

## Pronunciation Indonesian Sounds By Speakers Foreign : A Phonological Study

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**Abstract.** *Background: Indonesian language not only plays an important role nationally but also internationally as a foreign language. This has motivated many non-native speakers to learn Indonesian and become fluent. Consequently, there has been an increasing number of foreign speakers interested in studying Indonesian both in Indonesia and abroad, particularly through Indonesian for Foreign Speakers programs (BIPA). These programs demonstrate the enthusiasm of foreign learners, who engage in diverse activities to communicate effectively in business, academic, and social contexts in Indonesia. Goals: This study aims to identify which Indonesian consonant sounds are difficult for foreign learners to pronounce correctly and to determine the positions where these difficulties occur. Method: A descriptive research method was applied. Data were collected in the form of recorded consonant pronunciations obtained through interactions with foreign learners at the UMSU BIPA Institute. Results: The study produced reading text recordings from respondents. Analysis revealed that foreign speakers produced 30 Indonesian consonant sounds with varying accuracy. Conclusion: Pronunciation difficulties among Cambodian learners are strongly influenced by their mother tongue (Khmer), which often leads to unintentional mispronunciations. The consonant sounds most commonly mispronounced include { /b/, /d/, /p/ }, { /m/, /t/, /s/ }, and { /k/, /i/, /l/ }. These findings provide valuable insight for BIPA instructors to focus on specific pronunciation challenges and develop targeted teaching strategies for foreign learners.*

**Keywords:** *Pronunciation difficulties, Consonant sounds, Cambodian learners, Language interference*

### 1. INTRODUCTION

The Indonesian language not only plays an important role at the national level but also serves as a foreign language on a global scale. This motivates many foreign speakers to learn Indonesian for business, education, research purposes, or personal interest in Indonesian culture. Learning Indonesian for foreign speakers is not only conducted in Indonesia but also through Indonesian Language for Foreign Speakers (BIPA) programs abroad, demonstrating the high enthusiasm of foreign learners to study and master the language. These activities require them to communicate effectively, both with business colleagues and other communities in Indonesia.

According to the KBBI, pronunciation refers to the way an individual or group articulates the sounds of a language. Pronunciation is a crucial aspect of speaking because it determines the understanding of word meaning. Language itself is essential for humans, as it enables interaction and communication in daily life. Muslich (2018) explains that language is a system of speech sounds recognized by linguists. The primary object of linguistics in spoken language

is speech forms, while written language serves as a secondary representation of spoken language. Language varies at the phonological, morphological, syntactic, and lexical levels.

Sitepu & Rita (2017) note that language is diverse because it is used by speakers with different social and cultural backgrounds. This diversity is reflected in phonological, morphological, syntactic, and lexical aspects. Specifically, phonology studies the sounds of language, including segmental sounds (vowels, consonants, semivowels) and suprasegmental sounds. According to Jones (in Marsono, 2009), vowels are produced without obstruction in the vocal tract, while consonants involve certain articulatory constraints. Verhar (2008) explains that vocal cord vibrations produce articulation, which is essential for pronunciation.

Phonological study is crucial in language learning, as understanding phonology facilitates accurate pronunciation, especially in Indonesian. For instance, in everyday interactions, foreign speakers may mispronounce certain phonemes, which can change the intended meaning, such as mispronouncing /r/ during a simple conversation at a food stall, leading to confusion.

Previous studies on the difficulties of pronouncing Indonesian consonants include research on Chinese BIPA learners at Atma Jaya University, Yogyakarta (Woro Wiratsih, 2019), Arabic speakers at the University of Sousse, Tunisia (Ahmad Nawari), and Vietnamese learners at the Muhammadiyah University of Malang (Andriyana & Daroe Iswatiningsih, 2022). Based on this background, the present study focuses on examining the pronunciation of Indonesian sounds by foreign speakers, entitled: “Pronunciation of Indonesian Sounds by Foreign Speakers: A Phonological Study.”

## **2. METHODE**

According to Sugiyono (2016), a research method is a scientific procedure used to obtain data and achieve specific research objectives. This study employs a descriptive method, focusing on collecting and analyzing data in the form of consonant sounds produced by foreign speakers at the UMSU BIPA Institute. The data source consists of primary data, defined by Sugiyono (2007) as data obtained directly through observation of the subject—in this case, foreign speakers. The data were collected through audio recordings of dialogues in which the pronunciation of Indonesian consonants occurred.

The study uses qualitative data, specifically spoken words produced during interactions with foreign speakers. Five participants were involved, each engaged in recorded audio-visual conversations lasting approximately 10 minutes. The data consisted of speech containing consonant sounds, captured through direct interaction. The research instruments included audio

recorders to capture voice, cameras for documentation, and notebooks for recording additional observations not captured in the recordings.

The data analysis was conducted using a qualitative approach. As stated by Sugiyono (2016), qualitative research examines phenomena in their natural context, with the researcher serving as the key instrument. Data collection often employs triangulation, and the analysis is primarily qualitative. This study applied interactive analysis, which consists of four components: data collection, data reduction, data display, and drawing conclusions. This systematic approach allowed the researcher to identify patterns of consonant pronunciation errors, analyze their characteristics, and interpret the influence of participants' native language on their Indonesian pronunciation.

### 3. RESULT AND DISCUSSION

*Sudden Rich* Film by Anggy Umbara was chosen as the object of study to analyze social problems get inside data study this, researcher can obtain text reading recording the sound produced by the respondent displayed with use table. Number, kosa spoken words and words with correct by the respondent No displayed in discussion this. Temporary that, the pronunciation is not Correct write in the following table this.

**Table 1 Description of Pronunciation Data Sound Consonant**

No.	Vocabulary	Saima	Yani	Dani	Fadlan	Raisa
1.	when	tertika	When	keertika	when	Kertika
2.	Fruit	Boa	Fruit	Fruit	fruit	fruit
3.	So	Bertu	That's it	That's it	so	so
5.	Go	Bergi	Go	Go	go	leave
6.	Moreover	The worst	The worst	Telebeh	telebeh	too
7.	pick up	up	Up	pick up	up	pick up
8.	Succeed	Results	Success	succeeded	succeeded	Success
9.	Pass	past	Pass	skip	pass	Skip
10.	Brian	Barians	Berian	Birian	give	Barians
11.	Shock	s ay uk	S h ok	So hk	s h ok	ok
12.	Son	p o tra	Son	come on _	p o tra	Po tra _
13.	The	don't mention anymore	te e rbut	you name it _	te e rbut	T r ecall
14.	Severity	its bad _	bad and it	Severity	severity	Severity
15.	word play	p ho n	Pho n _	Pho n _	p ho n	Pho n _
16.	Die	man eng al	mening al	Meneng al	mening al	Meningeals
17.	Have	m e leki	Have	Have	have	M e leki
18.	A	As soon as	As soon as	As soon as	s e rings	As soon as

		it rings	it rings	it rings		it rings
19.	Should	ter should	se r should	Ser should	se r should	se r should
20.	Entertain	m elebo r	Entertain	Mengh e bor	encourage or r	encourage or r
21.	Sadness	saddest	ke h dihan	Sadness	ke h dihan	ke h dihan

Based on the data above , researchers find 30 pronounced consonant vocabulary speaker foreign to in Indonesian . After data research described , then can done analysis on pronunciation data sound consonant Indonesian by speakers one that has obtained from results that have been researched , researcher food menu student cambodia without they realize No control Indonesian .

Inside system phonology Language frangipani , voiceless bursts /p/, /t/, /c/, /k/ can be released as regular phonemes or with aspiration (eg [p] compared to [p<sup>h</sup>], etc. ) which is more conspicuous if lie before vocals whatever . However , sometimes aspirated phoneme in position the analyzed as a string of two phonemes : /ph /, /th /, /ch /, /kh /. Such analysis This supported with fact that insert can entered between eruptions and aspirations That itself ( as example , [ t<sup>h</sup>om ] ( ' big ' ) would be changed become [ tumhum ] ( ' size ' ) with insert nominal ). Moment one of from explosion This happen in a manner initial before consonant others , aspiration from phoneme related No Again become contrast . At least will happen aspirations phoneme if the phoneme that follows it No /ʔ/, /b/, /d/, /r/, /s/, /h/ ( or /n/ If explosion his initials is /k/ ). Voiced ending consonants pronounced as pop- back consonant [b, d] by most speaker . However , pronunciation the become Fade on narrative or conversation educated , so both of them pronounced as [b, d] . In position final syllable , pronunciation from phoneme /h/ and /v/ approach phoneme [ç] and [w] . Consonant bursts /p/, /t/, /c/, /k/ experience non aspirated or if located on the final syllable . <sup>[11]</sup> The rest is consonant like /g/ , /f/ , /ʃ/ , and /z/ is taken phoneme from borrow word . Addition phoneme belong new and origin from speaker Language Cambodian (Khmer) are quite familiar with Language French or Language other .

For make it easy understanding explanation analysis below this , then difficulty pronunciation the consonants defined above grouped be five, that is consonant { / b/ /d/ /g/ }, { /-p/ /-t/ /-k/ }, { /-ŋ-/ / -l/ }, { /r/ }, and { /h/ }. Grouping This based on characteristic characteristics possessed the phonetics .

#### 1) Consonant /p/

On speakers foreign , There is difficulty in pronunciation combined consonant

[p]. in one word, as shown in the table following :

Table 2 Speakers Foreign

<b>vocabulary</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
Go	Bergi	go	go	p e gi	go
Son	Po tra	son	p oo tra	p o tra	p o tra
Severity	its bad _	severity	severity	severity	severity
word play	Pho n _	p ho n	Pho n _	p ho n	p ho n

In table 2 in pronounce the word “ go ”, 2 out of 5 speakers foreign recite it with right . But 3 out of 5 speakers foreign That pronounce the word like go and go . For the word " son ", 1 in 5 speakers foreign recite it with right . But 4 out of 5 speakers foreign pronounce the word like potra and potra . Likewise with the word " severe ", 4 out of 5 speakers foreign recite it with right . But 1 in 5 speakers foreign the difficult recite it . And for the word "pun", all speaker foreign experience difficulty in recite it .

## 2) Consonant /b/

On speakers foreign , There is difficulty in pronunciation combined consonant in one word, as shown in the table following :

Table 3 Consonants /b/

<b>vocabulary</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
So	so _	be r like that	be r like that	so	so
Succeed	it worked	successful sil _	successful sil _	successful sil _	succeed
Brian	b rian _	b e rian	B e rian	b e rian	b rian _
Give thanks	bers ur kur	bers ur kur	bers or k o r	bers or k o r	bers or k o r
Fruit	b o ah	Fruit	Fruit	fruit	fruit

In table 3 above in pronounce the word “ so ”, 2 out of 5 speakers foreign recite it with right . But 3 out of 5 speakers foreign difficult recite it so that into the word " such and such ". For the word successful 1 of 5 respondents pronounce the word with right . But 4 out of 5 respondents difficult recite it so that into the words " successful and successful .

For the word " brian ", 5 speakers foreign the difficult recite it with right . Likewise with the word " grateful ", 5 speakers foreign it's also difficult recite it with Correct so that be grateful and bersorkor words . For the word " fruit " only 1 speaker tough stranger recite it so that into the word " boah ".

## 3) Consonant /m/

On speakers foreign There is difficulty in pronunciation combined consonant [b]. in one word, as shown in the table following :

Table 4 Consonants /m/

vocabulary_	Saima	Yani	Dani	Fadlan	Raisa
pick up	jemp o t	jemmp ho t	pick up	jemp o t	pick up
pass	mel i wati	pass	i skip_	mele e wati	i skip_
dead	man e gal	mening al	man eng al	mening al	mening al
entertain	I'm lazy r	entertain	mengh e b o r	encourage or r	encourage or r
Have	M e l e ki	have	Have	have	m e leki
Still	M e s es	m e s es	M e s e h	m e s e h	m e s e h

on the table 4 above , in pronounce the word " pick up ". 2 out of 5 speakers foreigners can recite it with right . But 3 out of 5 speakers foreign difficult recite it so that into the words “ mump and muck . For the word " past " only 1 out of 5 speakers foreigners pronouncing it with right . and speakertr other difficult recite it so that into the words “ through and through ”. And for the word " dead and still " all foreign speakers find it difficult to pronounce. So it became the word " menengal and meses". And for the word " entertaining " 1 in 5 speakers foreign recite it with right . and 4 of 5 speakers foreign difficult recite it so that into the word " bomb and melt ". Likewise with the word " have " 3 out of 5 speakers foreign recite it with right . but 2 out of 5 speakers foreign the difficult recite it so that become the word " literacy ".

#### 4) Consonant /w/

On the consonant /w/ speaker foreign No feel difficulty in recite it , however speaker foreign can recite it with Correct like the words " natural and wayang ".

#### 5) Consonant /r/

On the speaker /r/ consonant neither are foreigners feel difficulty in recite it , however speakertr foreign fluent in recite it with right .

#### 6) Consonant /s/

On speakers foreign , There is difficulty in pronunciation combined consonant [s]. in one word, as shown in the table following :

Table 5 Consonant /s/

vocabulary_	Saima	Yani	Dani	Fadlan	Raisa
Shock	Say uk _	s h ok	S oh k	s h ok	s ho ok
A	As soon as it rings _	s o rings	As soon as it rings _	s o rings	s o rings
Should	ter should	se r should	se r should	se r should	se r should
Like	of course _	se r like	look like _	se r like	se r like

In table 5 above , 5 out of 5 speakers foreign feel difficult in pronounce the word " shock " so into the words " sayuk, shock and shake". Likewise with the words " a, should and like " 5 out of 5 speakers foreign feel difficult recite it with Correct so that into the words " sorang, should and like ".

#### 7) Consonant /t/

In the consonant /t/ speaker foreign , yes difficulty in pronunciation combined consonant [t]. in one word, as shown in the table following :

**Table 6 Consonants /t/**

<b>vocabulary_</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
Moreover	terleb e h	terleb e h	Terleb e	terleb e	terleb e h
The	don't mention <b>anymore</b>	te e rbut	don't mention <b>anymore</b>	don't mention <b>anymore</b>	te e rbut

In table 6 above , 5 out of 5 speakers foreign difficult pronounce the word "more and more" so that it becomes the word "more and more". The consonant /g/ in the speaker's consonant /g/ foreign No feel difficulty in recite it , however speakertr foreign fluent in recite it with right .

#### 8) Consonant /k/

In the consonant /k/ speaker foreign , yes difficulty in pronunciation combined consonant [k]. in one word, as shown in the table following .

**Table 7 Consonants /k/**

<b>vocabulary_</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
When	ter tika	when	to ertika	when	to rtika
sadness	saddest	ke h dihan	sadness	sadness	ke h dihan
his family	kel orgnya	kel orgnya	kel orgnya	kel orgnya	kel orgnya
Because	that's rene	k e rena	to r na	k er na	k e rena

In table 7 above , in pronounced the words " when and sadness " 2 out of 5 speakers foreign can recite it with right . but 3 out of 5 speakers foreign the difficult recite it so that became the word " sick and sad ". For the word "family" 5 out of 5 foreign speakers find it difficult to pronounce correctly Correct so that became the word " his family ". And for the word " because " 5 out of 5 speakers foreign it also feels difficulty so that into the word " terena and bena ".

#### 9) Consonant / i /

On the consonant / i / speaker foreign There is difficulty in recite combined consonant [ i ]. in one word, as shown in the table following .

Table 8 Consonants / i /

<b>vocabulary_</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
Follow	Ik o t	ik o t	Ik o t	ik o t	Ik o t

In table 8, 5 out of 5 speakers foreign feel difficulty in recite it with Correct so that be the word " kot ".

#### 10) Consonant /l/

On the consonant / i / speaker foreign There is difficulty in recite combined consonant [ i ]. in one word, as shown in the table following .

Table 9. Consonants /l/

<b>vocabulary_</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
Outside	L o r	l o r	L o r	l o r	L o r

In table 9, 5 out of 5 speakers foreign feel difficulty in recite it with Correct so that be the word "lor".

#### 11) Consonant /d/

In the consonant /d/ speaker foreign There is difficulty in recite combined consonant [d]. in one word, as shown in the table following .

Table 10. Consonants /d /

<b>vocabulary</b>	<b>Saima</b>	<b>Yani</b>	<b>Dani</b>	<b>Fadlan</b>	<b>Raisa</b>
Depression	d i pres	d i pres	D i pres	d i pres	d i pres
Thereby	d i like that	d i like that	d i like that	d i like that	d i like that

In table 10, 5 out of 5 speakers foreign the feel difficulty in pronounce the words “ so and depressed ” so that into the words " dimikan dan dipresi ".

## 4. CONCLUSION

Based on results the above analysis , can pulled conclusion as following . First , trouble pronunciation experienced by the speaker foreign origin Cambodia caused how strong influence Language mother ( language kmher ) so often No realize appropriate pronunciation Indonesian . Second , difficulties pronunciation consonant Indonesian often



Experienced by speakers foreign Cambodia in a manner general despicable be , consonant { / b/ /d/ /p/ }, { /m/ /t/ /s/ }, and { /k/ / i / /l/ }.

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