

# The Effect of Foreign Learners' Mother Tongue on Indonesian Pronunciation in The Bahasa Indonesia Untuk Penutur Asing (BIPA) Program at Universitas Pancasakti Tegal

*by Sri Mulyati*

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**The Effect of Foreign Learners' Mother Tongue on Indonesian  
Pronunciation in The Bahasa Indonesia Untuk Penutur Asing (BIPA)  
Program at Universitas Pancasakti Tegal**

Sri Mulyati Indonesia  
Universiti Utara Malaysia

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**ABSTRACT**

*This study aims to analyze the effect of the native language of foreign learners' on the utilization of Indonesian in learning Indonesian for Foreign Speakers (BIPA) at Pancasakti University, Tegal. This exploration technique is distinct subjective with a clarification as content that is effectively comprehended. Information assortment utilizing different instruments as surveys and coordinated meetings with BIPA understudies. Native language maintenance is a characteristic thing that happens to everybody who learns a subsequent language. This is typically fortified through the procedure of correspondence with networks of outside understudies who have a typical language. The outcomes demonstrated that the utilization of Indonesian understudies who had a primary language dependent on Malay had the most smooth elocution. That may be because the Malay and Indonesian dialects have similitude. The second speakers who are conversant in Indonesian articulation are understudies who depend on their primary language utilizing English. The third spot is involved by understudies in German, trailed by speakers who are generally influenced by the primary language are understudies from Japan and China.*

**Keywords:** *mother tongue, foreign student, pronunciation, BIPA*

## **INTRODUCTION**

The use of Indonesian as a second language for students is not exempted from their mother tongue and language competencies. The higher the error quantity, the lower the monitoring stage of language learning. In this way, it is clear that you have to make an effort to stem the language errors that are made. One language may be due to mistakes in many ways, for example, the impression of the main language, the client's lack of understanding of the language they use, and the language they

teach is not great. The use of Indonesian as a second language for students is not exempted from their mother tongue and language competencies. The higher the error quantity, the lower the monitoring stage of language learning. In this way, it is clear that you have to make an effort to stem the language errors that are made. One language may be due to mistakes in many ways, for example, the impression of the main language, the client's lack of understanding of the language they use, and the language they teach is not great.

<sup>2</sup> Wodniecka, Z., Szewczyk, J., Kałamała, P., Mandera, P., & Durlik, J. (2020) state that there is evidence the use of foreign language (L2) asks to provide cost for next local language creation (L1) as much as possible, also the instrument based on this underlying effect. In all cases, past strategies for solving this problem cannot be ascertained. They are also disturbed by the existence of this system which serves the whole level of language is the reciprocal interpretation in two dialects.

The mother tongue mentioned here is the main language accepted by young people according to their circumstances and district. This can be like a national or universal dialect. If in Indonesia, at that time the mother tongue can be Javanese, Sundanese, Batak, Bali, Aceh, Indonesian, and others. Theoretically, the mother tongue is the main language usually made by children. General acquisition in this language is referred to as language security, more specifically the acquisition of the main language usually obtained by children from family, friends, and at school.

Sulistianingsih et al (2020) state that Second Language Acquisition (SLA) is the way the students learning any languages after their mother tongue. Sudipa (2010) explains language acquisition can also be seen from three angles according

to the status of the language examined. For starters, major language acquisition. Second, the acquisition or teaching of a second dialect. Third, it shows an unknown dialect. The first language security is often called (a) the language of the young person acquiring (b) the acquisition of the primary language. Acquiring primary language can be seen from (1) phases according to the age of the young person, be cooing, jabbering, specific vowels, (2) how to get it: mirroring (children copy adult language models); support is a bulwark consisting of encouraging feedback if the child's camouflage is correct, or bad support if the child's camouflage is incorrect, at which point the camouflage is repeated, repeatedly with the aim that the recipient can be great.

Looking at the idea above, the first language is perfect because the way to make it fixed and special is. At that point, theoretically, the main language will influence the next language acquired through language learning. The native language will influence the articulation done in learning the next language.

The proximity of the mother tongue is usually easy compared to the wrong steps taken while learning the next language. Language errors also occur due to language relationships. This issue is because of all students of obscure language including bilingual. As Kushartanti (2005) found that language relations are caused by bilingualism or language. Language error may happen to all language abilities, clearly changing, speaking, researching and arranging gifts, both as far as phonetics, such as phonology, morphology, similar to part structure, just as from a non-etymological point of view especially interests and things

Mayasari, D., & Irwansyah, I. (2020) state that deviations from separate language standards are won in (bilingual) because it is more than just the recognition of one language and one language of communication. Impedance includes phonological, morphological, lexical, and syntactic barriers.

Based on the above facts, I am interested to know the effect of mother tongue on Indonesian pronunciation for foreign students who follow the BIPA program at Universitas Pancasakti Tegal. I believe that the data will be very useful in mapping students for the effectiveness of the BIPA program implemented. Foreign students are also expected to have more accurate and fast learning methods.

## **METHOD**

This exploration is a contextual investigation, as it seems to seek logical truth by analyzing the research process from top to bottom to get accurate results. This kind of research is subjective illustrative in an as-setting condition that describes subjectively as words and not scientific figures or facts (Lindlof: 1994). The determination of this kind of research is expected to find a variety of subjective data with careful and nuanced descriptions to carefully describe the nature of things, circumstances, miracles, or wonders, which are not hindered to merely collect information but include research and translation of information (Sutopo: 1996).

Bogdan R.C. & Biklen, S. K. (1982) explain that these different subjective methodologies see that everything as a sign framework is not something to be underestimated, everything is important and has an effect and is identified with the other. Thus, a more complete understanding of research can be clarified.

This study was done in Bahasa Indonesia untuk Penutur Asing (BIPA) class which was a member of Unit Pelaksanaan Teknikal Pengembangan Bahasa UPS Tegal (UPTPB). Information is taken from the use of Indonesian remote students in the BIPA class which usually occurs which has a unique quality according to the purpose. Usually, this implies that the use of language or opportunities that occur normally in the classroom in Indonesian language learning exercises. The information aggregation strategy used is the strategy to adapt and the strategy is capable (Sudaryanto: 1994), which at that time used drawing methods, recording procedures, and skilled note-taking strategies.

Various information also uses internal and external speaking procedures. This examination uses specific testing methods that use judgments that depend on the hypothetical ideas used, the creator's own interests, exact attributes and others. Next, the examples used in this research are increasingly aimed at examining, or more accurately offended by examples with model-based determinations (Sutopo: 1996). This investigation is commemorated for a spelling report that clearly explains the impact of the mother tongue on subsequent language expressions. In researching information, the articulation of the Indonesian language will be determined by the country of origin.

## **RESULTS AND DISCUSSION**

Appropriately in psycholinguistic research, the mother tongue or first language is known as (L1), while the next language is known as (L2). The main language is usually acquired here by people and its hypothesis is progressively

derived based on the fact that it is characteristic and has no external effects. The first language is derived from the immediate situation, especially the parents can come from family, friends, or network that includes. Thus, the first language is identified with the regional language in which a person is conceived, very large, and alive.

The first language (L1) has qualities in capacity demand, lack of authority, and ability in children's lives. While the next language (L2), accepted by them after getting another dialect. This definition emerges, the abilities and shortcomings of young people in L1 can apply language skills in children's lives. Primary language capacity is not just a matter of correspondence but is identified by personality, character, and culture. If an individual is conceived, very large, and lives in Germany, then it is likely that his mother tongue is German. Just like different regions, for example, Spain, Netherlands, Japan, China, Thailand, and others.

The beginning phase of L2 learning is described in general by the movement between languages. Transfer components L1 to L2 learned by students. These language errors drive or offend negative barriers with objective language. Where there are a common nature and an opportunity to familiarize oneself with the objective language, it is called positive impedance.

Appropriate information indicates that Mother Tongue is influenced by syntactic errors that appear in the process of learning Indonesian as the next language. The linguistic errors found in this examination include three types of syntactic errors: (1) Mistakes, (2) Mistakes, and (3) Mistakes as grouped by Corder

(1974). The three errors that appear in second language learning can be described as follows.

#### 1) Neglect

Neglect is a linguistic error when the speaker changes to convey something before the whole (sentence) is completed. To be communicated in a language, such errors are called "oversight" while they are structured, such errors are classified as "pen errors". This mistake happened by chance and was not felt by the speaker.

#### 2) Error

Errors are language errors caused by speakers who violate language guidelines or rules. This confusion occurs with the fact that speakers as they now have (rules) of language structure that are not the same as other punctuation, along these lines affect the defect or incompetence of the speaker. This has affected the use of language, resulting in language errors caused by speakers using inappropriate language rules.

#### 3) Mistakes

Mixing is the wrong spelling of speakers related to choosing words or articulation for a particular situation. This error offends the error caused by the policy speaker using a known guide, not because of a lack of second language ability. An error occurred with an unused oral item.

Further, the effects of this investigation indicate that there are a number of descriptive errors that lead to phonetic changes, phonetic expansion, and phonetic cancellation of a single word. From ways to express vowels, consonants, consonants, and consonant encounters. The most commonly recognized articulation



errors occur in consonant letters, followed by vowel letters, consonant combinations, and consonant encounters.

The pronunciation [tunduk] in referring to the word [tunjuk] occurs when the phoneme / d / becomes a phoneme / j /. Though the word [tunduk] in the Indonesian language rules has its own meaning i.e [melakukan], [besar], [ketera], [lebih], [memiliki], [setiap], [pergi] / ə / on [əlang], and / e / on [ekor].

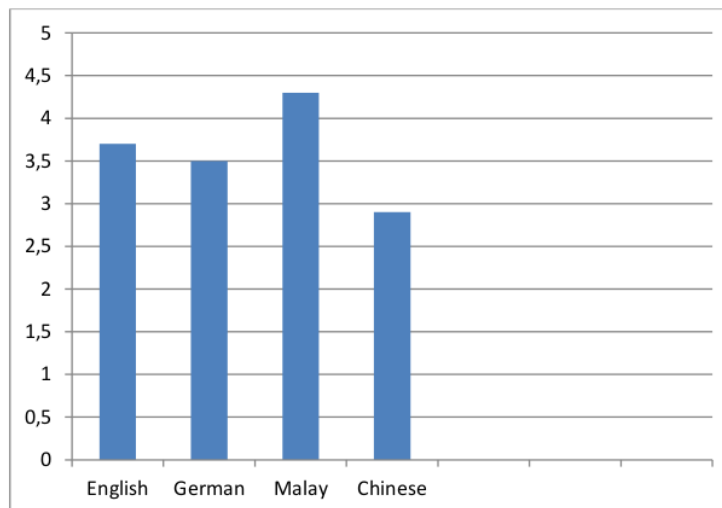
Phoneme adjustment also occurs in Kelantan, Malaysia. Razali, NFSM, Deli, RM, & Daud, MZ (2020) refer to the word 'belok' has changed to [bələk] and wonder the adjustment in the vowel phoneme [o] the change in the vowel phoneme [ɔ] is referred to as the majority phonologists who each time analyzed, most of the starting point phoneme [o] will turn into phoneme [ɔ] for most words in the Kelantanese language.

A similar phenomenon occurs in the word [eat], the word is pronounced phoneme / e / into the vowel phoneme / a /. in the word [synchronize], the phoneme / u / is pronounced as / o /. In the word [ade], the respondent pronounced the vowel phoneme / a / into the vowel phoneme / e /. The same thing happens with the word [anam] which should be pronounced [six].

The words [putih], [sepedha], [mandhi], [dhia]. In the words [dhan], [sepedha], [dhuwa], [mandhi], [andha], [dhia], [dhalam]. The phoneme / d / is supposed to be articulated apiko-palatal, by respondents who articulate apikoalveolar. Therefore, the word [putih], in Indonesian should be a phoneme / t / articulation of dental phonemes, made by apic-alveolar articulated respondents.

Indonesian has the / r / phoneme with apicoalveolar vibrations towards the beginning, middle, and end of the word. While the / ɾ / sound which has a sound like / r / in Indonesia, is apic-palatal articulated in English. The way the / r / sound is pronounced is still influenced by the English it operates.

A summary of the above findings can be achieved to determine the perfection of Indonesian articulation in their area. Combined information of all students who depend on each of their Mother Tongues can see their score on the attached diagram.



## CONCLUSION

The investigation made obtained information that the main language influences the language errors that appear in the time spent learning Indonesian as the next language. The results indicate that several alternative errors lead to

phoneme changes, phoneme expansion, and word phoneme expulsion. A summary score shows that the Malay language has the most ordinary conversation. The second speaker who was fluent in Indonesian verbalization were students who rely on their principles of using English. Third place was included by students in German, followed by Japanese and Chinese speakers.

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