniment sound to the sound [t].
		[be+d'a]		be+ da : be+d'a. In the pronunciation there is the addition of the sound [ɪ] as the accompaniment sound to the sound [d].
		[bi+d'aŋ]		bi+ daŋ : bi+d'aŋ. In the pronunciation there is the addition of the sound [ɪ] as the accompaniment sound to the sound [d].
		[bu+d'a+ya]		bu+ da +ya: bu+d'a+ya. In the pronunciation there is the addition of the sound [ɪ] as the accompaniment sound to the sound [d].
			[ba+ña+kə]	ba+ña+k': ba+ña+ kə . In the pronunciation there is an addition of the sound [ə] after the sound [k].
	[m ^w ə+re+k a]			mə+re+ka: m ^w ə+re+ka. In the pronunciation there is an addition of sound that is the accompaniment sound in the form of labialization sound [w].
			[bə+lUn]	bə+lUm: bə+lUn. In the pronunciation there is an addition of sound that is the sound [m] as coda becomes the sound [n].
			[pə+san+trans]	pə+san+trən: pə+san+trans. In the pronunciation there is an addition of the sound [s] after the sound [n].
	[o+ŋOs+o+ ŋOs+an]			ŋOs+ŋOs+an: o+ŋOs+o+ŋOs+an. In the pronunciation of the sound occurs twice addition of the sound , the sound [o], as a nucleus at the beginning of the label.
	[Oŋ+gOs Oŋ+gOs+a n]			ŋOs+ŋOs+an: Oŋ+gOs+Oŋ+gOs+an. In the pronunciation of the sound there are two additions of sound ; the sound [o], as a nucleus at the beginning of the label and the sound [g] between the sound [ŋ] and the sound [s].
	[əŋ+ga+li+ Wət]			ŋa+li+Wət: əŋ+ga+li+Wət. In the pronunciation of the sound there are two additions of sound ; the sound [ə] as a nucleus at the beginning of the label and the sound [g] between the sound [ŋ] and the sound [a].
	[ə+ŋa+li+ Wət]			ŋa+li+Wət: ə+ŋa+li+Wət. In the pronunciation there is an addition of sound that is the sound [ə] as a nucleus at the beginning of the label.
	[ə+ŋOs+ə+ ŋOs+an]			ŋOs+ŋOs+an: ə+ŋOs+ə+ŋOs+an. In the pronunciation of the sound there are two additions of sound , the sound [ə], as a nucleus at the beginning of the label.
		[məŋ+gə+n al]		məŋ+gə+nal: məŋ+ gə +nal. In the pronunciation there is an addition of sound i.e. the sound [g] between the sound [ŋ] and the sound [ə].
	[ə+ŋa+pa+ī n]			ŋa+pa+īn: ə+ŋa+pa+īn. In the pronunciation of the sound there are two additions of sound , the sound [ə], as a nucleus at the beginning of the label.
	[ni+gOs+ni +gOs+an]			ŋOs+ŋOs+an: ni+gOs+ni+gOs+an. In the pronunciation there is an addition of sound that is sound [i] as a nucleus at the beginning of the label, and followed by the addition of the sound [g] in the second label.

	[j ^c a+di]			ja+di: j ^c a+di. In the pronunciation there is the addition of sound ^[c] as the accompaniment sound to the sound [j].
	[j ^c u+ga]			ju+ga: j ^c u+ga. In the pronunciation there is the addition of sound ^[c] as the accompaniment sound to the sound [j].
		[sa+j ^c a]		sa+ja: sa+j ^c a. In the pronunciation there is the addition of sound ^[c] as the accompaniment sound to the sound [j].
	[j ^c i+ka]			ji+ka: j ^c i+ka. In the pronunciation there is the addition of sound ^[c] as the accompaniment sound to the sound [j].
		[ba+j ^c u]		ba+ju: ba+j ^c u. In the pronunciation there is the addition of sound ^[c] as the accompaniment sound to the sound [j].
		[mən+j ^c a+di]		mən+ja+di: mən+j ^c a+di. In the pronunciation there is the addition of sound ^[c] as the accompaniment sound to the sound [j].
			[tər+kə+na+lə]	tər+kə+na:l: tər+kə+na+lə. In the pronunciation there is an addition of sound that is the sound [ə] after the sound [l].
			[ham+pi+rə]	ham+pīr: ham+pi+rə. In the pronunciation there is an addition of the sound that is the sound [ə] at the end of the word as a nucleus.
			[bə+sa+rə]	bə+sar: bə+sa+rə. In the pronunciation there is an addition of the sound that is the sound [ə] at the end of the word as a nucleus.
			[bə+la+ja+rə]	bə+la+jar: bə+la+ja+rə. In the pronunciation there is an addition of the sound that is the sound [ə] at the end of the word as a nucleus.
			[ci+an+ju+ru]	ci+an+jur: ci+an+ju+ru. In the pronunciation there is an addition of the sound that is the sound [u] at the end of the word as a nucleus.
			[ci+an+ju+rə]	ci+an+jur: ci+an+ju+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[ju+hu+ru]	zu+hUr: ju+hu+ru. In the pronunciation there is an addition of the sound that is the sound [u] at the end of the word as a nucleus.
			[lu+ _w a+rə]	lu+ _w ar: lu+ _w a+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[ho+ro+rə]	ho+rOr: ho+ro+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[lə+lu+hu+rə]	lə+lu+hUr: lə+lu+hu+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[kə+lu+ _w a+rə]	kə+lu+ _w ar: kə+lu+ _w a+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[bər+šu+ku+ru]	bər+šu+kUr: bər+šu+ku+ru. In the pronunciation there is an addition of the sound that is the sound [u] at the end of the word as a nucleus.
			[la+pa+rə]	la+par: la+pa+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[a+ga+rə]	a+gar: a+ga+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[lan+ca+rə]	lan+car: lan+ca+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[tər+a+ki+rə]	tər+a+xīr: tər+a+ki+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[tu+to+rə]	tu+tOr: tu+to+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[kan+to+rə]	kan+tOr: kan+to+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[gam+ba+rə]	gam+bar: gam+ba+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[mə+ŋa+ja+rə]	mə+ŋa+jar: mə+ŋa+ja+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[la+hi+rə]	la+hīr: la+hi+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[bi+rə]	bīr: bi+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[mən+də+ŋa+rə]	mən+də+ŋar: mən+də+ŋa+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
		[ka+ri+ya+wan]		kar+ya+wan: ka+ri+ya+wan. In the pronunciation there is an addition of sound that is the sound [i].
			[ti+du+rə]	ti+dUr: ti+du+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[ma+nu+fak'+tu+rə]	ma+nu+fak'+tUr: ma+nu+fak'+tu+rə. In the pronunciation there is an addition of sound that is the sound [ə] at the end of the word as a nucleus.
			[pro+se+si]	pro+ses: pro+se+si. In the pronunciation there is an addition of sound that is the sound [i] at the end of the word after the sound [s].
			[ha+ru+sə]	ha+rUs: ha+ru+sə. In the pronunciation there is an addition of sound i.e., sound [ə] at the end of the word after the sound [s].
			[ŋOs+sə+ŋ+sə+an]	ŋOs+ŋOs+an: ŋ+sə+ŋ+sə+an. In the pronunciation of the sound there are two additions of sound ; the sound [ə] in the second label and the sound [O] in the first label, which then reduplicated in the next label.
			[ba+gu+sə]	ba+gUs: ba+gu+sə. In the pronunciation there is an addition of sound that is the sound [ə] in the last label.

			[tu+ga+sə]	tu+gas: tu+ga+sə. In the pronunciation there is an addition of sound that is the sound [ə] in the last label.
			[iŋ+grɪ+ʃi]	iŋ+grɪs: iŋ+grɪ+ʃi. In the pronunciation there is an addition of sound that is the sound [i] in the last label.
			[tə+ru+sə]	tə+rUs: tə+ru+sə. In the pronunciation there is an addition of sound that is the sound [ə] in the last label.
		[mi+ʃa+ya+la+kat']		ma+ʃa+ra+kat': mi+ʃa+ya+la+kat'. In the pronunciation there is an addition of the sound that is the sound [yes] after the sound [ʃ].
			[Us+ta+zə]	Us+taz: Us+ta+zə. In the pronunciation there is an addition of sound that is the sound [ə] after the sound [z].
			[ak'+ti+pə]	ak'+tif: ak'+ti+pə. In the pronunciation there is an addition of sound that is the sound [ə] in the last label.
Clusters		[san+tə+ri]		san+tri: san+tə+ri. In the pronunciation there is an addition of sound that is the sound [ə] between the cluster [tr], which is between phonemes /t/ and /r/.
		[pə+san+tə+rən]		pə+san+trən: pə+san+tə+rən. In the pronunciation there is an addition of sound that is the sound [ə] between the cluster [tr], which is between phonemes /t/ and /r/.
	[sə+ta+mi+na]			sta+mi+na: sə+ta+mi+na. In the pronunciation there is an addition of sound that is the sound [ə] between the cluster [st], which is between phonemes /s/ and /t/.
		[kOn+fə+li'k']		kOn+flik': kOn+fə+li'k'. In the pronunciation there is an addition of sound that is the sound [ə] between the cluster [fl], which is between phonemes /f/ and /l/.
Diphtheria			[pan+ta+yi]	pan+ta _y : pan+ta+yi. In the pronunciation there is an addition of the sound [i] at the end of the word that should be pronounced [a _y].
			[sə+ba+ga+yi]	sə+ba+ga _y : sə+ba+ga+yi. In the pronunciation there is an addition of the sound [i] at the end of the word that should be pronounced [a _y].
			[mu+la+yi]	mu+la _y : mu+la+yi. In the pronunciation there is an addition of the sound [i] at the end of the word that should be pronounced [a _y].

Table 2. Phoneme adding error

Words	Correct pronunciation	Incorrect pronunciation
Sebenarnya	sə+bə+nar+ña	sə+bən+tar+ña
Pantai	pan+ta _y	pan+ta+yi
Mulai	mu+la _y	mu+la+yi
Sebagai	sə+ba+ga _y	sə+ba+ga+yi
Ditinggalkan	di+tɪŋ+gal+kan	di+tUŋ+gi+al+kan
Karyawan	kar+ya+wan	ka+ri+ya+wan
Cianjur	ci+an+jUr	ci+nan+jUr
Lidah	li+dah	lin+da
Tetangga	tə+taŋ+ga	tən+taŋ+ga
Musik	mu+sik'	myu+jik'
Dulu	du+lu	du+IUh
Universitas	u+ni+vər+si+tas	yu+ni+vər+si+tas
Subuh	su+bUh	su+bu+ah
Khusus	xu+sUs	kUs+kUs
Situasi	si+tu+ _w a+si	si+t'u+ _w a+si
Itu	i+tu	i+t'u
Jadi	ja+di	j'a+di
Juga	ju+ga	j'u+ga
Saja	sa+ja	sa+j'a
Jika	ji+ka	j'i+ka
Baju	ba+ju	ba+j'u
Menjadi	mən+ja+di	mən+j'a+di
Beda	be+da	be+d'a
Agar	a+gar	a+ga+rə
Lancar	lan+car	lan+ca+rə
Terakhir	tər+a+xīr	tər+a+ki+rə
Tutor	tu+tOr	tu+to+rə
Kantor	kan+tOr	kan+to+rə
Gambar	gam+bar	gam+ba+rə
Mengajar	mə+ŋa+jar	mə+ŋa+ja+rə
Lahir	la+hīr	la+hi+rə
Bir	bīr	bi+rə
Mendengar	mən+də+ŋar	mən+də+ŋa+rə
Tidur	ti+dUr	ti+du+rə
Manufaktur	ma+nu+fak'+tUr	ma+nu+fak'+tu+rə

Harus	ha+rUs	ha+ru+sə
Ngos-ngosan	ŋOs+ŋOs+an	Ōŋ+sə+Ōŋ+sə+an
Bagus	ba+gUs	ba+gu+sə
Terus	tə+rUs	tə+ru+sə
Tugas	tu+gas	tu+ga+sə
Ustaz	Us+taz	Us+ta+zə
Aktif	ak'+tif	ak'+ti+pə
Pesantren	pə+san+trən	pə+san+trans
Ngos-ngosan	ŋOs+ŋOs+an	o+ŋOs+o+ŋOs+an
Ngaliwet	ŋa+li+Wət'	ə+ŋa+li+Wət
Ngos-ngosan	ŋOs+ŋOs+an	ə+ŋOs+ə+ŋOs+an
Ngapain	ŋa+pa+in	ə+ŋa+pa+in
Ngos-ngosan	ŋOs+ŋOs+an	Ōŋ+gOs Ōŋ+gOs+an
Mereka	mə+re+ka	m'ə+re+ka
Banyak	ba+ñak'	ba+ña+kə
Terkenal	tər+kə+nal	tər+kə+na+lə
Hampir	ham+pīr	ham+pi+rə
Besar	bə+sar	bə+sa+rə
Belajar	bə+la+jar	bə+la+ja+rə
Cianjur	ci+an+jUr	ci+an+ju+rə
Luar	lu+ _w ar	lu+ _w a+rə
Horor	ho+rOr	ho+ro+rə
Leluhur	lə+lu+hUr	lə+lu+hu+rə
Keluar	kə+lu+ _w ar	kə+lu+ _w a+rə
Lapar	la+par	la+pa+rə
Ngaliwet	ŋa+li+Wət'	əŋ+ga+li+Wət
Mengenal	mə+ŋə+nal	məŋ+gə+nal
Ngos-ngosan	ŋOs+ŋOs+an	ni+gOs+ni+gOs+an
Cianjur	ci+an+jUr	ci+an+ju+ru
Zuhur	zu+hUr	ju+hu+ru
Beryukur	bər+ʃu+kUr	bər+ʃu+ku+ru
Proses	pro+səs	pro+se+si
Inggris	iŋ+grɪʃ	iŋ+grɪ+ʃi
Santri	san+tri	san+tə+ri
Pesantren	pə+san+trən	pə+san+tə+rən
Konflik	kOn+flik'	kOn+fə+lik'
Masyarakat	ma+ʃa+ra+kat'	mi+ʃa+ya+la+kat'

Based on the results shown in Table 2, it can be concluded that from the 73 additional phonemes, there are 6 vowels that appear 61 times, namely the addition of the sound [ə] 35 times, sound [i] 9 times, sound [u] 3 times, sound [O] 1 time, and the remainder is the sound [o] 1 time. The addition of this vowel sound is the most common mistake made by respondents. Furthermore, respondents also quite often add consonant sounds when pronouncing Indonesian vocabulary, there are 12 errors, including the addition of sound [n] 3 times, sound [y] and [g] 2 times, sound [g] [t], [h], [k], [r], and [s] once.

The addition of sound occurs because the respondent is affected by other sounds in other syllables, both before and after the sound in the word. This cause happened 13 times. Another difficulty is that 8 times the addition of sounds was done because the respondents had difficulty pronouncing nasal sounds, to be precise the sound [ŋ] at the beginning of the word. In addition, 8 times respondents also added sounds with phonemes that have the same articulation environment as sounds that are difficult to pronounce in the word.

Other results show that respondents are affected by English vocabulary, so that 5 times, respondents added other sounds to make them similar to English. In addition to English, respondents are also affected by the pronunciation of Korean phoneme, so that 2 times they added phoneme to make it easier for the pronunciation to be similar to Korean pronunciation. In addition, 2 times respondents also added phoneme because they were influenced by other similar Indonesian vocabularies. In the last position, the reason why the respondent added phoneme was because the respondent had difficulty pronouncing the sound [z], sound [f], and sound [ʃ].

In the discussion about the addition of this sound, it was also found that the word that experienced the most addition of sounds was the word <ngos-ngosan>, although this word is not formal language, but it can prove the respondent's difficulty in pronouncing the sound [ŋ] at the beginning of the word. A total of 5 times the respondents added other sounds when pronouncing this word, with the addition of different sounds. The variations spoken by respondents are [o+ŋOs+o+ŋOs+an], [Oŋ+gOs+Oŋ+gOs+an], [ə+ŋOs+ə+ŋOs+an], [ni+gOs+ni+gOs+an], and [Oŋ+sə+Oŋ+sə+an].

Based on the results of the analysis, we know that the most widely added phoneme of language is vowel [ə] for 35 times. The addition of these vowels is because Koreans have difficulty reciting some phonies at the end of the word or as coda because there is nothing in Korean, such as difficulty pronouncing the sound [s] and [r] at the end of the word. Asma Azizah, S.S., M.A., in interviews, explains again that there is a Korean syllable structure that does not allow sounds at the end of words, so to preserve authenticity of pronunciation added vowels or [ə] in the last word. Refer also to the Korean phonology

theory (Febrina et al., 2016) explained that the phoneme /s/ only distributes at the beginning and middle positions of words, such as the words of *son* and *doksuri*. This is evident from analysis that 6 times the respondents added vowel sounds to improve the pronunciation of the [s] sound.

This code of pronunciation also applies to phoneme /r/. Basically, in Korea there's not have phoneme /r/. In Korea use (ㄹ) (*rieul*) for sound [r] and [l]. Mi (2010) explains that the Korean sound can be pronounced as [r] if it is at the middle of the word, and it becomes the sound [l] if it is at the end of the word. As for the Korean word ending the sound [r] will also be followed by [ə] (ㄹ). So, if there is an Indonesia vocabulary with a sound [r] as coda, it is likely that the responders will either recite it by sound [l] or by sound [rə]. Based on the Korean phonology theory (Febrina et al., 2016) it was also explained that phoneme /r/ is only distributed in the middle of the word, for example the word *uri*. Therefore, Korean converts were not accustomed to reciting such phoneme as /s/ and /r/ at the end of the word or as coda. In Indonesia, the [s] and [r] sound can be distributed in beginning, center, and end words without adding any sound.

The error in adding this sound was found to be the most common type of paragogic anaptyxis. Muslich (2015) claimed that paragoge is the process of adding or affixing a sound at the end of a word. Respondents did paragoge anaptyxis type for 40 times with the different sounds added at the end of the word, especially [ə], the most pronounced sound. Besides the sounds, there are more phonemes or sounds added when reciting the Indonesian vocabulary because the respondents have difficulty reciting certain phonies at the end of words, such as difficult to pronounce [z] sounds, [f] sounds, and [ʃ] sounds.

As explained by the UPI Korean Linguistics lecturer, Asma Azizah, S.S., M.A., when interviewed said that sound that is often mispronounced by Koreans is the sound [f] and [z], because in Korean there is no phoneme /f/ and /z/. It refers back to the Korean phoneme /i/, /i:/, /e/, /e:/, /u/, /u:/, /ũ/, /o/, /o:/, /õ/, /a/, /a:/, /b/, /p/, /d/, /t/, /j/, /c/, /g/, /k/, /m/, /n/, /ŋ/, /s/, /x/, /h/, /č/, /l/, /r/, /y/, /w/, /t/, and /p/, so there is no phoneme /f/ and /z/ (Febrina et al., 2016). Different from Korean language, phoneme /f/ and /z/ is in the Indonesian phoneme. Phoneme /f/ is memorized by applying the lower lip to the upper teeth (labiodental), the air currents are inhibited in such a way that air can remain exposed (fricative), the vocal cords performing no movement to open and close so that the vibrations are insignificant. Phoneme /z/ is prepared by touching the tongue's leaf to the root of the tooth (lamino-alveolar), the air currents are blocked in such a way that air can remain exposed (fricative), the vocal cords performing a rapid opening and closing motion that they vibrate significantly (loudly).

4. CONCLUSION

This research shows that it is true, many phonemes are added to the Indonesian vocabulary by BIPA learners from Korea. There are 73 language sounds added to a word that should not exist or should not be pronounced. In other words, there have been 73 additions of sounds. Of the 73 additions to the sound, the most added language sounds to a word are the sound [ə] as much as 35 times the addition of sounds. Based on these results, in accordance with the purpose of this study, researchers recommend teachers to pay more attention to phonemes or sounds of language that are often misspoke. For preventive measure, teachers can exemplify and practice the correct pronunciation when reciting the sounds of the language on the basic BIPA. Viewed from the findings of the study, vocabulary that experienced the addition of phonemes changed its meaning and deviated from the word should mean. That is why this research is useful for teachers to learn about the difficulties of BIPA learners, especially BIPA from Korea at the basic level.

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