

The Phonetics Errors of Bahasa Indonesia in *Kelas Internasional* TV Series

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Abstract - Research urgency on analysing “Kelas International” TV series explores an increasingly urgent question to be researched in linguistic field: How does “Kelas International” TV series describe the difficulties in learning Bahasa Indonesia i.e. pronunciation? The design of this study is a descriptive qualitative. It is a qualitative in nature as it tries to explain, describe and analyse data, which are displayed in the form of field-notes. The steps done in this research were recording the *Kelas Internasional* TV series from U-Tube, transcribing the speech error, and analysing the erroneous dialogue by identifying the phonetic systems and correcting the phonetic in Bahasa Indonesia based on IPA. It is found that there are nine identified erroneous utterances in episode 1 and 2 produced by the students in the TV series, who were learning Indonesian as foreign language. Most of the students produced errors in utterances because their mother tongue influenced their target language.

Key Words: pronunciation, speech error, phonetic system

1. INTRODUCTION

Issues on requirements of passing the Bahasa Indonesia proficiency test for expatriates arose in the beginning of this year. The Minister of Labour M. Hanif Dhakiri said “The exam will likely be based on TOIFL (Test of Indonesian as a Foreign Language)”. The exam will test foreigners’ abilities in using Bahasa Indonesia in four language skills e.g. listening, speaking, reading, and writing, and also Indonesian grammar. In August 2015, President Joko Widodo withdrew the policy because of the growing anxiety that many investors would withdraw their investment from Indonesia. Many expatriates might prefer to go back to their home countries than learning Bahasa Indonesia.

This phenomenon was reflected in *Kelas International* TV series. *Kelas International* is a TV series that draws the situation in which foreign students from several countries around the world learning Indonesian. There are eight students, each from Argentina, Brazil, China, Japan, Niger, Australia, India, and Korea. The genre of this TV series is comedy. The pronunciation errors created by the casts become one of the twists that makes its audiences laugh.

Pronunciation plays an important role in communication. In Bahasa Indonesia, any error or mistake in pronunciation may lead to audience’s misunderstanding of the message delivered. Speaking without considering the pronunciation will disturb and cause misunderstanding of the meaning of the words spoken. Hence, it is very important to study pronunciation since what one pronounce reflects the meaning of the message we try to deliver. Phonology is an aspect of linguistics which studies the sound system of language. The different ways in pronouncing phonemes in English will cause different meanings of words. Considering this situation, the researcher is interested in conducting this

research in order to see the phonological errors in the TV series. Due to the set of background and scope of the research, the writer limits the problem which is to investigate how many phonological errors appear and what the phonological errors appear in *Kelas International* TV series.

2. LITERATURE REVIEW

a. The studies of Phonology and Phonetics

Phonology is a study of systems of sounds. Gussenhoven and Jacobs (2011:9) stated that phonology is the branch of linguistics that aims to describe the way in which this medium of human vocal sound is structured, in languages generally as well as in individual languages. Phonology discuss about how sounds are produced in human organs such as the lungs, larynx, glottal, mouth, and lips.

b. The studies of phonetics

Setyowati, et.al in her research (2014:284) found that one factor that make learning Bahasa Indonesia as a second language harder is the unavailability of phonetic symbols of Bahasa Indonesia. Unlike the English dictionary, dictionary of Bahasa Indonesia (Kamus Besar Bahasa Indonesia) does not put the phonetic transcription of each vocabulary. By putting the phonetic transcription of each vocabularies, the second language learner of Bahasa Indonesia could learn the correct pronunciation without hearing or asking from its native speakers.

There are some phonetic symbols used in some languages. The internationally accepted phonetic symbol is the one which is suggested by IPA (International Phonetic Alphabet), as seen below.

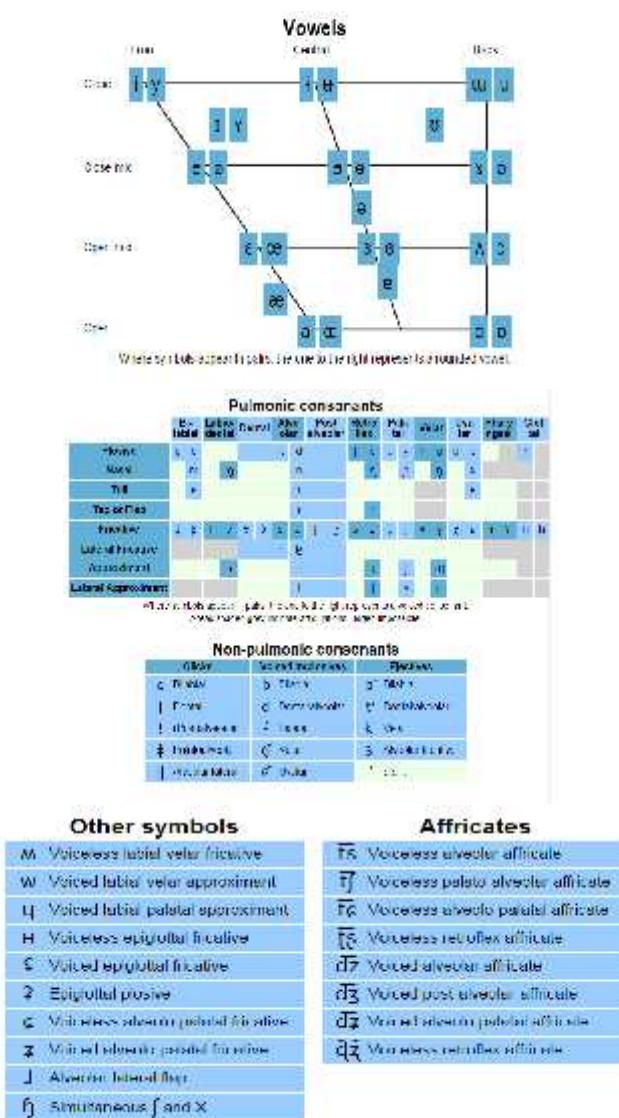


Figure 2.1 The internationally accepted phonetic symbol

Since this research focuses on the phonetic of Bahasa Indonesia, the phonetic symbols used in this research is the one suggested by Setyowati et.al (2014).



Figure 2.2 Diagram of phonetic symbols in Bahasa Indonesia

3.3 The studies of speech error

Classroom observation data made by Lightbown and Spada in their research showed that mistakes are viewed as a necessary part of the developmental process (1990). Some experts differentiated mistakes considering several factors: the self-corrigible, the frequency of occurrence, and the factor of making mistakes. James (1998) differentiates error and mistake based on their self-corrigible. He considers mistakes as the slips that can be self-corrected by them, while error as the slips that cannot be self-corrected by the students.

3. METHODS

The design of this study is a qualitative descriptive research. It is a qualitative in nature, as it attempted to explain, describe and analyze data that are in the form of field-notes. The data were collected from *Kelas Internasional* TV series (episode 1 and 2). Literature reviews on relevant research have been done to analyzed the data. In this case, the transcripts of dialogue of *Kelas Internasional* TV series were analyzed to find out phonetic errors in them.

4. FINDINGS

Based on the source of data, the researchers analyse the both primary and secondary data. The primary data were taken from the *Kelas Internasional* TV Series and secondary data was taken from each of speeches from the cast. There are 10 casts in *Kelas Internasional* TV series; 2 casts are respectively an Indonesian teacher and a headmistress, and 8 casts are foreign students who were studying Bahasa Indonesia. They came from different country with different native language. They make some errors when pronouncing some words in Indonesian.

Table 4.1 List of the cast in *Kelas Internasional* TV Series

No	Name	Nationality
1	Pak Budi	Indonesian
2	Ibu Rika	Indonesian
3	Carlos Camero	Colombian
4	Lee Jeong Hoon	Korean
5	Angelina	Brazilian
6	Ling ling	China
7	Kotaro	Japan
8	Tyson	Australian
9	Mrs. Palak	Indian
10	Abas	Nigerian

This research took the data from episode 1 and 2 *Kelas Internasional* TV series. In both episode the cast made some errors in making introduction using Bahasa Indonesia. In the scene the students are asked by Mr. Budi as the teacher to introduce themselves in front of the class. They did it one by one.

From episode 1 and 2 *Kelas Internasional* TV series, the researchers will analysis about the speech error of the utterance in *Kelas Internasional* TV series that produced by the cast.

Table 4.2 Data analysis of error in phonological system episode 1 part 1-3

No	Utterance	Phonetic in Indonesian		
		Error	Correction	
1	Ling Ling: aaahhhh... Nama Ling Ling,saya dali lepublik of China. Kelja di Intelnasional lepublik of China.. Mr. Budi: Interrrrnasional... Ling Ling: Intelllnasional.. Mr. Budi: (spinning his head signing mistake in spelling) Interrrr... Ling Ling: Intelll..	1. Intelnasional /in-tel-na-si-o-nal/ 2. Lepublik /le-pub-lik/	Internasional /in-ter-na-si-o-nal/ Republik /re-pub-lik/	
2.	Mr. Budi: Selanjutnya kamu (pointing at Lee) Lee: Nama saya Lee....Lee Joong Yu. Saya dari Korea Selatan. Aahh....saya suka menyinya ...(acting like a Korean Pop Singer) Mr. Budi: Menyanyi bukan menyinya... Lee: Menyinya..menyinya...	3. Menyinya /me-nyi-nya/	Menyanyi /me-nya-nyi/	
3	Mr. Budi: Yaa... Saya Budi.. Kamu? Abas: Ahh...saya Abas. Saya Nigeria. Saya mahasiswa. Tinggi saya...140. Berat saya 60 keli .. Mr. Budi: Keli? Owh, bukan keli, tapi kilogram.	4. Keili /ke-li-/	Kilogram /ki-lo-gram/	
4.	Carlos: Perkenalnya... Mr. Budi: Eh, maaf.. bukan perkenalnya tapi perkenalkan.. Carlos: Iya..perkenalnya... Saya Carlos dari Brazil. Saya pemilik warung kop.. Saya suka musik...	5. Perkenalnya /per-ke-nal-nya/	Perkenalkan /per-ke-nal-kan/	

Tabel 4.3 Data analysis of error in phonological system in episode 2 part 1-3

No	Utterance	Phonetic in Indonesian		
		Error	Correction	
1	Ling ling: kebetulan... saya lapal.. Kotaru: laparrrrr... bukan lapal...	1. Lapal /la-pal/	1. Lapar /la-par/	
2.	Ling Ling: Lao Tse.. Kotaru: Boreh saya duduk disini (asking for Mr. Budi's permission) Mr. Budi: Silahkan, silahkan... Lingling: Kamu salah... Bolehhh..bukan boreehh Kotaru: Bukan benal... tapi benar. Betur kan Pak Budi ? Lingling: ahhh.. Betul..bukan beturrr.. benal kan Pa Budi?	2. Borreh /bo-rreh/ 3. Beturr /be-turr/	2. Boleh /bo-leh/ 3. Betul /be-tul/	
3.	Mr. Budi: Tyson, bawa barang mengenai Indonesia yang sudah kamu bawa, tunjukkan kepada kita semua di depan Tyson: Iniii...wayang golek, namanya copet.. Mr. Budi: Bukaann.. Cepot	4. Cepot /co-pet/	4. Cepot /ce-pot/	

Table 4.3, Cont.

4.	Kotaru:	Sekarang giriran kita, maju di depan keras, cerita untuk khas barang Indonesia. Kamu bawa apa?	1.	Girriran /gi-rri-ran/	Giliran /gi-li-ran/
	Abas:	Aaahh..saya bawa kostum pakaian..	2.	Rrahasia /rra-ha-sia/	Rahasia /ra-ha-sia/
	Kotaru:	Pakaian apa ?			
	Abas:	Rahasiaa..			
	Kotaru:	Rrraaahasia?			
5.	Abas:	Itu kejutan (asking to Kutaro)	3.	Turkkujut /turr-ku-jut/	Terkejut /ter-ke-jut/
	Kotaru:	bukaann...itu turrrkjut..			
6.	Mr. Budi:	Saya senang, ternyata Kotaru membawa gendang. Alat musik khas Indonesia. Silahkan.	4.	Mengiringgi /meng-gi-ring-gi/	Mengiringgi /meng-iring-i/
	Kotaru:	Ini, Gedang, untuk mengiringgi tari–tariang khas Indonesia.	5.	Tari-tariang /ta-ri//ta-ri-ang/	Tati – tarian /ta-ri/ /ta-ri-an/

5. CONCLUSION

In conclusion, this study identified 9 errors produced by the students learning Indonesia as foreign language in *Kelas Internasional* episode 1 and 2. Most of the students produced errors in utterance because of their mother tongue influence to the target language. The phoneme /l/ did not exist in Japanese, thus Japanese people tend to pronounce /r/ for intended /l/ sound. In contrast, Chinese does not have phoneme /r/ so they tend to create mistakes by pronouncing /l/ for /r/ sound. Other errors took place because the students were not familiar with the language, for example the ending /an/ was changed into /a/, /ke/ into /ku/, and / i/ into / gi/.

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