

Phonological Error Analysis in Speaking Skill of VCE BIPA Learners in Victoria, Australia

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ABSTRACT

In learning BIPA, phonological error during speech would create discrepant meanings and hinders communication between interlocutors. Errors are made due to a lack of understanding about phonetic system or the sound of Bahasa Indonesia as their second language. This research is aimed to analyze phonological error produced by Bahasa Indonesia VCE students with English as their first language in a senior high school in Victoria, Australia. The method utilized in this study is the qualitative descriptive method. Data obtained by the researcher is verbal speech by VCE students when they had practiced environment interview topic in 2020 using SBLC technique. Data was collected by taking notes and recordings which were then transcribed. Analysis was conducted through data transcribing stages, error analysis, and writing conclusions. The result of the research showed that learners' phonological errors included mispronouncing [o] vocal sound into [ə], consonant [g] into [j], vocal [ə], [e], and [ɛ], sound [h], and pronunciation of [ʔ]. The most frequent error was the mispronunciation of the consonant [t] into [tʃ]. One of the reasons is the interference of English as learners' first language (B1). This error, if not swiftly handled, would cause a long-lasting effect on learners' understanding of the phonological system of Bahasa Indonesia and alter meaning in communication. The data from the results of this study are expected to be used as evaluation material for BIPA teachers as a follow-up action to correct Bahasa Indonesia pronunciation errors made by students, especially those who speak English as their first language.

Keywords: BIPA learning, interview practice, phonological error

1. INTRODUCTION

Language is a system of sound symbols used by humans to communicate. Therefore, teaching Bahasa Indonesia, in this case BIPA, essentially aims to grow one's ability to express thoughts and feelings in order to communicate properly and correctly using good and correct language (Sumardi, 2018). The phonology of Bahasa Indonesia and English is different both in terms of pronunciation and phonetic symbols. This is one of the factors for students' errors in pronouncing a word or sentence. Lathifah (2017) states that phonological errors include forms of errors that occur in linguistic taxonomy. Linguistic taxonomy classifies language errors based on the affected linguistic component or linguistic element. Linguistic components include phonology (speech), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) (Tarigan, 1988).

There is a process of mutual influence between one language and another in every communication in which

language contact occurs. This causes interference both verbally and textually. This is in line with the opinion of Alwasilah (Mandia, 2014), which states that interference is an error caused by a tendency to get used to the pronunciation (speech) of one language against another language, including the pronunciation of sound units, grammar, and vocabulary. Likewise, according to Weinrich (Ngalim, 2013), interference is the forcible entry of other language elements into a particular language due to contact between them.

Various researchers have analyzed language errors. Budiawan and Rukayati (2018) found that language errors can be classified into five types, namely errors in pronunciation, errors in intonation, errors in sentences, fluency and silence, and loudness. Sentence errors can be further divided into 3 types, namely word choice errors, affixes errors, and sentence ineffectiveness. Several factors cause students to make mistakes, including psychological factors (nervousness), topic mastery, lack of vocabulary, word choice, grammar and sentence structure comprehension, and first language interference.

Al-Rubaat and Alshammari (2020) also investigated one way to minimize foreign language errors is to focus the learning curriculum on a learner-centered approach where speaking English or other foreign languages is a priority and practiced every day. Providing native speaker language instructors or tutors will also be very helpful in dealing with students' pronunciation problems. Whether conducted by a bilingual teacher or a native speaker of the target language, instruction must be effective and focus on modeling as a way to teach correct English pronunciation for its phonetic and phonological production.

One of the obstacles causing language errors in a communication process is the lack of language skills. These language errors interfere with communication events resulting in an inaccurate conveyance of meaning. Language errors of a bilingual can occur in all aspects of language skills, including listening, speaking, reading, and writing skills, both in linguistics terms, such as phonology, morphology, and syntax, as well as in non-linguistic terms, namely meaning and content (Anjarsari, Suwandi, & Mulyono). In line with this, the researcher tries to analyze the findings of problems and obstacles in speaking skills of intermediate-level BIPA learners who are studying Bahasa Indonesia. The topic of the class interview is the plastic and environmental crisis that is happening in Indonesia.

The aims of this study are to (1) analyze the phonological errors in the Bahasa Indonesia speaking skills of VCE students when studying an environmental theme interview in 2020. The students are from Australia, with English as their first language. (2) Describe what factors cause the mistakes or errors in pronunciation in Bahasa Indonesia learning of the VCE class.

2. METHOD

The method used in this study is a qualitative research method. Bogdan and Taylor in Moleong (2006) explain that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The data is in the form of verbal speech from VCE class students during the Bahasa Indonesia subject on topic of interviews with environmental themes in 2020 at a high school in Victoria, Australia. The data collection technique is carried out using the listen, record, and note method. The listening method is used to obtain data by listening to the use of language (Mahsun, 2005). The basic technique used is tapping technique. Through tapping technique, researchers tapped the speech of teachers and students in the process of learning Bahasa Indonesia in the VCE class. The purpose of the tapping technique here is to record the use of language, both orally and in writing. In practice, this tapping technique is followed by advanced techniques, namely the listening-engagement technique, the free-talk listening

technique, the conversation-free listening technique, and the note-taking technique (Mahsun, 2005).

The listening method in this study uses an advanced technique in the form of a conversational free listening technique (SBLC), the researcher listens freely and is not involved in the speech process that the speaker is carrying out. In this technique, the researcher does not act as a speaker or interviewer who is dealing directly with the speech partners or BIPA students. After listening and recording, the researcher recorded the results of the teacher's and students' speech, then the data is transcribed. The analysis is carried out in three stages: voice data transcription, error analysis, and drawing conclusions.

3. FINDINGS AND DISCUSSION

The analysis of language errors was taken when the Bahasa Indonesia learning activities in the VCE class took place. The topic of the learning was an interview with the theme of the environment and plastics in Indonesia. The topic was chosen because it is an important issue but many people are not aware of it. Therefore, BIPA students want to explore the environmental crisis that Indonesia is currently experiencing as a student perspective in Australia. They look for data from trusted sources such as newspapers, news sites, news videos, articles, and video documentaries to look for problems and find solutions to be outlined in an interview.

The Q&A lasts approximately 1.5 to 2 minutes with 2 to 3 open-ended questions. The interview was conducted on 27 October 2020 at 11.52 Australian Eastern Daylight Time (AEDT), in a VCE classroom with one Bahasa Indonesia teacher who is not from Indonesia and is not a native speaker.

3.1. Pronunciation Error of the Sound [o] to [ə]

The vowel sound [o] is a semi-closed vowel (half-close), which is a vowel formed with the tongue raised one-third below the closed vowel or two-thirds above the open vowel. The vowel [ə] is a semi-open vowel (half-open) which is a vowel formed with the tongue raised one-third above the open vowel or two-thirds below the closed vowel. There are words that students mispronounce, namely the word '*orang-orang*' in the sentence "*orang-orang berjalan...*" which should be pronounced [oraŋ] instead of [əraŋ].

The pronunciation error of the vowel sound [o] to [ə] is caused by interference from the Australian students' pronunciation. Kurniawan (2016) said that the Australian English accent is what distinguishes it from other English languages. Although certain accents are difficult to understand, most of the accents used in big cities are board. This is because the letter '*a*' sometimes sounds

like 'I' or 'e'. Therefore, 'cat' may sound like 'kit' or 'ket'. The word [oraŋ] which is pronounced as [əraŋ] will have different meanings. According to the online KBBI (Indonesian dictionary), the meaning of the word 'erang' is 1) a blackish blue; black, 2) v oblique, 3) n complain or moan (because of pain). Mulyana (2016) in his book said that the interesting thing is that although Australians do not make small talk, their mouths are less open when speaking compared to Americans. An anecdote suggests that this has to do with the fact that centuries ago their ancestors came to Australia as prisoners, not as freemen, so they were not free to speak and often stayed silent. The way of speaking of a nation or a tribe may be influenced by historical, cultural, and geographical factors.

3.2. Pronunciation Error of the Sounds [ə], [e], dan [ɛ]

In the Bahasa Indonesia pronunciation system, the phoneme /e/ is written with the symbol 'e' but the pronunciation is often different between [ə], [e], and [ɛ]. This is usually the cause of mistakes in the pronunciation of the phoneme /e/ in Bahasa Indonesia by foreign students because they are often unable to distinguish and place the sound correctly according to the pronounced word. The vowel sound [e] is a non-rounded prefrontal sound which includes a semi-closed vowel (half-close) like [e] in the word "eboni" and "sate". While the vowel sound [ɛ] is a non-rounded front sound and [ə] is a non-rounded middle sound, both of which include semi-open vowels (half-open) such as [ə] in "elang" [ələŋ] and [ɛ] in "pendek" or "agen". In this case, the BIPA students' mistakes are the pronunciation of [artikəl] to [artikel], [dokumentər] to [dokumentɛr], [məmbaca] to [mɛmbaca], and [məlewati] to [meləwati].

3.3. Pronunciation Error of the Sound [h]

Phonologically, the letter [h] is categorized as a consonant. In this case, what is meant by an obstacle is the inhibition of air coming out by a movement or change in the position of the articulator (Adnan, 2021). Such as the case with the words [payah] and [paya]. If the user intends to say a word with the meaning "lelah, penat" or "sukar, susah" then the pronunciation should sound the letter [h]. It is different if the user intends to say a word that means "rawa", the pronunciation is without the sound of the letter [h]. These include voiceless glottic fricative sounds, for example the pronunciation of the word [rumah].

In this case, students mention the word 'para' in the sentence "karena menyedihkan dan para". This word should be pronounced [parah] because according to the KBBI, the word [para] means 1) p the accompanying word which refers to a group, 2) n rubber; gum (percha), 3) n soldiers in the air force unit; n the air force unit. While the word *parah* is defined as 1) a severe (about

injuries), 2) a poor (about illness), 3) a in a state of great difficulty, 4) a difficult to overcome. The intention of the student mentioning the word 'para' is actually to convey that it is difficult to overcome in terms of the amount of plastic waste in Indonesia which is already in a state of severe crisis, but the meaning can be biased because the word in question has many meanings without the phoneme /h/ behind it.

3.4. Pronunciation Error of the Sound [ʔ]

The consonant [k] in the word "tidak" belongs to the voiceless glottic stop sound because the /k/ at the end is almost as silent as the word [kakaʔ]. The students pronounce the word [tidak] with a very clear /k/. This is due to the information bias regarding the pronunciation of /k/ because most of the words they encounter in writing are clear /k/.

The consonant sound [k] is a dorso-velar plosive consonant. At the beginning of the word /kuli/, the sound /k/ is pronounced loosely and goes up as in the middle of the word /aksara/. At the end of a word, the sound /k/ is pronounced weakly like glottic [ʔ] in the word "adik". This shows that the sound /k/ in speech is pronounced as loose [k>], hold [k<], and weak [ʔ] in different conditions. However, the sounds [k>], [k<], and [ʔ] come from the same sound, namely /k/. These sounds will experience a change in pronunciation caused by the sounds around them that influence each other (Achmad & Krisnanjaya, 2014).

3.5. Pronunciation Error of the Consonant Sound [g] to [dʒi]

The consonant sound [g] is a dorso-velar plosive consonant. While the consonant sound [j] is a medio-palatal plosive consonant. This happens because in English, the alphabet [g] is read [dʒi] which causes the BIPA students from Australia to pronounce [jambar] instead of [gambar] and [dʒimpa] instead of [gɛmpa].

3.6. Pronunciation Error of the Consonant [t]

In Bahasa Indonesia, words that use mixed consonants or affricates are rare or almost non-existent, namely special consonants whose articulation is at the tip of the tongue and back gum such as [tʃ] and [dʒ] because very few words contain these phonemes. Affricate consonants is a combination of inhibited sounds and fricatives or hissing sounds. In Bahasa Indonesia, the consonant [t] includes voiceless apico-dental/lamino-alveolar sounds. It occurs when the active and passive articulators, which are the tip of the tongue and the upper teeth respectively, are not a combination.

Native English speakers, especially those from Australia, pronounce [t] as an affricative consonant which is influenced by the English sound system. The

sound was repeated over the course of the such as in the pronunciation of *pantai*, *melewati*, *tayangan*, *tentang*, *tetapi*, *terlalu*, *telah*, *kita*, *tindakan*, *protes*, and *setiap*. The /t/ sound in [pantai] becomes [pantʃai], [məlewati] becomes [məlewətʃi], [tayangan] becomes [tʃayangan], [təntang] becomes [tʃəntaŋ], [tətapi] becomes [tʃətapi], [tərlalu] becomes [tʃərlalu], [tələh] becomes [tʃələh], [kita] becomes [kitʃa], [tindakan] becomes [tʃindəkan], [tidak] becomes [tʃidak], [atau] becomes [atʃau], [protēs] becomes [protʃēs], and [setiap] becomes [sətʃiap].

3.7. Pronunciation Error of the Sound [k] at the End of a Word

A plosive consonant is a sound that is emitted with a burst of air. This sound occurs because the tongue blocks the articulation place in the mouth. The consonant sound [k] is a dorso-velar plosive consonant. In speech, it is pronounced as loose [k>], hold [k<], and weak [ʔ] in different conditions, while [k^h] symbolizes the consonant sound of aspirated k (plosive stop, sound, aspir). The BIPA students are known to make mistakes in their interview answers in which the letter /k/ is the cause. The pronunciation of [menyimak] becomes [məñimək^h], [banyak] becomes [bañak^h], and [plastik] becomes [plastik^h]. This is caused by the interference of the English language which has a thick plosive sound.

3.8. Diphthongs

Diphthongs are two vowels that are pronounced at the same time. A combination of vowels is called a diphthong when it produces only one sound. For example, *au* in the word *kerbau*; *ai* in the word *santai*. However, the combination of the vowel *au* in *bau* is not a diphthong because it produces two sounds (Chaer, 1994). Vowel combinations are called diphthongs if they are in the same syllable. On the other hand, if they are in different syllables, the combined vowels cannot be called a diphthong (Dardjowidjojo et al., 1998). Muslich (2009) reveals that diphthongization is the process of changing a monophthong into a diphthong. Examples of two vowels that are read as one sound include /ai/ in a *sungai* and /au/ in *kau*. The students tend to make an error in pronouncing [məŋənai], which should have two sounds, into [məŋənaʲ], which only has one sound. This happens because there is a sound [aɪ] in English that affects the students' pronunciation. Examples of words in English that use the pronunciation [aɪ] are high, kind, flight, and price.

3.9. Monophthongization

Monophthongization is the opposite of diphthongization. According to Muslich (2009), monophthongization is the process of changing a diphthong into a monophthong. Kridalaksana (1992) stated that monophthongization is the process of

changing from a diphthong to a monophthong. Monophthongization is a change in the form of a word which is indicated by changing a diphthong to a monophthong. This occurs in order to facilitate the pronunciation of diphthongs.

Symptoms of monophthongization, for example, the word /ramai/ is pronounced /rame/, /petai/ is pronounced /pete/, the sound /ay/ in /ba-lai/ becomes /bale/, the word /kalau/ becomes /kalo/, /danau/ becomes /dano/, /satai/ becomes /sate/, /damai/ becomes /dame/. This also occurs in the BIPA students' pronunciation when they talk about the conditions between Indonesia and Australia. The students say [ostralia] and [astralia] which should be pronounced [australia]. This is not only the influence of English, but also interesting things related to local culture considering that the students are native speakers from Australia.

Australians speak quickly and tend to abbreviate words. According to Professor Afferbeck Lauder, or commonly known as the linguist Alastair Morrison, in his book *Let's Talk Strine* in 1965, this is called slang or strine. It combines the Cockney style from Ireland with words from Aboriginal languages. Australian English is more similar to British English than American English because Australia is a British Commonwealth country. Australians, or commonly called "Aussie", also often abbreviate words and add "o" or "ie" at the end of words such as "Australia" which changes to "Aussie", "Straya", or "Oz". "Afternoon" became "Arvo" and supermarket "Woolworths" was shortened to "Woolies". The researcher's empirical experience while teaching in Australia also often encounters the sound "ou" which is pronounced like the sound "eah", so that "see you" sounds like "see yeah". A number of "I" and "ee" sounds are also pronounced as "eah" such as "seah yeah". Therefore, the way the students pronounce is also greatly influenced by the verbal communication culture of their native country and their first language.

Based on the data that has been obtained from this study and referring to previous research on EFL, pronunciation errors when learning a foreign language do require adaptation that takes a long time. Learners have to get used to and learn continuously to get used to the pronunciation because it is different from their first language, so it is in line, namely providing native speaker language instructors or tutors will also be very helpful in dealing with students' pronunciation problems. Whether conducted by a bilingual teacher or a native speaker of the target language, instruction must be effective and focus on modeling as a way to teach correct English pronunciation for its phonetic and phonological production.

4. CONCLUSION

Phonologically, the language errors found in the BIPA learning process of VCE students in Victoria consisted of pronunciation errors caused by changing, subtracting, or adding certain sounds. Based on the results of the data analysis, the phonological errors that occur are error in pronouncing the vowel [o] to [ə], error in pronouncing the consonant [g] to [j], error in pronouncing the vowels [ə], [e], and [ɛ], error in pronouncing the sound [h], error in pronouncing the sound [ʔ], error in pronouncing the sound A to E, error in pronouncing the consonant [t] to [tʃ], error in pronouncing the sound [kh], diphthongization, and monophthongization.

The most common pronunciation errors by the VCE BIPA students from Australia are in affricative consonants, namely a special type of consonants whose articulation is at the tip of the tongue and back of the gum [tʃ]. Affricative consonant is a combination of inhibited sounds and also fricatives or hissing sounds such as [pantai] becomes [pantʃai] and [tayangan] becomes [tʃayaan]. This happens due to strong interference from English as the first language (L1). Australians or commonly called "Aussie" also often abbreviate words and add "o" or "ie" at the end of words such as "Australia" which changes to "Aussie", "Straya", or "Oz". In the interview, the students mentioned [ostralia] and [astralia] which should be pronounced [australia]. This is also influenced by the strong verbal communication culture of the student's native country.

The data from the results of this study are expected to be used as evaluation material for BIPA teachers as a follow-up action to correct Bahasa Indonesia pronunciation errors made by students, especially those who speak English as their first language or languages with similar sound system patterns. BIPA teachers are expected to provide examples of good, correct, and precise pronunciation intensively and to correct errors immediately. This is an important effort so that students always improve their pronunciation and correct their errors before it is too late.

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