Exploring Mistake of Language Discourse That Arises When Learners of Indonesian For Foreign Speaker (BIPA) Fatoni University

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ABSTRACT

In learning Indonesian as a second language, BIPA students will make mistakes. This error refers to errors caused by speakers not correctly pronouncing words in Indonesian. In addition, the mistakes made by BIPA students must have a causal factor. Therefore, this study aims to describe the causes and forms of language errors at the phonological level of BIPA students. This type of research is qualitative research. The method used in this research is the descriptive method. The data in this study is a form of language error at the phonological level in the form of words spoken by BIPA 1-2 students at Fatoni University, Thailand. From the analysis results, it can be concluded that the forms of language errors found were divided into three: phoneme changes, phoneme omissions, and phoneme additions. While the language error factors found were divided into two: the language factor that was previously mastered and the language user's lack of understanding of the language he used.

1. Introduction

Indonesian for Foreign Speakers, in the future abbreviated as BIPA, is a learning program specifically designed to meet linguistic needs, especially Indonesian. BIPA students are students who already have their first language (B1) and have different cultural backgrounds. Following BIPA's SKL based on Permendikbud Number 27 of 2017, BIPA has seven levels of language proficiency from BIPA level 1 to BIPA level 7. Where these seven levels have their respective achievements in BIPA learning. In the learning process, BIPA learning includes all Indonesian language skills, namely listening, speaking, reading, and writing skills. Speaking skills have an important role in learning BIPA. When we communicate, mistakes in speaking can affect the information or meaning conveyed to the speech partner through an

utterance. When BIPA students speak or communicate, they cannot be separated from mistakes or mistakes (Musthafa & Rahmawati, 2021). This language error can occur due to several things, namely (1) the sound between the mother tongue and Indonesian is different, (2) in terms of writing the mother tongue and Indonesian are also very different, (3) there are language genres for women and men by Thais and Germans. Therefore, it is normal for mistakes to occur when learning Indonesian.

Language errors are the sides that have defects in the learner's speech or writing. Language errors are determined based on whether the learner's language (speech or writing) is accepted or not for native speakers or teachers. The phenomenon of language errors can be in the form of phonological errors, morphological errors, syntax errors, errors in understanding semantic meanings, or other language errors. In this study, the authors only focused on phonological language errors in speaking skills because phonological aspects had to be adapted due to phonetic and phonological differences in the mother tongue of BIPA students and Indonesian in Thailand. In learning BIPA, BIPA students must make mistakes in using Indonesian because Indonesian is not their mother tongue like BIPA students in Thailand, to be precise at Fatoni University Thailand.

Tarigan (2011) error is a side that has defects in the speech or writing of students. Furthermore, Setyawati (2013) states that language errors are the use of oral and writing language that deviates from the determinants of communication or societal norms and deviates from the rules of Indonesian grammar. Language errors are gaps in language rules that become a natural symptom during learning a second language (Maharani et al., 2021, p. 162). Language errors can be caused by the pressure of the first language (B1) on the second language (B2). This occurs due to differences in the rules (structure) of the first language (B1) and the second language (B2). Tarigan (Tarigan & Djago, 2011) reveals that there are four important taxonomies that we need to know, where this taxonomy classifies types of language errors, namely (1) linguistic category taxonomy, (2) surface strategy taxonomy, (3) comparative taxonomy, and (4) taxonomy of communicative effects. In contrast to Tarigan, Setyawati (Setyawati, 2013) classifies language errors only based on the linguistic level, namely (1) phonological level errors; (2) morphological level errors; (3) syntax error; (4) semantic error; and (5) discourse level errors.

Setyawati (Setyawati, 2013) argues that language errors at the phonological level are mostly related to the pronunciation of language sounds. Errors that occur in the pronunciation of language sounds are divided into 3 including: phoneme changes, phoneme omissions, and phoneme additions. a) Phoneme changes are pronunciation errors because certain phonemes are replaced or not pronounced according to the rules. for example, the pronunciation because the change in the phoneme /ê/ is pronounced as /i/. b) Phoneme omission is a pronunciation error because certain phonemes are omitted in a word, resulting in the pronunciation being wrong. For example, the omission of the vowel /e/. c) The addition of phonemes is a pronunciation error due to the addition of certain phonemes to the spoken words. For example adding the consonant phoneme /k/.

The existence of errors in the use of the Indonesian language is certainly inseparable from the factors that cause it. Setyawati (Setyawati, 2013) suggests that there are 3 causes for someone's mistakes in using language, including (a) influenced by the language that was mastered first, this is caused by interference from the mother tongue or first language (BI) on the second language (B2) being studied learner (student). (b) the language user's lack of understanding of the use of the language he uses, errors reflecting the general characteristics of the language rules being studied, namely the wrong or wrong application of language rules. (c) inappropriate language teaching. This relates to the material being taught or being trained and the way in which teaching is carried out, regarding the sources of teaching materials and techniques in teaching.

Inderasari & Agustina (2017, p. 13) also suggests that there are 2 factors cause language errors, namely internal and external factors. Internal factors that cause language errors, namely knowledge of Indonesian vocabulary which is relatively minimal causes them to add verbal vocabulary in the form of Thai and non-verbal in the form of facial expressions, eye contact, use of objects, and emphasis on sound quality to support the interaction process. Adding verbal and nonverbal language resulted in frequent miss communication between Thai speakers and those from Indonesia.

Language errors are determined based on whether the learner's language (speech or writing) is accepted or not for native speakers or teachers. The phenomenon of language errors can be in the form of phonological errors, morphological errors, syntax errors, errors in understanding semantic meanings, or other language errors. In this study, the authors only focused on phonological language errors in speaking skills because phonological aspects had to be adapted due to phonetic and phonological differences in the mother tongue of BIPA students and Indonesian in Thailand. In learning BIPA, BIPA students must make mistakes in using Indonesian because Indonesian is not their mother tongue like BIPA students in Thailand, to be precise at Fatoni University Thailand.

Based on the data obtained during the observation, the form of errors in phoneme changes that occur in BIPA 1-2 students is difficulty in distinguishing vowels /é/ and /ê/, then the vowel /a/ is changed to the vowel /o/. The form of the error in the reduction of phonemes, namely *panggil* word becomes *panggi*. The form of the error in the addition of phonemes is the word *ingin* to become *inggin*. This error can cause misunderstanding so that the meaning of the speech cannot be conveyed properly. Every language error that appears must have a factor that causes language errors in BIPA students. The factor that causes language errors at the phonological level is influenced by the language that was mastered first, where Indonesian is the second language for BIPA students, of course when learning is taught it will be influenced by their first language, namely Thai or Malay. Furthermore, the lack of understanding of language users regarding the use of the language they use is because Indonesian is a language they have just learned, especially for BIPA 1-2 students.

The phenomenon of language errors is a phenomenon that is inherent in every use of language both orally and in writing. Both adults who have mastered the language, children, and foreigners who are learning a language can make language mistakes when they use the language. However, the types and frequency of language errors in children and foreigners learning a language differ from adults who have mastered the language (Supriani & Siregar, 2012). Therefore, tracing the causes of errors and the types of errors made by BIPA students in Thailand, to be precise at Fatoni University Thailand, is much more important because it can be used to correct learning mistakes and students' language errors.

2. Method

This type of research is qualitative research. The method used in this research is descriptive method. The data taken in this study is a form of language error at the phonological level in the form of words spoken by BIPA 1-2 students at Fatoni University, Thailand. The instruments in this study were researchers using laptops and zoom applications and assisted with data inventory formats. The data collection technique for the first time the researcher made observations and was assisted by recording, observing, and note-taking techniques. The technique used in checking the validity of the data in this study is the triangulation technique.

Data analysis techniques use three paths, namely data reduction, data presentation, and drawing conclusions. The data obtained from the field, which is quite a lot, needs to be recorded carefully and in detail after it is found. The more you go to the field, the more data you get, the more complex and complicated it is. For this reason, data analysis is carried out through data reduction. Thus, the reduced data will provide a clearer picture and make it easier for researchers to collect further data and look for it if needed. The data obtained is in the form of

video recordings from the Zoom application where in the video recordings there are Indonesian language learning activities taught to BIPA students at Fatony University Thailand. Furthermore, the researcher presented the data by collecting the data related to the data needed, then the data was simplified and then focused on things that were considered important related to problems with language errors at the phonological level of Indonesian language learners for foreign languages speakers (BIPA). at Fatoni University Thailand. Drawing conclusions, is a continuation of the analysis of data reduction, and presentation of data so that data can be concluded, and researchers are still under pressure to receive input. While drawing temporary conclusions, it can still be tested again with data in the field. By reflecting, researchers can exchange ideas with colleagues to achieve scientific truth.

3. Result

Based on data analysis found several things. First, the forms of language errors found by BIPA students at Fatoni University Thailand at the phonological level are, a) phoneme change errors. b) phoneme omission errors, and c) phoneme additions. Second, the factors causing BIPA students to experience language errors in speaking skills are influenced by factors, namely factors influenced by the language they master first. Second, the lack of understanding of the language users of the language they use, many do not understand good and correct Indonesian, both in meaning and in pronunciation or pronunciation.

Based on the results of the analysis of Indonesian language errors, BIPA students at Fatoni University Thailand occur at the phonological level. Like other foreign language learners, BIPA students also experience various language errors. The language errors studied were errors at the phonological level. According to Setyawati (2013), language errors are divided into 3, namely phoneme changes, omissions, and additions.

This is also in line with the research that has been done, language errors found in BIPA learning at the phonological level, namely there are several forms of errors including, First, errors in phoneme changes, namely in pronouncing some words of BIPA students there are changes in sounds. Like the phoneme change in the word jalan semiru. The phoneme change that occurs is in semiru the phoneme /é/ is pronounced to become the phoneme /i/. The correct pronunciation is without changing the phoneme /é/. Second, errors in omission of phonemes are pronunciation errors because certain phonemes are omitted in a word, resulting in the sound of the pronunciation being incorrect. This is in line with the opinion of Dulay, Burt, and Krashen (1982) who stated *"omission errors are characterized by the absence of an item that must appear in a well-formed utterance"*. This opinion explains that the omission error is characterized by the absence of items that should appear in the correct utterance. As happened in kundan words the phoneme /g/ is omitted, the correct word should be kundang. Third, errors in adding phonemes are pronunciation errors due to the addition of certain phonemes to spoken words. This is in line with the opinion of Dulay, Burt, and Krashen (1982) who stated *"Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance"*. This opinion explains that addition errors are the opposite of omission errors marked by items that cannot appear in the correct utterance. Like adding the phoneme /n/ to the word *pandang* which should be *padang* without adding the phoneme /n/.

Of the errors found, the most common type of error found in BIPA students is the phoneme change error. Phoneme changes are often found in the use of language spoken by BIPA learners. Phoneme change errors can be seen from the sound of words pronounced by BIPA students. This can be seen in the word *"panggin"*. The phoneme changes pronounced by BIPA students are found in the word *panggin*. Furthermore, the word rice also makes the same mistake: the phoneme /l/ is pronounced as the phoneme /n/. So the correct word is *panggil*.

Several factors also cause language errors in BIPA learning. The results of research that have made language errors in BIPA learning are caused by several factors influenced by the

language that was previously mastered and the language user's lack of understanding of the language he uses. According to Setyawati (2013), the internal factors include the factors that cause language errors, namely errors affected by the language that was previously mastered and the language user's lack of understanding of the language he uses.

The results of this study also show that language errors at the phonological level in BIPA students are due to factors influenced by the language they used to master, for example in the words junior and benk and the language users' lack of understanding of the language they use, for example in the *words panggin, selawesi,* and *berkuncung*. The mistakes made by BIPA students are because students are used to communicating using the language they master first so that when they learn Indonesian there are still some pronunciations that use the regional language. As is the case with the word university, students are influenced by the way the phoneme /u/ is pronounced in the word university in English. BIPA students have not fully mastered the structure of the language, so BIPA students often use the structure of the language they have mastered. The languages he mastered earlier were Thai, Malay and English. Moreover, the Indonesian and Malay languages they master have a lot in common because they come from the same family, namely the Austronesian language. So, errors appear caused by being influenced by the language he mastered first. In this case, language interference occurs, namely the influence of the use of one language with another language mastered by BIPA students. So, this is what causes BIPA students to make mistakes in language.

The most dominant factor found is the lack of understanding of language users towards the language they use, including internal factors. Such as the errors found at the phonological level, namely the change in phonemes, namely in the word balun. Language errors experienced by BIPA students are due to the lack of understanding of students in using Indonesian. BIPA students' understanding of the use of Indonesian is still low, causing language errors at the phonological level. This is indicated by the meaning of the word balun which is pronounced by students which cannot be understood in Indonesian because the correct word is balloon.

Language errors in learning a language must be reduced even though they cannot be avoided. The presence of language errors is unavoidable in learning a second language. Language errors will always appear even if prevention efforts are made because no one can learn a language, either the first or second language, without making language mistakes. Language errors are not something that must be avoided but must be learned. As part of the BIPA learning process, language errors need attention in order to improve BIPA learning. Attention to language errors in BIPA learners is very useful for even better BIPA learning steps. Therefore, the analysis of language errors needs to be given more attention, to be able to improve language learning. So that the language errors found can be used as input for teachers, teaching material writers, or language observers to overcome the difficulties faced by BIPA students.

Based on the results of the research that has been described, research on language errors at the phonological level in BIPA learning has two implications, namely theoretical and practical. This research has implications for the development of theories and research studies on BIPA learning as well as theoretical studies on linguistic studies. BIPA learning is different from learning Indonesian for native speakers, as is done in Indonesian language subjects in schools in Indonesia. Special approaches and methods are needed to teach Indonesian to foreign speakers. BIPA learning includes four basic language skills: listening, speaking, reading, and writing. In addition, the structure and vocabulary in BIPA learning must also be considered considering that students are not native Indonesian speakers. In addition to the four language and grammar skills, BIPA learning also includes culture. This cultural aspect is one way for students to better understand the Indonesian language they are studying because culture determines a person's way of thinking and speaking.

The implementation of BIPA learning needs to be planned so that the implementation is neatly arranged. Planning for BIPA learning starts with compiling a syllabus for each learner's

language ability level. The syllabus that has been compiled is then developed into a Learning Implementation Plan (RPP) which is useful for making learning sequential and neatly arranged. BIPA learning is delivered using certain learning methods. Teachers must choose learning methods appropriate to students' conditions and abilities. The chosen learning method is expected to foster student motivation and enthusiasm in learning. The learning method must also be able to deliver all learning material. The materials used in learning must contain four aspects of language skills. In addition, aspects of grammar such as sentence structure and vocabulary are also included in the material being taught.

Learning materials that the teacher has prepared are delivered using learning media. The selection of learning media should not be arbitrary. The learning media chosen must be adapted to the material to be delivered and the conditions of the learner. If the learning media used is inappropriate, it is threatened that the learning material cannot be conveyed properly. Learning that has been implemented needs to be evaluated to determine the extent to which learning has been successful. The teacher conducts a learning assessment on students to find out how far the students understand the material presented by the teacher. It is necessary to pay close attention to the selection of assessment tools for BIPA learning so that the performance of the abilities being tested can be seen.

Data Analysis of Language Errors at the Phonological Level of BIPA Students at Fatoni University Thailand

The following are the results of an analysis of Indonesian language errors committed at the phonological level by BIPA students attending Fatoni University in Thailand.

Errors In Phoneme Change

Phoneme change errors were also found in BIPA students, this can be seen in the following data.

"*politikês*"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The word "politikês" has the phoneme modifications that BIPA students are expected to pronounce correctly. In the word "politikês," the phoneme /u/ is altered such that it is pronounced as the phoneme /ê/. This is the phoneme change that takes place. Using the /u/ phoneme will result in the correct pronunciation. Thus, the proper word to use is "politikus."

"*pulus*"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The word "pulus" contains a variety of phonemes that are articulated differently by BIPA students. The phoneme /h/ is modified in the cata pulus to become the phoneme /s/ when it is uttered. This is one of the phoneme modifications that take place. It is imperative that you do not alter the pronunciation of the phoneme /h/ when pronouncing. Thus, the word that should be used is puluh.

"*suke*"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The word "sukê," which should be pronounced as "suka," contains the phonemes that BIPA students mispronounce; the proper word is "suka."

"*sembilang*"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The word "sembilang," which the pupils of BIPA incorrectly pronounce as "sembilan," contains the phoneme changes that should be pronounced by sembilan.

"birasal"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. Words that contain the letters birasal have changes in the phonemes that students speak of BIPA; nonetheless, the word that should be used is berasal.

"*malan*"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The word "malan" contains a variety of phonemes that are pronounced differently by BIPA pupils. In the word "malan," the phoneme /m/ is spoken in a way that causes it to transform into the phoneme /n/ during the word's pronunciation. It should be pronounced without modifying the phoneme /m/. The correct pronunciation is. Thus, the proper term to use is malam.

"*belayar*"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The word "belayar" contains a number of different phonemes that are pronounced differently by BIPA pupils. In the word "belayar," the phoneme /j/ is altered such that it is pronounced as the phoneme /y/. This is one of the phoneme modifications that takes place. It is imperative that you do not alter the pronunciation of the phoneme /j/ when pronouncing. Thus, the proper term to use is "belajar."

"belindung"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. When BIPA students speak, they pronounce the word belidung, while the correct word should be belitung. The word belidung has changes in the phonemes that BIPA students utter. In the word "belidung," the phoneme /t/transforms into the phoneme /d/ when uttered. This is the phoneme change that takes place. It should be pronounced without modifying the phoneme /t/, as that is the true pronunciation.

"berkuncung"

The information shown above has phonological flaws, namely a change in phonemes. These errors can be found in the data. The term "berkuncung" is where the students of BIPA enunciate the phoneme changes. While the student is speaking, the student is pronouncing the word "berkuncung," but the right word should be "berkunjung."

Errors In Missing Phonemes

Phoneme omission is a pronunciation error because certain phonemes are omitted in a word which causes the pronunciation to be wrong.

"sebilan"

There are faults in language that occur at the phonological level detected in the data presented earlier, specifically the omission of phonemes. The word "sebilan," which should be pronounced "sembilan," suffers from a loss of a phoneme and is instead pronounced "sebilan."

"berasa"

In the data above, language errors at the phonological level are found, namely the omission of phonemes. The phoneme deletion that occurs is in the word *berasa*, the word should be pronounced as *berasal*.

"sodara"

It was discovered that there was a mistake in the language that occurred at the phonological level, specifically the absence of a phoneme. Since the phoneme that should be there in the word sodara is missing, the correct pronunciation of the word is really saudara. The elimination of the double vowel /au/ causes the loss of the phoneme that appears in the word. This results in the single vowel /o/ being used instead.

Errors In Adding Phonemes

The addition of phonemes is a pronunciation error due to the addition of certain phonemes to the spoken words. Errors in adding phonemes were also found in the speaking skills of BIPA students, this can be seen in the following data.

"*yuniversitas*"

The data above contains language errors at the phonological level, namely the addition of phonemes. The addition of phonemes is found in the word *yuniversitas*, when the student is speaking, the student pronounces the word university, where the correct word should be pronounced is *universitas*.

"inggin"

The data above contains language errors at the phonological level, namely the addition of phonemes. The addition of phonemes is found in the word *inggin*, when the student is speaking, the student pronounces the word *inggin*, where the correct word should be pronounced is *ingin*.

"umurt"

The data above contains language errors at the phonological level, namely the addition of phonemes. The addition of phonemes is found in the word *umurt*, when the student is speaking, the student pronounces the word *umur*t, where the correct word should be pronounced is *umur*.

"pandang"

The data above contains language errors at the phonological level, namely the addition of phonemes. The addition of phonemes is found in the word *pandang*, when the student is speaking, the student pronounces the word *pandang*, where the correct word should be pronounced is *padang*.

Data Analysis with Factors Causing Language Errors at the Phonological Level of BIPA Students at Fatoni University Thailand
Influenced by the language that was previously mastered

Because BIPA students are often influenced by the language they had mastered first, this can be observed in the following data. The reason that BIPA students make language errors at the phonological level can be attributed to internal variables.

"saya belajar di *yuniversitas*"

The data above contains language errors at the phonological level, which are found in the word *yuniversitas*. The correct pronunciation should be *universitas*. The mistakes made by BIPA students are because students are used to communicating using the language, they master first so that when they learn Indonesian there are still some pronunciations that use the regional language. As is the case with the word yuniversitas, students are influenced by the way the phoneme /u/ is pronounced in the word university in English. BIPA students have not fully mastered the structure of the language, so BIPA students often use the structure of the language

they have mastered. The languages he mastered earlier were Thai, Malay, and English. Moreover, the Indonesian and Malay languages they mastered had a lot in common because they came from the same family, namely the Austronesian language. So, it is only natural that an error occurs due to being influenced by the language one mastered first. In this case, language interference occurs, namely the influence of the use of one language on another language mastered by BIPA students. So, this is what causes BIPA students to make mistakes in language.

"saya ingin menjadi *politikês*"

The nom data above has language errors at the phonological level, namely in the word *politikês*. The correct pronunciation should be *poliikus*. The mistakes made by BIPA students are because students are used to communicating using the language, they master first so that when they learn Indonesian there are still some pronunciations that use the regional language. As with the word *politikês*, students are influenced by the Malay language. BIPA students have not fully mastered the structure of the language, so BIPA students often use the structure of the language they have mastered. The languages he mastered earlier were Thai, Malay, and English. Moreover, the Indonesian and Malay languages they mastered had a lot in common because they came from the same family, namely the Austronesian language. So, it's normal for mistakes to occur due to being influenced by the language he mastered first. In this case, language interference occurs, namely the influence of the use of one language by another language that BIPA students master. So, this is what causes BIPA students to make mistakes in language.

Lack of understanding of language users on the use of the language they use

Based on the results of the study, it was found that the cause of Indonesian language errors in BIPA students was due to a lack of understanding regarding the use of Indonesian which was still low, this can be seen in the following data.

"tujuh, delapan, *sebilan*, sepuluh, nol"

In the data above, language errors at the phonological level are found, namely the omission of phonemes. The phoneme loss that occurs is in the *sebilan* words. Language errors experienced by BIPA students are due to the lack of understanding of students in using Indonesian. BIPA students' understanding of the use of Indonesian is still low, causing language errors at the phonological level. This is indicated by the meaning of the word *sebilan* which the student pronounces cannot be understood in Indonesian because the correct word is *sembilan*.

"kelak saya *inggin* menjadi"

In the data above, language errors at the phonological level are found, namely the addition of phonemes. The addition of phonemes that occur is in the word *inggin*. Language errors experienced by BIPA students are due to the lack of understanding of students in using Indonesian. BIPA students' understanding of the use of Indonesian is still low, causing language errors at the phonological level. This is indicated by the meaning of the word *inggin* which is pronounced by students which cannot be understood in Indonesian because the correct word is *ingin*.

"anda bisa *panggin* saya fandi"

In the data above, language errors at the phonological level are found, namely phoneme changes. The phoneme change that occurs is the word *panggin*. The language errors experienced by BIPA students are due to the lack of students' understanding of the use of Indonesian. BIPA students' understanding of the use of Indonesian is still low, causing language errors at the phonological level. This is indicated by the meaning of the word *panggin* which the student pronounces cannot be understood in Indonesian because the correct word is *panggil*.

4. Conclusion

Based on the results of data analysis, several conclusions can be drawn. First, the forms of language errors found by BIPA students at Fatoni University Thailand at the phonological level are, a) phoneme change errors. b) phoneme omission errors, and c) phoneme additions. The most dominant form of error found was a phoneme change error. In learning Indonesian, there are many phoneme sound changes spoken by BIPA students, such as changes in the phoneme /a/ to the phoneme /e/. Second, the factors causing BIPA students to experience language errors in speaking skills are influenced by factors, namely factors influenced by the language they master first. Second, the lack of understanding of the language users of the language they use, many do not understand good and correct Indonesian, both in meaning and in pronunciation or pronunciation. The most dominant factor was found to be due to the lack of understanding of the language users of the language they use, such as the words panggin and pulus.

Declaration of Conflicting Interest

The authors must state that there is no conflict of interest concerning the publication of this paper.

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