

PHONOLOGICAL ERRORS OF CHINESE STUDENT BIPA PROGRAM IN UNIVERSITAS NEGERI MALANG

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ABSTRACT

This study aims to describe the phonological errors experienced by Chinese students in BIPA learning at Universitas Negeri Malang. The subjects observed were eight Chinese students participating in the 3+1 Program from Guangxi Normal University. The results showed that students did not experience significant difficulties in pronouncing vowel sounds in Indonesian. A lot of phonological errors occur in the form of consonant sound pronunciation errors in the form of (1) errors in pronouncing sounds /r/ in the onset or code position, (2) errors in pronouncing sounds /t/ in the code position, (3) errors in reciting clusters (double consonants), (4) errors in reciting syllables ending in vowels and consonants on, and (5) difficulties in distinguishing sounds /l/ and /r/, /k/ and /g/, /p/ and /b/, and /t/ and /d/.

Keywords: error, phonologists, BIPA lessons, Chinese students

At present the world community's interest in the Indonesian language has experienced a significant increase. Until now there have been around 67 countries that teach Indonesian, especially in Higher Education (Republika, 24/10/2008). Moreover, since Indonesia has determined its participation in cross-country trade activities in the ASEAN region called the ASEAN Economic Community (Masyarakat Ekonomi ASEAN/MEA), the interest of the world community to learn Indonesian is increasingly high. In fact, several MEA participating countries, such as Vietnam, Thailand, Myanmar, and the Philippines, have seriously prepared themselves for the 2015 MEA through Indonesian language training for their workforce in addition to English (Situmorang, 2015). In Indonesia alone, the teaching of Indonesian for foreign speakers began to be organized in an organized manner since it was declared the establishment of the organization on October 12, 1999 at the Universitas Pendidikan Indonesia.

BIPA learning is increasing day by day. Alwasilah (2010) states that today there are 36 countries that have taught Indonesian at the Indonesian Embassy, places of study, or universities. For example, in Australia, for example, there are 31 BIPA organizers and 2 BIPA teaching organizations, namely ASILE (Australian Society of Indonesian Language Educators) and WILTA (Westral Indonesian Language Teacher's Association).

Teaching BIPA is the teaching of Indonesian for foreign speakers, namely speakers of languages other than Indonesian. The activity of developing BIPA teaching aims to disseminate the use of Indonesian in the international community, in order to

make Indonesian language a broad language of communication at the level of nations and in order to participate in restoring Indonesia's image internationally.

The main function of language is a communication tool. Therefore, the purpose of someone learning languages in general is to be able to use the language to communicate, both oral and written. This is in line with the opinion of Sumardi (1974) which states that the goal to be achieved by someone in learning a foreign language is to be able to use the language learned properly and fluently and can use the language in a communication.

Based on these explanations, whether or not a person is good at learning a language can be seen as one of them from its ability to recite the sounds of language learned. This is based on the consideration that the different pronunciation of a particular phoneme can distinguish the meaning of a word to be conveyed. This has implications for a person's ability to pronounce language sounds that must be good so that the propositions to be conveyed to speakers are well understood by the hearer

Pronunciation is one of the important things in learning a language. That is why, in a system of languages a language, pronunciation (or spelling) has always been one of the important things discussed. Recitation is interpreted as the way a person or group of speakers speak the sound symbols produced by the utterance. Meanwhile, spelling is interpreted as a way of pronouncing language sounds in writing.

In line with the explanations that have been stated, the ability to recite the sounds of language in Indonesian is also used as an indicator of student mastery in learning Indonesian. Therefore, to say that someone has mastered Indonesian well or not, one that can be seen is from the way someone recites the sounds of Indonesian.

In language learning, especially second language learning, mistakes are not unusual because mistakes are part of the learning process. However, errors can interfere with achieving learning goals. In the case of phonological errors, this error must be avoided because it can cause a mistake in meaning. In fact, Tarigan & Tarigan (1988) mention that language errors made by students indicate that the learning failed or was unsuccessful. Therefore, mistakes should be minimized, even avoided, to the extent possible so that learning objectives can be achieved optimally.

Yuk (2011) states that how well someone controls a foreign language, first of all will be very visible from how well the pronunciation is. Good pronunciation cannot necessarily be categorized into correct pronunciation. Because correct pronunciation must always lead to the standardization of language sounds. Based on this explanation, it appears that pronunciation is an important indicator of the achievement of learning outcomes. Therefore, the study of pronunciation in a second language or foreign languages is interesting.

In Indonesian language learning classes for foreign speakers (BIPA), it is known that students often make mistakes in reciting sounds of Indonesian. One of them happened in the class attended by students from China who took part in the 3+1 program which was a collaborative program between Malang State University and

Guangxi Normal University, China. In this class, there is a tendency that students make mistakes in reciting some sounds of Indonesian. However, the mistakes made cannot be seen as a mistake, but as part of a learning strategy (Pranowo, 2014).

The mistakes made by Chinese students are interesting to study further because the mistakes made by students are relatively the same. For this reason, this article will discuss further the phonological errors of Chinese students participating in the 3+1 Program at Universitas Negeri Malang.

METHODS

This study uses a qualitative approach with a type of descriptive research. The research was conducted by describing phonological errors in Chinese student speeches from Guangxi Normal University Participants in the 3 + 1 Program at Malang State University. Of these errors, then analyzed the factors causing the errors.

The data source of this research is the speech of eight Chinese students from Guangxi Normal University Participants in the 3 + 1 Program at Malang State University. Research data are in the form of phonological errors in student speech. The data is obtained by observing student speech in the learning process. The observed data is then analyzed in terms of phonological errors.

In analyzing the phonological errors of Chinese students, used the work method of Ellis (1995). Ellis said that there were five steps in analyzing language errors. The five steps are as follows. *First*, collect error samples. *Second*, identify errors. *Third*, explain the error, *Fourth*, classify errors. *Fifth*, evaluate errors.

In relation to this study, analysis of language errors focused on the analysis of phonological errors. The phonological error analysis in this study is divided into two types, namely pronunciation errors and spelling mistakes. The pronunciation error analysis was performed on oral language data, while spelling error analysis was carried out on written language data.

RESULTS AND DISCUSSION

Forms of Phonological Errors of Chinese Students in Reciting the Sounds of Indonesian Language

In the early stages of learning Indonesian, students are introduced to the sounds of Indonesian. This is so that students can memorize and distinguish Indonesian sounds. Moreover, there are quite striking differences between Indonesian and Chinese. This difference can be seen from (1) the sound of language in Indonesian, but not in Chinese, and (2) there are differences in how to pronounce the sound of Indonesian with Chinese even though the writing of the symbol is the same. This condition causes students to experience difficulties and even errors in reciting sounds of Indonesian.

The results of the analysis of Chinese student pronunciation during learning in the 3+1 Program class show that students do not experience significant errors in reciting vocal sounds even though there is more than one phoneme in the Indonesian language.

The results of the analysis show that students rarely make mistakes in reciting Indonesian vowel sounds. Errors in reciting vocal sound only occur at the beginning of learning, namely when they are asked to recite words that they have not known before. The pronunciation error of the vowel only occurs in vowel sounds that have more than one font, for example reciting *tempe*. When they are first asked to pronounce the word *tempe*, they pronounce it with [tɛmpɛ], not [tempe]. After they are introduced to the correct sound, after that they can recite the word *tempe* relatively correctly even though there are indeed one or two students who are sometimes mistaken in reciting the word.

The most obvious phonological error in the way Chinese students recite is the pronunciation of consonant sounds. The error of pronunciation of the consonant sounds can be categorized as follows.

First, mistakes in reciting sounds /r/ in the position of onset or code. This error in pronouncing the sound /r/ is more due to their unfamiliarity in reciting sounds /r/ because in their language system, the sound does not exist. As a result, they cannot (or are not used to) reciting sounds /r/. In fact, they are even more difficult to pronounce the sound /r/ in the code position, for example in the word [lapar] which tends to be pronounced with sound [lapal].

Second, mistakes in reciting sounds /t/ in code position. The words in the sound /t/ in code position tend to be pronounced incorrectly by students from China. For example in the word [ikat], they tend to recite the word with [ikath]. That is, the sound /t/ they are pronounced as sounds /th/. This can be understood because the sound /t/ in Chinese is pronounced /th/.

Third, errors in reciting clusters (double consonants). In Indonesian, there are several words that begin with a cluster. This cluster apparently made Chinese students wrong in reciting it. The error is in the form of adding sounds /ə/ in the middle of the cluster. For example, the word [skripsi] is pronounced with [səkərɪpsi].

Fourth, errors in reciting syllables ending in vowels and consonants on. In Chinese, there are several sound groups with sounds /n/ in the code position. The sound group includes /an/, /in/, and /un/. However, in Mandarin there is no sound group /on/. That is why, when reciting words in Indonesian which end with a group of sounds /on/, students are often wrong. For example, the word [pOhOn] tends to be pronounced with [pOhO^ə] and the word [rawOn] tends to be pronounced [rawO^ə].

Fifth, the difficulty in distinguishing sounds /l/ and /r/, /k/ and /g/, /p/ and /b/, and /t/ and /d/. Some sounds of Chinese are pronounced differently from sounds in Indonesian. The difference is for example in Mandarin, sound /g/ pronounced /k/, while sound /k/ is pronounced /kh/; sound /b/ pronounced /p/, while sound /p/ pronounced /ph/; and sound /d/ pronounced /t/, while the sound /t/ is pronounced /th/. The way to pronounce these sounds has been fossilized in their thinking system and they are used to the pronunciation method so that when reciting language sounds in Indonesian, they tend to be wrong. For example, the word [ibu] tends to be pronounced [ipu] and the word [gaya] tends to be pronounced [kaya]. This error has even led to their writing habits. For example, when writing *laki-laki*, they write it *lagi-lagi* and when writing the

word *kandang*, they write it *gantang*. These findings indicate that they are confused in distinguishing the use of sounds /l/ and /r/, /k/ and /g/, /p/ and /b/, and /t/ and /d/.

Based on the research findings that have been stated, it can be concluded that Chinese students have greater difficulty in distinguishing voiced consonants with voiceless consonants that are in one area of articulation. This difficulty causes students to tend to change the consonant into a voiceless consonant. In addition, in multiple consonants (clusters), Chinese students also tend to make mistakes in the form of inserting sounds /ə/ between two consonant groups. Students also have difficulty reciting sounds /r/ because in their language system, the sound does not exist.

Based on the analysis, it is known that in learning Indonesian, students tend to have distinctiveness, especially the distinctiveness of pronouncing Indonesian sounds. This particularity is in the form of the use of the mother tongue system in learning a second language. For example, in reciting sounds / b /, students tend to pronounce them with sounds / p /. This happens because in the Chinese language system, sounds / b / are pronounced with / p /. This way of reciting this is a peculiarity of Chinese students in learning Indonesian.

The mother tongue of students from China who are the subject of this research is Mandarin, while the second language is English. The Indonesian language is a foreign language for them. With this condition, it can be seen that especially the first language they have mastered and they have had the first language habits. That is, they have mastered the first language system, both vocabulary, grammar, and pragmatics. Therefore, the first language system that has been mastered has shaped their language habits.

The language habits possessed by students have been fossilized in their minds. Therefore, when learning a second language or a foreign language, the language system has a profound effect so that the understanding and production of their target language is sometimes affected. This then causes them to make mistakes.

When learning a second language, everyone does have special characteristics. Specificity is manifested in an intermediate language (interlanguage), namely the language system used by language learners as an effort to obtain the target language (Selinker, in Dawud, 2008). The intermediate language is the language produced by a person in the process of mastering a second language. The main character is the existence of a birth defect in the form of systematic errors in language. This error occurs in almost everyone who learns a second language.

Language errors are common in the language learning process. Language errors can be misunderstandings or production errors (Dawud, 2008). Error understanding in the form of the inability of language learners in understanding the target language system. The production error is in the inability of language learners in formalizing the target language system.

In the context of the pronunciation of Indonesian language sounds by Chinese students participating in the 3+1 Program from Guangxi Normal University, the

phonological errors made were either misconceptions or production errors. Misunderstanding in the form of students' mistakes in understanding the Indonesian language system that is different from the Chinese language system, while production errors are in the form of students' mistakes in reciting Indonesian sounds because they cannot (or are not accustomed) to pronounce certain language sounds in Indonesian.

Factors Causing Phonological Errors in BIPA Learning for Chinese Students

Based on the analysis that has been done, there are several factors that cause phonological errors in Chinese students of the BIPA program at Universitas Negeri Malang. These factors include intralinguistic factors and extralinguistic factors. The explanation is outlined below.

Intralinguistic Factors

Intralinguistic factors are factors that exist in the language itself. Intralinguistic factors that cause phonological errors in Chinese students at the BIPA program at Malang State University are in the form of differences in the target language system (Indonesian) with the source language (Chinese). The difference in this language system includes two things.

First, there are certain sounds in the target language that are not in the source language. In Indonesian, there are sounds of languages that do not exist in Chinese, for example sounds /g/, /d/, /d/, /j/, /b/, and /r/. In grapheme, the consonant sound symbols do exist. However, the pronunciation is different from pronunciation in Indonesian. For example, the consonant / g / does exist in Chinese. However, the consonants are not pronounced /g/, but /k/. That is why students are often wrong when asked to write words containing letters /g/. For example they write *laki-laki* words *lagi-lagi*.

Second, there are sound clusters in different target languages with sound clusters in the source language. For example, in Indonesian there are syllables beginning with a double consonant, for example the word [*transfer*]. This kind of vocabulary does not exist in Mandarin, so if you encounter this kind of word, students tend to pronounce it with the word [*təransfər*], which is to add the sound /ə/ between the double consonants.

In the use of interlanguages, Brown (2008:109—111) states that there are at least three symptoms associated with the use of language between. First, transfer, namely the transfer of knowledge about the first language to the target language. Second, interference, which is using the first language rule in the second language. Third, excessive generalization, namely using general rules for the target language.

Furthermore, Corder (1981:16) states that errors are deviations caused by performance factors, such as memory limitations, spelling in pronunciation, emotional stress, and so on. Errors like this are easily corrected if the speaker or speaker is reminded. The error is systematic and consistent deviations and characterizes the language of students who learn languages at a certain level.

Extralinguistic Factors

Extralinguistic factors are factors that originate outside the language itself. Extralinguistic factors that cause phonological errors of Chinese students participating in the 3 + 1 Program at Universitas Negeri Malang are described below.

First, the duration of learning Indonesian. For students from the 3+1 Program from Guangxi Normal University, Indonesian is a foreign language. They learn Indonesian after learning Mandarin and English. In terms of the duration of learning, they learned the Indonesian language intensively only in the past two and a half months. Previously, they had never studied Indonesian intensively. In fact, when they first came to Indonesia, they only mastered a certain vocabulary, for example good morning and thank you. When taking lessons in Program 3+1, they just learned Indonesian intensively. This is a factor that affects the occurrence of phonological errors when reciting language sounds in Indonesian.

Second, the learning environment of Indonesian. During the 3+1 Program at Malang State University, these Chinese students are placed in a dormitory along with foreign students from other countries. However, their biggest interaction is with their compatriots and when communicating outside the classroom with their compatriots, they still use Mandarin. This causes their ability to recite the sounds of Indonesian not to increase very quickly.

CONCLUSION

The results showed that students did not experience significant difficulties in pronouncing vowel sounds in Indonesian. Even if there are errors in reciting vowel sounds, it only occurs in the early stages of learning Indonesian. The many phonological errors that occur are precisely the pronunciation of consonant sounds. The errors are in the form of (1) errors in reciting sounds / r / in the onset or code position, (2) errors in reciting sounds /t/ in code positions, (3) errors in reciting clusters (double consonants), (4) errors in recite syllables ending in vowels and consonants on, and (5) difficulties in distinguishing sounds /l/ and /r/, /k/ and /g/, /p/ and /b/, and /t/ and /d/. This error is caused by intralinguistic and extralinguistic factors.

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