

Info Artikel

Diterima : 22 Desember 2022

Disetujui : 26 Juni 2023

Dipublikasikan : 31 Juli 2023

Analysis of Cambodian Students' Phonological Errors in Speaking Skills (Analisis Kesalahan Fonologi Pelajar Kamboja dalam Keterampilan Berbicara)

Ela Putri Yanti^{1*}, Syafryadin²

^{1,2}University of Bengkulu, Bengkulu, Bengkulu, Indonesia

¹elaputriyanti16021998@gmail.com, ²syafryadin@unib.ac.id

*Corresponding Author

Abstract: *BIPA or known as Indonesian for foreign speakers is a learning program whose subject is foreign learners. This study aims to investigate the difficulties of Cambodian learners in Indonesian speaking skills in sound or phonology. Qualitative research was the method of this study. The subject of this study was a Cambodian learner. The results showed that there were some phonological errors that occurred in BIPA learners from Cambodia, especially in speaking skills, pronunciation errors of vowel and consonant sounds, such as: [e] became [a], [i] became [e], [h] at the end/middle became [s], [ŋ] became [ŋ] and [g], [p] became [b], [r] at the end became void, and [s] in front became the sound [z]. By knowing some of the Indonesian phonology pronunciation problems faced by BIPA learners from Cambodia, this study hopes that the right teaching material and approach can be adjusted to reduce obstacles that can interfere with the learning process of the Indonesian language.*

Keywords: *bipa, phonology, pronunciation error, speaking skills, learners*

Abstrak: BIPA atau dikenal sebagai Bahasa Indonesia untuk Penutur Asing merupakan sebuah program pembelajaran yang subjeknya adalah pembelajar asing. Penelitian ini bertujuan untuk menyelidiki kesulitan pembelajar Kamboja dalam keterampilan berbicara bahasa Indonesia terhadap bunyi atau fonologi. Penelitian kualitatif merupakan metode dalam penelitian ini. Subjek penelitian ini adalah pelajar asal Kamboja. Peneliti menggunakan metode pengumpulan data berupa metode perekaman dan wawancara untuk mendapatkan data yang lengkap. Hasil penelitian menunjukkan bahwa terdapat beberapa kesalahan fonologis yang terjadi pada pembelajar BIPA asal Kamboja khususnya dalam keterampilan berbicara, kesalahan pengucapan bunyi vokal dan konsonan, seperti: [e] menjadi [a], [i] menjadi [e], [h] diakhir /tengah menjadi [s], [ŋ] menjadi [ŋ] dan [g], [p] menjadi [b], [r] di akhir menjadi hilang, dan [s] di depan menjadi bunyi [z]. Dengan mengetahui beberapa masalah pelafalan fonologi bahasa Indonesia yang dihadapi oleh pembelajar BIPA asal Kamboja, penelitian ini berharap materi dan pendekatan pengajaran yang tepat dapat disesuaikan untuk mengurangi hambatan yang dapat mengganggu proses pembelajaran bahasa Indonesia.

Kata Kunci : *bipa, fonologi, kesalahan pengucapan, keterampilan berbicara, pembelajar*

Introduction

In BIPA learning (Indonesian for foreign speakers), especially speaking skills are one of the most significant language components. Speaking skills are used as the ability to communicate orally. When a person cannot communicate well, it can lead to misunderstandings or other problems. Without using language, communication will not work well because language is a tool of human communication (Prasetya, 2016; Namaziandost, Hashemifardnia, & Shafiee, 2019; Srinivas, 2019; Masuram & Sripada, 2020). A person will not be able to understand what is conveyed without using good language. Therefore, the goal to be achieved in communicating is to convey something or share knowledge with each other (Faiza & Irsyad, 2021; Lia, Mulawarman, & Hefni, 2018). Besides, communication can influence one person and another so that it can cause change (Myslihaka, 2016; Anjarsari, 2012; Srinivas, 2019; Saed, Haider, Al-Salman, et al., 2021).

In the process of language, every foreign learner tends to use his language without paying attention to language rules. The rules that are adopted are such as: syntax, phonology, morphology, and semantics (Setyawati, 2010). At the language learning stage, there are many misunderstandings at the language learning stage in the communication process, especially for Cambodian foreign students who study Indonesian or often known as BIPA.

Indonesian for foreign speakers (BIPA) is an Indonesian learning program for foreign learners. BIPA focuses more on learners. The subject of BIPA is foreigners residing in Indonesia or in their own

country. Therefore, for BIPA learners, Indonesian is a foreign language to them. With BIPA learning, foreign learners can master Indonesian well (Kusmiatun, 2016; Laksono, 2020).

Every BIPA learner certainly experiences difficulties and challenges in the learning process of Indonesian. These challenges and difficulties can be one of the reasons why the language used in communicating is less than optimal. This can happen to any learner who is learning a second language or a foreign language itself. The condition of Indonesian language proficiency for BIPA students who have never known Indonesian at all will be at the beginner level. This means they have never studied Indonesian before. Therefore, Cambodian learners have difficulty in practice speaking.

Small problems, especially in phonology, can be found in beginner Cambodian foreign learners in pronouncing some words orally using Indonesian. For example, consonant sound pronunciation error *[r]* at the end became void: *[akhir]* became *[akhi]*, *[s]* in front became the sound *[z]*: *[saudara]* became *[zaudara]*, and other types of problems in speaking skill. This problem is an error in pronouncing language sounds that are sometimes difficult to understand when speaking. This is the biggest challenge for foreign learners because their first language has different sounds from Indonesian. The error may seem small, but it can affect the quality of the Indonesian language in speaking.

In addition, some previous research on the difficulties of BIPA learners in learning Indonesian also found differences in consonant sounds (phonology).

Mulyaningsih (2014) found differences in Indonesian and Mandarin consonant sounds. In Mandarin language, some consonant sounds are unaspirated (/b/ and /d/) and aspirated (/p/ and /t/). Besides, Wiratsih (2019) in her research found that there were five consonants that BIPA learners from Tiongkok have difficulties pronouncing the consonant, such as: [b/d/g], [p/t/k], [ŋ/l], [r/], and [h]. Widiyanto (2021) also found the difficulties found in BIPA learners from Hanoi, Vietnam at phonological, morphological, syntactic, and discourse levels. The learners have difficulties phonological of [r/z/s/t/v/n/c/k]. Then, Rafkahanun (2021) found the learners from Smailia, Egypt have some difficulties in pronouncing the Indonesian language such as: vowels [ə] and [ɛ], consonants [p], [ŋ], [ŋ] and [w].

As aforementioned, in responding to the difficulties BIPA learners in learning the Indonesian language, most studies have different subjects to be analyzed. Then, the result also has differences in phonology that were found in each researcher. To the best of the knowledge, analyzed other kinds of BIPA learners as the subject that focus on phonology. Therefore, this research aims: 1) *The difficulties of pronunciation of Indonesian phonology experienced by BIPA learners from Cambodia.*

Research Method

A qualitative approach was used in this research that focused on meaning and interpretation. The purpose of this research was to determine the phonology problems carried out by BIPA learners in learning Indonesian. BIPA learners from Cambodian were subjects in this research.

In collecting data, the researcher used recording and interview methods. This method was used to investigate the phonological errors made by BIPA learners from Cambodia, especially in speaking skills. There were some steps used in collecting the data such as: a) the researcher provided BIPA learning materials every day to BIPA learners through an online class, b) BIPA learners listen to the learning, c) the researcher asked questions to each BIPA learner about the topic of learning, d) speaking tests were always held every learning according to the topic given, e) learning activities were recorded in the form of videos used computers and mobile phones then transcribed, and f) interview was conducted to support the data on the difficulties faced by learners, especially in phonology pronunciation.

Then, interactive model used as data analysis in this research (Saldana, 2014). There were three steps used in this model, such as: 1) data reduction; 2) data presentation; and 3) verification and conclusions.

In the data reduction, phonology errors in the learning video recordings were identified based on phonology errors. After the discovery of errors, they are classified based on the problem under study, namely phonology. Then, the data was analyzed and interpreted.

Then, presenting the data. In this step, the researcher presented the results that have been obtained by describing the findings in narrative form.

The last step was verification and drawing conclusions. At this stage the researcher gets a conclusion that will be presented based on the data obtained in accordance with the stages of data analysis.

Results and Discussion

The results of this study will be described in the explanation below, followed by a discussion. This study presented the result of direct observations seen from the way BIPA learners learn languages in the speaking skills themselves, especially Cambodian learners. Once identified, there were some language difficulties in speaking skills, especially at the sound/phonological level. Due to their language limitations, basic BIPA learners (BIPA 1) often experience this. However, the following description showed the identification of language difficulties common to Cambodian learners.

Pronunciation error of vowel sounds [e] became [a]

Vowel sound [e] or called closed vowel is a vowel formed with the tongue position almost close to the palate, while vowel [a], or called open vowel is a vowel formed with the lowest possible tongue position. The finding of trouble trained by BIPA learners was the pronunciation of the letter [e]. The learners sound [e] became [a]. For example, the sound [e] in the word [berasal] to [barasal], [menjadi] to [manjadi], and [lengan] to [langan].

Pronunciation error of vowel sound [i] became [e]

The vowel [i] is called a closed vowel where the tongue position is raised as high as possible near the palate, while [e] also called a closed vowel is a vowel formed with the tongue position almost close to the palate. Some examples of errors in phonology found in BIPA learners, such as: the word [bibir] became [bibe] and [akhir] became [akhe]. It can be seen that the learner performs the problem of

pronouncing the letter [i] changed to the letter [e]. Even if the learner pronounces the letter incorrectly, native speakers of Indonesian still be able to understand the word referred to by the learner.

[h] at the end/middle of death turns into [s]

BIPA learners from Cambodia have difficulty pronouncing the letter [h] at the end of the word. For example, the word [olahraga] became [olahragas], [sekolah] became [sekolas], and other words. But, the BIPA learners can pronounce the sound [h] at the beginning of words such as [hari], [hapal], and others.

Consonant sound pronunciation error [ŋ] became [ŋ] and [g]

Consonant sounds [ŋ] include dorso-velar nasal consonants, which are sounds that occur when the articulator is active at the base of the tongue and the passive articulator is a soft palate. Students pronounce it with the sound [ŋ] or known as the nasal apico-alveolar consonant which is a sound that appears when the tip of the tongue is the active articulator and gum is the passive articulator. While the sound [g] is known as the dorso-velar consonant which is a sound that appears when the base of the tongue is an active articulator and the lower palate is a passive articulator. The word [ŋ] was incorrectly pronounced by Cambodian learners, such as: [bangun] became [banggun], [telinga] became [telingga].

Consonant sound pronunciation error [p] became [b]

Vowel sounds [p] include bilabial inhibition consonants, which are consonant sounds that occur when the articulator is

active in the lower lip and the passive articulator in the upper lip. Besides [p], the sound produced from the bilabial burst is the sound [b]. The difference between the two lies only in the presence or absence of the resulting buzzing sound. The sound /p/ in [apa] became [aba], [punya] became [bunya], and [bapak] became [babak]. In addition to affixes, some basic words whose pronunciation of the sound [p] changes to [b] can change their meaning. For example, the word “ayah” was pronounced which means “father” or “respected parent”. If this word was pronounced with [babak], it means changed to “bagian dari permainan” atau “ronde”. Similarly, the word [apa] means ‘to question something. When this word was pronounced with [aba], the meaning changes to “get ready”.

Consonant sound pronunciation error [r] at the end became void

The pronunciation of the consonant sound [r] is also difficult for BIPA learners from Cambodia. Errors in the pronunciation of this sound are common in speakers of other foreign languages. In speaking skills, this phonological error is the most common mistake. The learners had problems pronouncing the sound [r] at the end of words such as [akhir] became [akhi], [kabar] became [kaba], [benar] became [bena], and others. But, the BIPA learners can pronounce the sound [r] at the beginning or middle of words, such as: [rambut] and [biru].

[s] in front became the sound [z]

Majorities BIPA learners from Cambodian can use the sound of [s] at the beginning of a word, but there are still some learners who have difficulty pronouncing

the sound. For example: the word [saudara] became [zaudara], [selamat] became [zelamat], [saja] became [zaja], and [sama-sama] became [zama-zama].

From the finding above, there were some difficulties in pronunciation by BIPA learners from Cambodia in learning Indonesian. Some errors in the ability to speak skills will certainly be experienced by foreign BIPA learners, especially in phonology. In the ability to speaking skill, surely, the learner must master the parts of linguistics itself. This was in line with (Al Hosni, 2014; Lumbangaol & Mazali, 2020; Sholikhi, 2021). This remark implies that the learners' difficulty with speaking competence is changed by more than one factor and takes into account related factors as well. The results of this study back the objective that mastering speaking abilities was a difficult skill since it involves a variety of linguistic and nonlinguistic supporting factors.

The research on phonological errors in BIPA learners is nothing new. As a reflection of learning, many researchers who conduct research with this theme. Wijayanti & Siroj (2020) in their research examined the analysis of written language errors of BIPA level 2B learners at Wisma Bahasa Yogyakarta. In his findings, errors were discussed at the level of diction, affixation (percentage of errors as much as possible, punctuation, and sentence structure. The error is allegedly influenced by the learner's first language ability. For example, Widiyanto (2021) about learning difficulties in Indonesian by elementary level BIPA learners (BIPA 1) in Hanoi Vietnam. In this research, it was found that there were some phonological errors experienced by Vietnamese students, such

as: the sounds the sound [r], [z], [l], [s], and [c]. It can be short that, mostly the difficulties of BIPA students were typically effect by their first or second language.

(Sumarti, Rusminto, & Burhanudin, 2021) in their research showed the differences in phonology structure between the Indonesian and Vietnam languages. There were three differences in phonological structure found in this study such as: (1) nontonal and tonal distinctive structures; (2) the syllable structure of bisyllabic and monosyllabic; and (3) vowels, consonants, and diphthongs. Then, Vietnamese learners had difficulty pronouncing Indonesian consonants, such as: [p], [d], [ʔ], [s], [j], [m], [n], [K], [r], and [l]. It was because Indonesian and Vietnamese had different phonological structures. Therefore, Cambodian learners found it problematic to pronounce the Indonesian language. Another researcher also investigated the different subjects which focused on the phonology between Indonesian and Mandarin. The differences in vowels sound, such as: [y], [ɤ], [i]. Indonesian and Mandarin consonants have something in common, however, their pronunciation was different (Wikarti, Renata, & Moira, 2019).

In order to improve language function, there are seven categories of competency standards of speaking skills that are determined by the country based on the standardization of the *Indonesian Language for Non-Native Speakers* (BIPA), (Permendikbud 2017; Liliana, 2019). From the difficulties of phonological structures found, the results of this research aim to facilitate BIPA teachers in handling and creating the right strategy to reduce the difficulties experienced by Cambodian

BIPA students, especially in speaking skills. BIPA teachers are expected to use the drill method in the learning process.

Besides, Fuad & Sumarti (2017) was in line with that study. The findings showed that to practice speaking skills, BIPA teachers perform voice exercises in Indonesian for BIPA students from Japan and Vietnam. The phonological structure of Indonesian is certainly different from the structure of other languages. From the results of the analysis, there are some errors to the phonological structure. With this error, it is necessary to design teaching materials that can improve the speaking ability of BIPA learners, especially from Cambodia.

Therefore, the translation method is considered to be a strategy that can help to learn for non-native speakers (BIPA). In fact, the phonological structure between Indonesia and Cambodia has some differences. To communicate well in Indonesian, Cambodian learners must translate the phonological structure. Although, there are some strategies (metacognitive, compensatory, and cognitive) that have also been proven by some studies that such strategies can help reduce the difficulties experienced by learners. However, foreign language learning strategies have proven to be significantly successful as the grammar-translation method (Putrawan, et al, 2019).

Conclusion

Based on the findings, Cambodian BIPA learners made phonological errors in speaking skills. This commonly happened especially for basic learners or level (A1). Mastery of phonology has a lot to do with the accuracy of conveying meaning in a

conversation. There were phonological errors that occur by BIPA learners, such as: vowel sounds [e] became [a], pronunciation errors of vowel sound [i] became [e], [h] at the end/middle became [s], pronunciation error [ŋ] became [ŋ] and [g], [p] became [b], [r] at the end became void, and [s] in front became the sound [z].

References

- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Anjarsari, N. (2012). Analisis kesalahan pemakaian bahasa Indonesia dalam karangan mahasiswa penutur bahasa asing di Universitas Sebelas Maret. *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*, 2(1), 1-13.
- Faiza, F. S., & Irsyad, R. E. (2021). Tingkat kemampuan berbicara pemelajar BIPA (Bahasa Indonesia penutur asing) tingkat pemula menggunakan tes teks deskripsi. *Tabasa: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya*, 2(2), 19-38.
- Fuad, M. & Sumarti. (2017). *Pembelajaran berbicara BIPA berbasis tipologi bahasa program Darmasiswa di universitas Lampung (BIPA speaking learning based on language typology of Darmasiswa program at Lampung university)*. Malang: Prosiding Konferensi Internasional Pengajar BIPA XI, Jilid II, 2-7.
- Hasan, A. S. (2000). Learners' perceptions of listening comprehension problems. *Language Culture and Curriculum*, 13(2), 137-153.
- Kusmiatun, A. (2016). *Mengenal BIPA dan pembelajarannya*. K Media.
- Laksono, P. T. (2020). Pengembangan desain pembelajaran BIPA darmasiswa pada pembelajar tingkat mahir rendah. *Paradigma: Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya*, 26(2), 106-119.
- Lia, E. A., Mulawarman, W. G., & Hefni, A. (2018). Pronomina persona dalam Bahasa Dayak Benuaq di Kecamatan Muara Lawa Kabupaten Kutai Barat. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 1(1), 19-28.
- Liliana. M. (2019). *Bahasa Indonesia bagi penutur asing: Acuan teori dan pendekatan pengajaran (Indonesian language for foreign speakers: Reference theory and teaching approach)*. Yayasan Pustaka Obor Indonesia.
- Lumbangaol, R. R., & Mazali, M. R. (2020). Improving students speaking ability through simulation. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(2), 163-172.
- Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, 172, 60-65.
- Myslihaka, L. (2016). Communication as the center of teaching/learning process of foreign languages (The case of French language). *European Journal of Social Science Education and Research*, 3(2), 147-154.
- Namaziandost, E., Hashemifardnia, A., & Shafiee, S. (2019). The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL

- learners speaking fluency. *Cogent Social Sciences*, 5(1), 1-16.
- Permendikbud. (2017). *Standardisasi program Bahasa Indonesia bagi penutur asing (BIPA) dalam rangka peningkatan fungsi bahasa negara (standardization of indonesian language program for foreign speakers (BIPA) in the context of improving state language functions)*.
- Prasetya, T. (2017). Kosakata sehari-hari kelompok transeksual di Kecamatan Pakis Kabupaten Malang. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 2(1), 98–109.
- Putrawan, G. E, Mustika, I. W. & Bambang R. (2019). A study on EFL learners' belief about translation as a learning strategy in Indonesia. *Kervan Journal*, 23(1), 235-248.
- Rafkahanun, R. (2021). Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Pembelajar BIPA di Pusat Studi Indonesia Ismailia Mesir. *Madah: Jurnal Bahasa dan Sastra*, 12(1), 78-87.
- Ryan, N, D. (2018) *Problematika pembelajaran bahasa Indonesia bagi penutur asing (BIPA) di Timor Leste*. Working Paper. Badan Pengembangan dan Pembinaan Bahasa.
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of Youtube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7), 8-23.
- Saldana, J., Miles, M. B., & Huberman, M. (2014). *Qualitative data analysis, A methods sourcebook*. Saeg Publication.
- Setyawati, N. (2010). *Analisis kesalahan berbahasa Indonesia*. Yuma Pustaka.
- Srinivas, P. R. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Sumarni., Rusminto, N, E., & Burhanudin. (2021). Phonological structure of Indonesian and Vietnamese language: A contrastive analysis. *Jurnal Pendidikan Progresif*, 11(3), 716-725.
- Sumarti. (2019). *Strategi pembelajaran pelafalan bunyi bahasa (Language sound pronunciation learning strategy)*. Prosiding Seminar Nasional Pendidikan Universitas Lampung. [Unpublished]. 174-183.
- Widianto, E. (2021). Kesulitan Belajar Bahasa Indonesia oleh Pemelajar BIPA Level Dasar (BIPA 1) di Hanoi Vietnam Eko Widianto. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, 3(2), 52-59.
- Wijayanti, Y., & Siroj, M. B. (2020). Analisis kesalahan bahasa tulis pemelajar Bahasa Indonesia bagi penutur asing (BIPA) level 2B wisma bahasa Yogyakarta. *Jurnal Sastra Indonesia*, 9(2), 90-96.
- Wikarti, A.R., Renata, E., & Moira, S. (2019). Contrastive analysis between chinese and indonesian phonology and implementation on conversation class. *International Journal of Cultural and Art Studies (IJCAS)*, 3(1), 1–14.

Wiratsih, W. (2019). Analisis kesulitan pelafalan konsonan bahasa Indonesia (Studi kasus terhadap pemelajar BIPA asal Tiongkok di Universitas Atma Jaya Yogyakarta). *KREDO:*

Jurnal Ilmiah Bahasa dan Sastra, 2(2), 242-255.