



Indonesian Pronunciation Skills of Korean Speakers as Indonesian Language Program for Foreign Speakers Learning Materials

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ABSTRACT

This study aims to describe Korean YouTubers' Indonesian pronunciation skills and the results are expected to be used as learning materials for the Indonesian Language Program for Foreign Speakers (BIPA). Data were in the forms of the transcriptions of YouTuber's speech taken from the YouTube channels of Yuna Nuna, Sanghoya Oppa, and Bandung Oppa. This study used a descriptive qualitative method with a phonetic theoretical approach. Data were collected using note-taking and listening techniques. This study used the International Phonetic Alphabet application as the main reference in determining the phonetic symbols of speech. The results of this study indicated that the three YouTubers often pronounced labial sounds of [w]. Besides, the pronunciation of Yuna Nuna and Sanghoya Oppa tended to be in accordance with the rules of language sounds. Meanwhile, Bandung Oppa added a lot of aspirated sounds of [h] to the phonemes /b/, /p/, /s/, /k/, /j/, /g/, and /t/. The results of the Indonesian pronunciation analysis of Bandung Oppa's channel showed that he added too many aspirated sounds of [h]. Therefore, the channels that can be used as BIPA learning materials due to the lack of pronunciation errors are Yuna Nuna and Sanghoya Oppa's YouTube channels.

Keywords: *BIPA, Korean speakers, Phonetics, YouTube channel.*

1. INTRODUCTION

Since its official announcement through the second youth congress on October 28, 1928, as the unifying language of the Indonesian nation, Indonesian has passed many changes and development. The development of the Indonesian language is evidence of the government's commitment since the 5th Indonesian language congress in 1988 to internationalize the Indonesian language as the national and international language (Amil, 2020). Many linguists argue that Indonesian has the potential to become an international language because many countries have started learning Indonesian (Gloriani, 2017). In ASEAN, the Indonesian language has the largest number of speakers which strengthens the reasons for its easy internationalization (Alam, Mahyudin, Affandi, Dermawan & Azmi, 2022).

The Language Development Agency data reported that at the end of 2020, 355 institutions implemented the BIPA program in 41 countries with a total of 72,746

students. Besides, *Ethnologue* stated that there are 199 million Indonesian language users outside the country, placing Indonesia in the 11th rank as the largest language in the world. Concerning the use of Indonesian abroad, Indonesian has been set as a compulsory subject in Australia and many universities in Japan offers Indonesian language study program. Even, Indonesian becomes the 2nd official language in Vietnam. Many other countries are also enthusiastic about Indonesian. Besides, the BIPA program is intended as an effort to internationalize the Indonesian language (Tanwin, 2020). The increasing number of BIPA learning programs both in the country and abroad indicates the smooth effort in internationalizing the Indonesian language (Artyana, 2019). Responding to the high existence of Indonesian and the interest of foreign students in Indonesian, the head of the Language Development Agency, E. Aminudin Aziz, is targeting 100,000 new students by 2024.

The Ministry of Education and Culture also gives the same response to increasing the existence of Indonesian with a target to encourage Indonesian to become the official language of the United Nations (UN) in 2045. This target is a form of the government's efforts to realize the mandate of Law No. 24 of 2009 article 44 paragraph (1) which states, "*Pemerintah meningkatkan fungsi bahasa Indonesia menjadi bahasa Internasional secara bertahap, sistematis, dan berkelanjutan*" (The government will improve the function of Indonesian to become an international language gradually, systematically, and sustainably)" (Artyana, 2019; Ma'rufah & Arsanti, 2021). The government has tried to realize Indonesian as an international language in stages considering that when Indonesian is decided to become an international language.

The internationalization of the Indonesian language is also regulated in Government Regulation No. 57 of 2014, especially Article 1 which states, "*Pengembangan bahasa adalah upaya memodernkan bahasa melalui pemerayaan kosakata, pemantapan dan pembakuan sistem bahasa, pengembangan laras bahasa, serta mengupayakan peningkatan fungsi bahasa Indonesia sebagai bahasa internasional*" (Language development is an effort to modernize the language through vocabulary enrichment, stabilization and standardization of the language system, development of language varieties, and efforts to improve the function of Indonesian as an international language)" (Artyana, 2019, p. 23). Recently, the Central Government (Ministry of Education, Culture, Research and Technology) together with the Agency for Language Development and Cultivation launched an Independent Learning program. The Minister of Education, Culture, Research and Technology, Makarim, through a virtual conference of the 17th episode of Merdeka Belajar explained that one of the new breakthroughs in the Merdeka Belajar program was to present three priority programs covering (1) linguistic and literary literacy, (2) language protection, and (3) internationalization of Indonesian language (in Oudri & Romanti, 2022).

Teaching BIPA becomes the key gateway to the internationalization of the Indonesian language. BIPA teaching covers four language skills (listening, speaking, reading, and writing) plus cultural aspects (Artyana, 2019). However, the idea to make Indonesian an international language through BIPA learning in various countries is hampered by the COVID-19 pandemic. This pandemic was started in Wuhan, Hubei Province, China (Zhou et al., 2020). The World Health Organization (WHO) officially declared this disease a pandemic called Corona Virus Disease or COVID-19 (Polack et al., 2020).

The Ministry of Education and Culture of the Republic of Indonesia has tried to stop the spread of Covid-19 by issuing policies in the field of education, including the issuance of the Letter of the Minister of

Education and Culture No. 46962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of COVID-19 in Higher Education. This policy has had the most impact on the education sector. The Covid-19 pandemic requires regular daily activity, such as studying and working to be done in a virtual or online space, including BIPA learning. Massive movement of activities from offline to online forces every community to be able to optimally utilize digital platforms for learning. One of the digital platforms that experienced a significant increase during the Covid-19 pandemic was YouTube. Hootsuite (2021) reports that Indonesian people spend 8 hours 52 minutes per day using the internet and YouTube is the most widely used social media platform used by Indonesians with a percentage of 93.8%. The number of YouTube users in Indonesia has reached 107 million with 42% users aged over 18 years.

Technological advances have to be responded to positively and to be utilized optimally. YouTube is one of the largest media-sharing sites in the world due to its ease of use and accessibility (Ozsoy-Unubol & Alanbay-Yagci, 2021; Pires et al., 2019; Szmuda, Özdemir, Fedorow, Ali & Słoniewski, 2021). Balakrishnan and Griffiths (2017) mention that YouTube is the most famous video hosting service in the social media domain. YouTube is not only used for entertainment purposes, but in recent years, it has developed into a platform for education. Moghavvemi, Sulaiman, Jaafar and Kasem (2018) explain that videos related to education, entertainment, marketing, and science are continuously uploaded to YouTube. Lee and Chau (2017) state that digital social media have provided many opportunities for ordinary people to engage in various social activities because social media are easy to access. Many studies related to acoustic phonetics have been done, for example, Aulia and Rosalina (2022), Idris, Sudana, and Rahmawati (2021), and Wiratsih (2019). First, a study by Aulia and Rosalina (2022) showed that the YouTubers tended to have the same pronunciation when pronouncing Indonesian words. However, they tended to pronounce the phoneme /ə/ into /ü/ (Korean phoneme, romanization is 'eu'). Second, a study by Idris et al. (2021) showed that in terms of pronunciation, pop singers add aspirated sounds in the form of [h] on the phonemes /c/, /t/, and /d/ and pronounce the sound /t/ into [c^h] and [t^h]. Meanwhile, the pronunciation of dangdut singers tends to be more in accordance with the sound rules of the language. Third, a study by Wiratsih (2019) showed that BIPA students from China experienced some pronunciation difficulties in five groups of consonants, namely {/b/ /d/ /g/}, {/p/ /t/ /k/}, {/ŋ/ /l/}, {/r/}, and {/h/}.

Katamba (1992) defines phonology as a linguistic study that studies, discusses, and analyses the sounds of language produced by the human speech organs. Besides, phonology is also referred to as a branch of linguistics that investigates how sounds are used systematically in

Table 1. YouTuber's pronunciation skills

YouTuber	Phonemic Transcription	Syllable Analysis	Phonetic Transcription
Yuna Nuna	Turus, aku mau dijemput sama eomma.	KV+KVK, V+KV KV+V KV+KVK+KVK KV+KV VVK+KV	[TurUs, aku ma _w u dijəmpUt sama ommah]
	Jadi, aku diantarIn ke rumah lagi sama mama.	KV+KV, V+KV KV+VK+KV+KVK KV KV+KVK KV+KV KV+KV KV+KV	[Jadih, aku diantarIn kə rumah lagi sama mama]
	Hari ini, cuacanya sedikit dingin, tapi masih bisa tahan gitu.	KV+KV V+KV, KV+V+KV+KKV KV+KV+KVK KV+KKVK, KV+KV KV+KVK KV+KV KV+KVK KV+KV	[Hari inis, cu _w acaŋa sədikIt diŋIn, tapi maslh bisa tahan gitu]
	Aku pake tiga rapis sesajah hari ini.	V+KV KV+KV KV+KV KV+KVK KV+KV+KVK KV+KV V+KV	[Aku pake tiga rapIs səsajah hari inih]
Sanghoya Oppa	Hari ini aku datang ke nih floating market di bandung mau mencoba makanan jajanan di sini dan mau komunikasi dengan orang-orang yang aku akan ketemu di sini.	KV+KV V+KV V+KV KV+KV+KK KV KVK KKV+V+KVKK KVK+KVK KV KVK+KVKK KV+V KVK+KV+KV KV+KV+KVK KV+KV+KVK KV KV+KV KVK KV+V KV+KV+KV+KV+KV KV+KKVK V+KVKK V+KVKK KVKK V+KV V+KVK KV+KV+KV KV KV+KV	[Hari ini aku datəŋ kə nih flo _w atIn markət di BandUŋ ma _w u məncoba makanan jajanan di sini dan ma _w u komuniikasi dəŋŋan oraŋ-oraŋ yaŋ aku akan kətəmu di sini]
	Yuk, langsung kita mulai.	KVK KVKK+KVKK KV+KV KV+KV+V	[YU? laŋsUŋ kita mula _v]
	Ini sekarang jam sebelas, itu aku udah makan sarapan di hotel, mau mencoba jajanan yang kecil-kecil dulu, ya.	V+KV KV+KV+KV+KK KVK KV+KV+KVK V+KV V+KV V+KVK KV+KVK KV+KV+KVK KV KV+KVK KV+V KVK+KV+KV KV+KV+KVK KVKK KV+KVK KV+KVK KV+KV KV	[Ini sekarəŋ jam səbəlas, itu aku udah makan sarapan di hotel, ma _w u məncoba jajanan yaŋ kəcil-kəcil dulu ya]
Bandung Oppa	Halo! Saya Bandung Oppa, Jongdae.	KV+KV KV+KV KVK+KVK VK+KV KVK+KVK	[Halo! Saya B ^h andUŋ Opp ^h a, JOnŋdae]
	Saya lagi mengurus <i>online shop</i> kan.	KV+KV KV+KV KV+KV+KVK VK+KV+KV KKV KVK	[S ^h aya lagi məŋurUs <i>online shop</i> kan]
	Kabar buka usaha baru yaitu Jastip.	KV+KVK KV+KV K+KV+KV KV+KV KV+K+KV KVK+KVK	[K ^h abar b ^h aru buka usaha b ^h aru yaitu J ^h astIp]
	Karena sebagai <i>online shop owner</i> , saya sering dapat DM/message kaya gini “Oppa <i>online shop</i> oppa semua ori kan? Bukan palsu? Oppa pasti menjual ori ya? Bisa percaya engga?”.	KV+KV+KV KV+KV+KVV VK+KV+KV KVKK VK+KVK KV+KV KV+KVKK KV+KVK KK KVK+KV+KV KV+KV KV+KV VK+KV+KV KKVK VK+KV KV+KV+VV V+KV KVK KV+KVK KVK+KV VK+KV KVK+KV KVK+KV+VK V+KV KV KV+KV KVK+KV+KV VVK+KV	[Karəna s ^h əbaga _v , <i>online shop owner</i> , s ^h aya sarinŋ dapat DM/məssagə kaya gini “Oppa <i>online shop</i> oppa səmu _w anya ori kan? Bukan palsu? Oppa pasti mənju _w al ori ya? Bisa pərcaya əŋga?”]
	<i>Olive Young</i> sebagai <i>drop store</i> mereka mengumpulkan produk Korea yang bagus, berarti produk Korea yang tidak aman, yang engga punya sertifikat, tidak bisa masuk <i>Olive Young</i> .	V+KV+KV KVKK KV+KV+KV+V KVKK KKVKV KV+KV+KV KV+KKVK+KVK+KVK KKV+KVK KV+KV+V KVKK KV+KVK V+KVK KVKK VKK+KV KV+KKV KVK+KV+KV+KVK KV+KVK KV+KV KV+KVK V+KV+KV KVKKK	[<i>Olive Young</i> səbaga _v <i>drop store</i> Məreka məŋUmpulkan prodUk ^h Korea yaŋ b ^h ag ^h Us, bəarti prodUk ^h Korea yaŋ t ^h idak aman, yaŋ əŋga puŋa sertifikat, tidak bisa masUk <i>Olive Young</i>]

different languages to form words and speech. Odden (2005) states that the pronunciation of certain words is a fundamental part of word structure. The principle of pronunciation in language can change over time so the study of phonology focuses more on other linguistic domains (Odden, 2005).

In general, phonology is divided into two parts, one of them is phonetics. Chaer (2013) defines phonetics as a branch of phonology that studies the sounds of language regardless of their status as meaning differentiators or not. Marsono (2013) states that phonetics is a science that investigates and tries to formulate regularly about language sounds. The sound of the language needs phonetic transcription to know the form of the sound of the language. This is reinforced by the explanation of Irawan (2017) that after the sounds of the language are transcribed, then the sounds are described with sound symbols referring to the International Phonetic Alphabet (Irawan, 2017).

2. METHOD

This study used the descriptive-qualitative method with a phonetic theoretical approach. The data were in the form of a transcription of YouTuber speech sourced from Yuna Nuna, Sanghoya Oppa, and Bandung Oppa YouTube channels. Data were obtained from (1) Yuna Nuna's YouTube channel with 33,904 views and 1.4 thousand likes, (2) Sanghoya Oppa's YouTube channel with 12,395 views and 991 likes, and (3) the Bandung Oppa YouTube channel with 33,904 views and 865 likes.

The data were collected using notetaking and listening techniques. The determination criteria of data sources were (1) YouTubers are native Korean speakers, (2) have at least 100,000 followers on YouTube, and (3) YouTubers use Indonesian in YouTube content. The International Phonetic Alphabet application was used as the main reference in determining the phonetic symbols of speech during the analysis. This study aims to describe

Korean YouTubers' Indonesian pronunciation skills so that the results can be used as BIPA learning materials.

3. FINDINGS AND DISCUSSION

3.1. Findings

This study showed that each YouTuber has its own characteristics in pronouncing Indonesian vocabulary. Yuna Nuna and Sanghoya Oppa tended to be in accordance with Indonesian sounds, while Bandung Oppa tended to add a lot of aspirated sounds in the form of [h]. The detailed findings of this study can be seen below. First, the table 1 shows that Yuna Nuna replaces the letter /e/ in the word /terus/ into /u/ in the word /urus/ because in Korean there are also sound /eu/. It shows that Yuna Nuna is still affected by her Korean pronunciation when she pronounces Indonesian. Sometimes they can pronounce /ə/ but when they can't, they immediately replace it by pronouncing /u/ (Aulia & Rosalina, 2022). Then, Yuna Nuna also often adds the phoneme /h/, as in the words /omma/ into [ommah], /jadi/ into [jadih], /ini/ into [inih], and /saja/ into [səsjah]. Moreover, Yuna Nuna also adds the phoneme /s/ when pronouncing the word /ini/ into [inis]. Yuna Nuna also mispronounced the letter /l/ in the word /lapis/ into /r/ in the word [rapIs].

Second, data analysis of the initial sentence pronounced by Sanghoya Oppa as a whole showed no errors in pronunciations as all of them are according to the language rules. For example, the way Sanghoya Oppa pronounces the different sounds of the letters /ə/ and /e/ in the words [səmu,əŋa] and [cenə]. Besides, there were no inconsistent pronunciations of each letter sound.

Third, Bandung Oppa pronounces some words properly. It can be seen when he pronounces the sound of the letter /h/ into [h], /y/ into [y], and so on. However, he adds a lot of aspirated sounds in the form of [h] to the phonemes /b/, /p/, /s/, /k/, and /j/. For example, the word /Bandung/ into [B^handUŋ], /saya/ into [s^haya], /kabar/ becomes [k^habar], and /jastip/ into [j^hastIp]. Although there are many mistakes, Bandung Oppa can correctly place the glottal sounds, such as the word /enggak / into [əŋga?].

Based on the results of the phonetic transcription, the pronunciation differences of Yuna Nuna, Sanghoya Oppa, and Bandung Oppa can be seen below. Based on table 2, the change in pronunciation is in the form of changing the phoneme /ə/ to /u/ and /l/ to /r/. This is only done by Yuna Nuna. This condition is due to the influence of her native language, namely Korean. Yuna Nuna also added phonemes in the form of /h/ and /s/. Different from Yuna Nuna, Sanghoya Oppa's pronunciation tends to be in accordance with the sound rules of the language. He is quite fluent in pronouncing Indonesian sounds. Meanwhile, Bandung Oppa frequently added aspirated sounds in the form of [h] to the phonemes /b/, /p/, /s/, /k/, /j/, /g/, and /t/. This finding is

Table 2. Indonesian pronunciation differences among the YouTubers

YouTuber	YouTubers' Pronunciation Differences		
	Phoneme Replacement	Phoneme Addition	Example Words in Data
Yuna Nuna	/ə/ becomes /u/		/terus/ → [turUs]
	/l/ becomes /r/		/lapis/ → [rapIs]
		/h/	/omma/ → [ommah] /jadi/ → [jadih]
		/s/	/ini/ → [inis]
Sanghoya Oppa	Meet the rules of the sound of the language.		
Bandung Oppa		addition of aspirated sound in the form of [h]	/Bandung/ → [B ^h andUŋ] /baru/ → [b ^h aru] /oppa/ → [opp ^h a] /saya/ → [s ^h aya] /kabar/ → [k ^h abar] jastip/ → [j ^h astIp] /bagus/ → [b ^h ag ^h Us] /tidak/ → [t ^h idak]

in line with a previous study by Idris et al. (2021) that pop singers often added aspirated sounds in the form of [h] to the phonemes /c/, /t/, and /d/, and pronounced the sound /t/ becomes [c^h] and [t^h]. For example, pop singers pronounce the word /jatUh/ to [jat^hUh].

3.2. Discussion

Bandung Oppa pronounces some letter sounds properly. The analysis is not much different from tables 1 and 2 because Bandung Oppa still adds a lot of aspirated sounds [h] to the phonemes /b/, /p/, /s/, /k/, /j/, /g/, and /t/. This is in line with Idris et al. (2021) that it is not only Korean speakers who often add the sound aspirated [h], but also pop singers from Indonesia like Charly Van Houten who adds the aspirated sound in the form of [h] to the phonemes /c/, /t/, and /d/ and pronounce the sound /t/ into [c^h] and [t^h], while the pronunciation of dangdut singers tends to be more in accordance with the sound rules of the language. This study also shows that Korean speaker YouTubers are still influenced by the sounds of their native language indicated by the replacement of the phoneme /ə/ in the word [tərus] to /u/ in the word [turUs]. This is in line with Aulia and Rosalina (2022) that YouTubers (Yuna Nuna, Bandung Oppa, and Noona Rosa) tend to pronounce the phoneme /ə/ into /ū/ (Korean phoneme, romanization in the form of 'eu') because there is no phoneme /ə/ in Korean. Sometimes they can pronounce /ə/ but when they can't, they will immediately replace it by reciting /ū/.

Difficulties and errors in pronouncing Indonesian are not only experienced by Korean speakers but also by

Chinese speakers. Wiratsih (2019) proves that BIPA students from China experience some pronunciation difficulties in five groups of consonants, namely consonants {/b/ /d/ /g/}, {/p/ /t/ /k/}, {/ŋ/ /-l/}, {/t/}, and {/h/}.

4. CONCLUSION

Based on the results of the analysis and discussion, YouTubers tend to pronounce Indonesian vocabulary properly and correctly. Indeed, they make a few mistakes, such as changing phonemes, omitting phonemes, and adding aspirated sounds due to the influence of their native language. First, Yuna Nuna is fluent in Indonesian. Most of her pronunciation is in accordance with the sound rules of the language. Second, Sanghoya Oppa's pronunciation is quite fluent, but at the sentence level, it is still not effective. Third, Bandung Oppa has a straightforward pronunciation of each letter sound, but he adds an aspirated sound. Concerning BIPA learning, a program for learning Indonesian language skills (speaking, writing, reading, and listening) for foreign speakers, Yuna Nuna and Sanghoya Oppa can be used as references.

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