Phonological Errors in BIPA Learners' Speech During the Handai Indonesia Festival: A Study Based on the BIPA Kemdikbud YouTube Channel

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A B S T R A C T

Phonological errors are one of the main challenges in learning Indonesian as a Foreign Language (BIPA). This study aims to describe the phonological errors made by BIPA learners during the *Handai* Indonesia Festival on the BIPA *Kemdikbud* YouTube channel. Using a mixed-methods approach, data were collected through observation and note-taking techniques, then analyzed based on the identified phonological error patterns. The results indicate that out of 144 phonological error data points, phoneme substitution was the most dominant type of error (95 occurrences), followed by phoneme addition (25 occurrences) and phoneme omission (24 occurrences). These errors were primarily caused by first-language interference, with learners from Egypt and China exhibiting significantly higher error rates compared to learners from other countries. The implications of this study highlight the need for more adaptive phonology teaching methods in BIPA programs. Currently, phonological aspects receive less attention compared to grammar and vocabulary. Further research is recommended to explore the effectiveness of these strategies in reducing phonological errors and improving BIPA learners' speech intelligibility.

1. Introduction

The teaching of Indonesian as a Foreign Language (BIPA) has been expanding both domestically and internationally. Budiawan & Rukayati (2018) explain that institutions offering Indonesian language instruction for foreign learners (BIPA) have been growing in number. Currently, 219 universities and institutions across 40 countries have implemented this program (Ari Kusmiatun, 2018). BIPA serves as a language skill development program specifically designed for non-native speakers of Indonesian (Wirawan, 2014). Additionally, BIPA plays a crucial role in promoting Indonesian as an international language (Budiawan, 2023; Nisa et al., 2024; Ristyandani et al., 2024).

In response to the increasing number of BIPA learners, the Language Development and Fostering Agency, through the Center for Language Strengthening and Empowerment, organizes the Festival Handai Indonesia. According to the official website of the Ministry of Foreign Affairs (Kemlu.go.id), the Festival Handai Indonesia (FHI) serves as a platform for foreign nationals proficient in Indonesian to showcase their linguistic skills and creativity while also demonstrating their understanding of Indonesian culture. As reported on the Ministry of Education and Culture's (Kemdikbud) website, the festival features seven competitions: public speaking, storytelling, singing, poetry recitation, traditional rhyming (pantun), news reporting, and letter writing. This festival attracts BIPA learners from various countries, and their participation is documented in video format and uploaded to the BIPA Kemdikbud YouTube channel.

Based on observations of BIPA learners' videos from the Festival Handai Indonesia on the BIPA Kemdikbud YouTube channel, phonological errors are the most common linguistic mistakes. Phonology itself is a discipline that examines the sounds of a particular language based on their function (Susiati, 2020). According to Setyaningsi & Rahardi (2014), phonology studies speech sounds as the smallest units of utterance. In this context, phonological errors refer to linguistic mistakes related to spoken sounds (Harimurti Kridalaksana, 2018). These errors occur because the sounds produced by learners often differ from the original sounds of the Indonesian language, which can alter the intended meaning of a word or render it meaningless (Lathifah et al., 2021). This phenomenon is common when individuals are acquiring a new language, both in spoken and written forms (Nisa et al., 2024). Foreign learners of Indonesian tend to retain the accent of their native language when speaking Indonesian (Lathifah et al., 2021). Moreover, (Budiawan, 2021) highlights that a lack of confidence in speaking Indonesian can further hinder the learning process. This lack of confidence, combined with phonological difficulties, contributes to the challenges BIPA learners face in accurately pronouncing Indonesian words.

In the Festival Handai Indonesia competition, BIPA students strive to deliver their best performances. However, some participants make linguistic errors, particularly phonological mistakes. For instance, several BIPA learners demonstrated phonological errors during the poetry competition of the Festival Handai Indonesia, as seen in videos uploaded to the BIPA Kemdikbud YouTube channel. In one such video, an Egyptian BIPA learner mispronounced certain words, such as (1) *pariwisata* as /bariwisata/, (2) *pusat* as /busat/, (3) *mengikuti* as /menikuti/, and
(4) *menangis* as /menanis/. Similarly, a BIPA learner from China made phonological errors, including: (1) *egois* pronounced as /ekois/, (2) *hancurlah* as /hanculah/, (3) *mengutamakan* as /mengkutamakan/, (4) *judul* as /jutul/, (5) *perdamaian* as /pertamaian/, and (6) *keadilan* as /keatilan/. These errors illustrate the phonological challenges faced by BIPA learners, particularly when producing Indonesian sounds that may not exist or differ significantly in their native languages.

Based on the discussion above, this study aims to describe the phonological errors made by BIPA learners in the *Festival Handai Indonesia*, as documented on the BIPA *Kemdikbud* YouTube channel. Ghufron (as cited in Ekawati & Nurpadillah, 2024)) explains that phonological errors occur when the human speech apparatus incorrectly articulates linguistic sounds, leading to misunderstandings in meaning and definition. According to Mantasiah (as cited in Irwansyah et al., 2022), phonological errors can be categorized into several types, including errors caused by phoneme substitution, the addition or omission of phonemes, and mistakes related to pauses between words or sentences. Errors in sound articulation are generally classified into three types: phoneme substitution, phoneme omission, and phoneme addition (Muktiana et al., 2024). Phoneme substitution refers to pronunciation errors where specific phonemes are replaced or articulated incorrectly based on standard linguistic rules. Phoneme omission occurs when certain phonemes are omitted from a word, resulting in incorrect pronunciation. Meanwhile, phoneme addition refers to errors where extra phonemes are inserted into words, altering their pronunciation (Zulfa & Cahyani, 2025).

A literature review has identified previous studies related to the present research. Studies on phonological errors among BIPA learners have been conducted by (Budiawan & Rukayati, 2018), Andriyana et al. (2022), and Muktiana et al. (2024). Budiawan (2018) found that language errors, particularly in speaking skills, can be classified into five types: pronunciation errors, intonation errors, sentence structure errors, fluency and pauses, and loudness. Meanwhile, Andriyana et al. (2022) reported that learners commonly mispronounce the phonemes /sy/ and /r/. Muktiana et al. (2024) identified three types of phonological errors: phoneme substitution, phoneme omission, and phoneme addition. Additionally, research on phonological errors in YouTube content has been conducted by Safitri et al. (2020), who identified 27 instances of phonological errors; Azella & Rahman (2023), with 23 errors; Lathifah et al. (2021), with 16 errors; and Maharani et al. (2021), with 42 errors. Furthermore, studies on phonological errors in television programs have been carried out by Irwansyah et al. (2022), who identified various forms of phonological modifications, including assimilation, vowel modification, apheresis, syncope, apocope, diphthongization, monophthongization, epenthesis, and paragoge. Sumardi (2018) found inaccuracies in phoneme usage. These findings indicate that no prior research has specifically examined phonological errors made by BIPA learners on the BIPA *Kemdikbud* YouTube channel. Therefore, this study is significant in identifying phonological errors among BIPA learners in the *Festival Handai Indonesia* as documented on the BIPA *Kemdikbud* YouTube channel.

This study is expected to assist BIPA learners in improving their language skills in an accurate and appropriate manner. Additionally, it can serve as a valuable source of information and reference for BIPA instruction, particularly in designing curricula and developing teaching methods to minimize common phonological errors. By identifying the types of phonological errors that frequently occur, this study enables educators to develop more effective teaching strategies to help BIPA learners overcome these challenges. Furthermore, this

research can serve as a reference for future studies on phonological errors in language learning.

2. Methodology

This study examines phonological errors made by BIPA learners in the *Festival Handai Indonesia* event, as documented on the BIPA *Kemdikbud* YouTube channel. The BIPA learners observed in this study come from various countries, including Cambodia, China, the Philippines, Thailand, and Egypt. This research employs a mixed-methods approach. According to Creswell John and Creswell David (2023), mixed methods involve the process of collecting, analyzing, and integrating both quantitative and qualitative research methods within a single study. Data collection in this study was conducted using the *simak* (observation) and note-taking methods (Fetters, 2020; Sahir, 2022). The *simak* method involves observing language use or linguistic behavior in a learning context. In this study, the observation technique was carried out by watching video recordings and identifying various phonological errors made by BIPA learners. The data collection process involved converting video recordings from the *Festival Handai Indonesia* event on the BIPA *Kemdikbud* YouTube channel into transcripts containing spoken utterances. The phonological errors identified in these transcripts were then documented. The transcribed data were analyzed using the *agih* method, which determines linguistic structures based on the internal characteristics of the language itself (Sudaryanto, 2015). The findings of this study will be presented in a descriptive format, using written explanations provided by the researcher.

3. Results and Discussion

According to Hornby (as cited in Akhyaruddin et al., 2020), the term "phonology" originates from the word "phonology", which is a combination of *phone* and *logy*. The word *phone* refers to "speech sounds," encompassing both vowel and consonant sounds, while *logy* means "knowledge, method, and reasoning." Thus, phonology can be understood as a branch of linguistics that systematically examines speech sounds in a structured manner. Setyaningsi & Rahardi (2014) states that the primary focus of phonological studies is human speech sounds, which are present in daily communication. Therefore, phonology can be defined as the study of linguistic sounds in a systematic and structured way. The results and discussion in this study describe phonological errors made by BIPA learners on the BIPA *Kemdikbud* YouTube channel. The phonological analysis conducted includes phoneme substitution, addition, and omission, which will be further discussed in the following sections.

a. Phoneme Substitution
Based on the data analysis, a total of 95 phoneme changes were identified, encompassing 36 types of phonological changes, as illustrated in Figure 1.
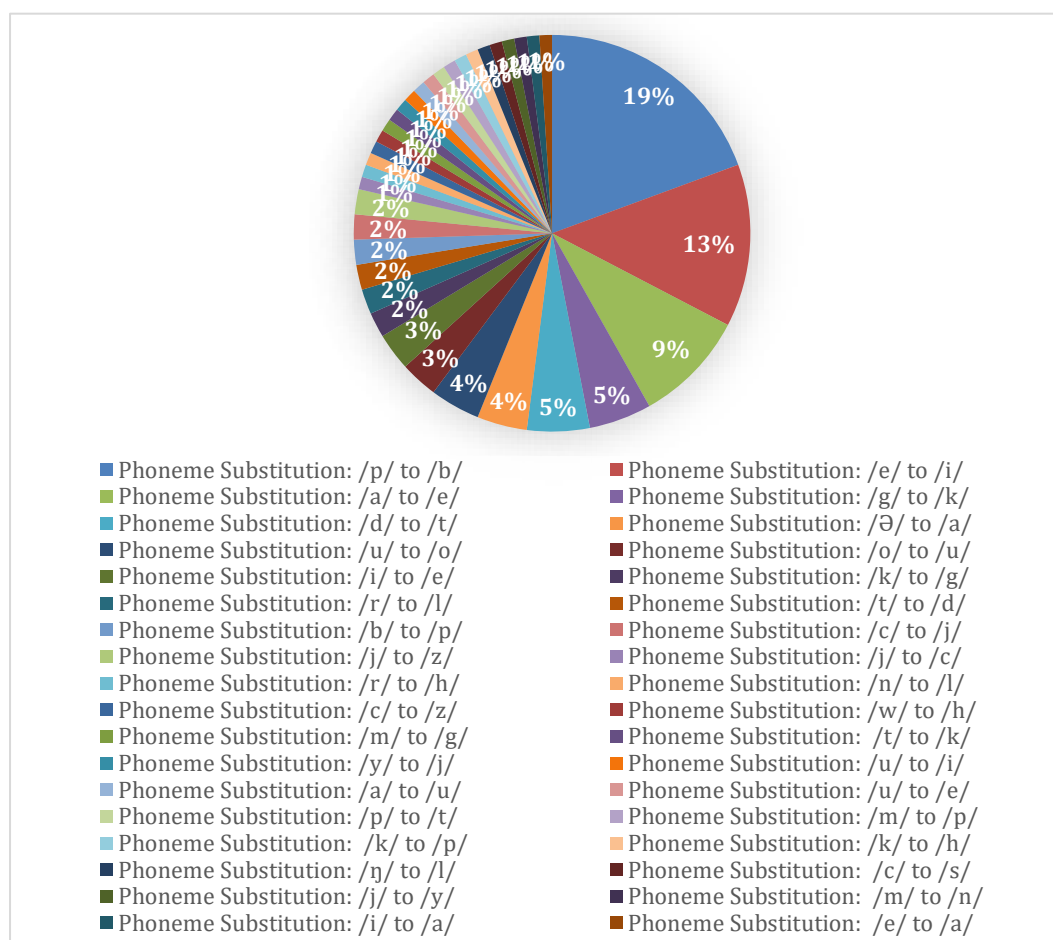
Figure 1. Phoneme Substitution

Based on the diagram above, the most dominant substitution was the change of the phoneme /p/ to /b/, accounting for 19%. This was followed by the substitution of /e/ to /i/ at 13% and /a/ to /e/ at 9%. Additionally, the substitutions of /g/ to /k/ and /d/ to /t/ each accounted for 5%. Further substitutions included /ə/ to /a/ and /u/ to /o/, both at 4%. The changes of /o/ to /u/ and /i/ to /e/ each occurred in 3% of cases. Substitutions of /k/ to /g/, /r/ to /l/, /t/ to /d/, /b/ to /p/, /c/ to /j/, and /j/ to /z/ were observed at 2%. Finally, the following phoneme substitutions were found at 1% each: /j/ to /c/, /r/ to /h/, /n/ to /l/, /c/ to /z/, /w/ to /h/, /m/ to /g/, /t/ to /k/, /y/ to /j/, /u/ to /i/, /a/ to /u/, /u/ to /e/, /p/ to /t/, /m/ to /p/, /k/ to /p/, /k/ to /h/, /ng/ to /l/, /c/ to /s/, /j/ to /y/, /m/ to /n/, and /i/ to /a/.

The errors made by BIPA learners in the phoneme change from /p/ to /b/ can be observed in Table 1. Based on the data analysis above, phoneme substitution from /p/ to /b/ was observed. In data (9/MR/K1/05.08.21), a learner from Bulgaria mispronounced the word **/gəbrɛk/**, which should have been pronounced as **/gəprɛk/**. The learner substituted the phoneme /p/ with /b/, rendering the word meaningless. In data (10/MR/K1/11.08.21), a learner from Uzbekistan pronounced the word **/dibərsəmbahkan/**, whereas the correct pronunciation should have been **/dipərsəmbahkan/**.

Table 1. Phoneme Substitution: /p/ to /b/

No	Data Code	Data	Error
1.	4/LB/K1/24.06.21	*"Mesir dan Indonesia punya banyak keragaman hubungan dalam berbagai bidang, seperti pendidikan, kebudayaan, politik, ekonomi, **bariwisata**, dan lain-lainnya."*	phoneme /p/ to /b/ /pariwisata/ → /bariwisata/
2.	9/MR/K1/05.08.21	*"Nah kami telah sampai di depan ayam **gebrek** yang paling terkenal ..."*	phoneme /p/ to /b/ /gəprɛk/ → / gəbrɛk /
3.	10/MR/K1/11.08.21	*"... tanggal 31 Agustus tahun 1994, patung di rumput Amir Timur karyat pematung terkenal Ilham Jabarov **dibersembahkan** kepada masyarakat Tashkent."*	phoneme /p/ to /b/ /dipərsəmbahkan/ → /dibərsəmbahkan/
4.	14/BC/K1/10.08.21	*"... saya belajar Bahasa Indonesia di **busat** Kebudayaan Indonesia yang dikenal dengan nama Puskin."*	phoneme /p/ to /b/ /pusat/ → /busat/
5.	15/BC/K1/03.11.21	*"... tidak ada laki-laki yang tertarik dengan wajah ibu yang sudah **keribut**."*	phoneme /p/ to /b/ /kəriput/ → /kəribut/

(Complete data is presented in the appendix.)

The substitution of /p/ with /b/ altered the meaning of the word, making it incomprehensible. Similarly, in data (4/LB/K1/24.06.21), (14/BC/K1/10.08.21), and (15/BC/K1/03.11.21), several learners from Egypt made the same phoneme substitution error. First, in the pronunciation of **/bariwisata/**, which should have been **/pariwisata/**, the substitution of /p/ with /b/ resulted in a loss of meaning. Additionally, in data (14/BC/K1/10.08.21), an Egyptian learner mispronounced **/busat/** instead of the correct **/pusat/**, again substituting /p/ with /b/ and affecting the word's meaning. Finally, in data (15/BC/K1/03.11.21), an Egyptian learner pronounced **/kəribut/** instead of the correct **/kəriput/**. The substitution of /p/ with /b/ caused a distortion in pronunciation, making the intended word unrecognizable.The errors made by BIPA learners in the phoneme change from /e/ to /i/ can be observed in Table 2.

Table 2. Phoneme Substitution: /e/ to /i/

No	Data Code	Data	Error
1.	3/LB/K1/28.06.21	*"... tetapi harus **dibaringi** dengan suatu prinsip yang adil dan membela kebenaran."*	phoneme /e/ to /i/ /dibarəŋi/ → /dibariŋi/
2.	11/BY/K1/12.08.21	*"Air mataku tak lagi mau **menitis**."*	fonem /e/ menjadi /i/ /mənetes/ → /mənitis/
3.	12/BP/K1/09.08.21	*"Desi bisa mendapatkan **biasiswa** dari kampus."*	fonem /e/ menjadi /i/ /beasiswa/ → /biasiswa/
4.	21/BC/K1/09.10.23	*"Pada dahulu kala terdapat sebuah lawutan dan gugusan pulau-pulau **kicil** bernama Alor."*	phoneme /e/ to /i/ /kəcil/ → /kicil/
5.	21/BC/K2/09.10.23	*"Ayahnya meninggal **kilaparan** di hutan."*	phoneme /e/ to /i/ /kəlaparan/ → /kilaparan/

(Complete data is presented in the appendix.)

Based on the data analysis above, a phoneme substitution from /e/ to /i/ was identified. In data (3/LB/K1/28.06.21), a learner from Uzbekistan mispronounced the word **/dibariɲi/**, which should have been pronounced as **/dibarəɲi/**. The substitution of the phoneme /e/ with /i/ altered the pronunciation, rendering the word meaningless. In data (11/BY/K1/12.08.21), a learner from Thailand pronounced **/mənitis/** instead of the correct **/mənetes/**. The replacement of /e/ with /i/ in the word **/mənetes/** resulted in a loss of meaning. Similarly, in data (12/BP/K1/09.08.21), a learner from Timor-Leste mispronounced **/biasiswa/** instead of the correct **/beasiswa/**. The substitution of /e/ with /i/ distorted the pronunciation, making the word unrecognizable. Additionally, in data (21/BC/K1/09.10.23) and (21/BC/K2/09.10.23), a learner from Egypt made the same phoneme substitution error. The learner mispronounced **/kicil/** instead of **/kəcil/** and **/kilaparan/** instead of **/kəlaparan/**. The substitution of /e/ with /i/ in both words altered their meaning, making them incomprehensible.

The errors made by BIPA learners in the phoneme change from /a/ to /e/ can be observed in Table 3.

Table 3. Phoneme Substitution: /a/ to /e/

No	Data Code	Data	Error
1.	10/MR/K3/11.08.21	*"Masjid ini **direnceng** untuk kapasitas lenih dari 2.400 orang."*	phoneme /a/ to /e/ /dirancaŋ/ → /direncaŋ/
2.	11/BY/K2/12.08.21	*"**Sendiwara** apa yang telah kau lakukan kepadaku."*	phoneme /a/ to /e/ /sandiwara/ → /sendiwara/
3.	18/MP/K1/08.11.21	*"Yang **regu-regu** di jalan itu"*	phoneme /a/ to /e/ /ragu-ragu/ → /regu-regu
4.	23/LB/K1/06.10.23	*"Generasi muda berkewajiban selanjutkan berjuang untuk menciptakan perdamaian di kawasan Asia **Tenggera.**"*	phoneme /a/ to /e/ /təŋgara/ → /təŋgera/
5.	26/LP/K1/06.10.23	*"... kita harus bertindak dengan kepenuhan tanggung jawab dan **kepesrahan** terhadap nilai-nilai PKI adalah sangat penting dalam rangka mempertahankan kedamaian di dunia ini."*	phoneme /a/ to /e/ /kəpasrahan/ → /kəpesrahan/

(Complete data is presented in the appendix.)

Based on the data analysis above, a phoneme substitution from /a/ to /e/ was identified. In data (10/MR/K3/11.08.21), a learner from Uzbekistan mispronounced the word **/dirancen/**, which should have been pronounced as **/dirancaŋ/**. The substitution of /a/ with /e/ in **/dirancaŋ/** altered the pronunciation, making the word meaningless. In data (11/BY/K2/12.08.21), a learner from Thailand made an error in pronouncing **/sendiwara/** instead of the correct **/sandiwara/**. The replacement of /a/ with /e/ in **/sandiwara/** resulted in a loss of meaning. Similarly, in data (18/MP/K1/08.11.21), a learner from Bulgaria mispronounced **/regu-regu/** instead of **/ragu-ragu/**. The phoneme substitution from /a/ to /e/ in /ragu-ragu/ altered its meaning. In data (23/LB/K1/06.10.23), a learner from Cambodia pronounced **/təŋgera/** instead of the correct **/təŋgara/**. The substitution of /a/ with /e/ in **/təŋgara/** resulted in a loss of meaning. Lastly, in data (26/LP/K1/06.10.23), a learner from Egypt mispronounced **/kəpesrahan/**

instead of the correct **/kəpasrahan/**. The substitution of /a/ with /e/ in **/kəpasrahan/** rendered the word meaningless. The errors made by BIPA learners in the phoneme change from /g/ to /k/ can be observed in Table 4.

Table 4. Phoneme Substitution: /k/ to /g/

No	Data Code	Data	Error
1.	1/BT/K3/23.06.21	*"Biasanya orang Indonesia kalau ada tamu, mereka suka bilang, __angkap__ aja rumah sendiri, gak usah malu-malu"*	phoneme /g/ to /k/ /aŋgap/ → /aŋkap/
2.	8/LB/K7/04.08.21	*"Negeri yang makmur dan tidak __ekois.__"*	phoneme /g/ to /k/ /egois/ → /ekois/
3.	24/LB/K3/06.10.23	*"... __kencatan__ senjata dari berbagai belahan negara yang dipicu karena sebuah perbedaan dan keserakahan ..."*	phoneme /g/ to /k/ /gəncatan/ → /kəncatan/
4.	36/PS/K2/10.10.23	*"Berjagalan terus di __karis__ batas pernyataan dan impian."*	phoneme /g/ to /k/ /garis/ → /karis/
5.	58/BY/K1/07.10.23	*"__Pedakang__ di pasar biasanya mulai membuka lapak pukul 4 sore sampai pukul 9 malam."*	phoneme /g/ to /k/ /pədagaŋ/ → /pədakaŋ/

Based on the data analysis above, a phoneme substitution from /g/ to /k/ was identified. In data (1/BT/K3/23.06.21), a learner from Egypt mispronounced the word **/aŋkap/**, which should have been pronounced as **/aŋgap/**. The substitution of /g/ with /k/ in **/aŋgap/** altered the pronunciation, rendering the word meaningless. In data (8/LB/K7/04.08.21), a learner from China mispronounced /ekois/ instead of the correct **/egois/**. The replacement of /g/ with /k/ in **/egois/** resulted in a loss of meaning. Similarly, in data (23/LB/K3/06.10.23), a learner from Cambodia mispronounced **/kəncatan/** instead of the correct **/gəncatan/**. The substitution of /g/ with /k/ in **/gəncatan/** caused the word to lose its meaning. In data (36/PS/K2/10.10.23) and (58/BY/K1/07.10.23), two learners from Laos exhibited the same phonological error by substituting /g/ with /k/. The first mispronounced **/karis/** instead of **/garis/**, while the second pronounced **/pədakaŋ/** instead of **/pədagaŋ/**. The alteration of /g/ to /k/ in these words resulted in a loss of meaning. The errors made by BIPA learners in the phoneme change from / d/ to /t/ can be observed in Table 5.

Table 5. Phoneme Substitution: /d/ to /t/

No	Data Code	Data	Error
1.	8/LB/K1/04.08.21	*"__Jutul__ puisi saya adalah Perdamaian."*	phoneme /d/ to /t/ /judul/ → /jutul/
2.	8/LB/K2/04.08.21	*"__Pertamaian__ adalah di mana hari yang Bahagia."*	phoneme /d/ to /t/ /pərdamaian/ → /pərtamaian/
3.	8/LB/K3/04.08.21	*"Tak ada seorang yang __setih.__"*	phoneme /d/ to /t/ /sədih/ → /sətih/
4.	8/LB/K6/04.08.21	*"Negeri di mana rakyatnya merasakan __keatilan.__"*	phoneme /d/ to /t/ /kəadilan/ → /kəatilan/
5.	16/BY/K2/05.11.21	*"__Tuhai__ sedap sekali."*	phoneme /d/ to /t/ /duhai/ → /tuhai/

Based on the data analysis above, a phoneme substitution from /d/ to /t/ was identified. In data (8/LB/K1/04.08.21), (8/LB/K2/04.08.21), (8/LB/K3/04.08.21), and (8/LB/K6/04.08.21), a learner from China exhibited multiple instances of this phonological error. The learner mispronounced **/judul/** as **/jutul/**, perdamaian as pertamaian, **/sedih/** as **/setih/**, and **/keadilan/** as **/keatilan/**. The substitution of /d/ with /t/ in these words resulted in a loss of meaning. Additionally, in data (16/BY/K2/05.11.21), a learner from Egypt mispronounced **/duhai/** as **/tuhai/**, replacing the phoneme /d/ with /t/. This alteration caused the word to lose its intended meaning. The errors made by BIPA learners in the phoneme change from /ə/ to /a/ can be observed in Table 6.

Table 6. Phoneme Substitution: /ə/ to /a/

No	Data Code	Data	Error
1.	29/LP/K1/06.10.23	*"Jika kita tidak bijak mengkonsumsi makanan dan minuman, bau busuk, bakteri dan penyakit akan **marajalela.**"*	phoneme /ə/ to /a/ /mərajalela/ → /marajalela/
2.	30/PS/K2/10.10.23	*"Tak seorang kan **marayu**"*	phoneme /ə/ to /a/ /mərayu/ → /marayu/
3.	30/PS/K3/10.10.23	*"Hingga hilang **padih** peri"*	phoneme /ə/ to /a/ /pədih/ → /padih/
4.	60/MR/K3/07.10.23	*"Mari bersiap untuk memulai perjalanan ini dengan **malewati** lika-liku"*	phoneme /ə/ to /a/ /məlewati/ → /malewati/

Based on the data analysis above, a phoneme substitution from /ə/ to /a/ was identified. In data (29/LP/K1/06.10.23), a learner from Uzbekistan mispronounced **/merajalela/** as **/marajalela/**, substituting the phoneme /ə/ with /a/. This alteration resulted in a loss of meaning. Similarly, in data (30/PS/K2/10.10.23) and (30/PS/K3/10.10.23), a learner from India made errors in pronouncing **/merayu/** as **/marayu/** and **/pedih/** as **/padih/**. The substitution of /ə/ with /a/ in both words rendered them meaningless. Furthermore, in data (60/MR/K3/07.10.23), a learner from Egypt mispronounced **/melewati/** as **/melawati/**, replacing the phoneme /ə/ with /a/, which resulted in a loss of meaning. The errors made by BIPA learners in the phoneme change from /u/ to /o/ can be observed in Table 7.

Table 7. Phoneme Substitution: /u/ to /o/

No	Data Code	Data	Error
1.	1/BT/K2/23.06.21	*"Cuma ada ini nih, **tompeng**."*	phonem /u/ to /o/ /tumpəŋ/ → / tompəŋ/
2.	14/BC/K3/10.08.21	*"Bawang putih segera pergi **menyosori** sungai untuk mencari baju ibu tirinya."*	phonem /u/ to /o/ /məñusuri/ → /məñosori/
3.	17/MR/K1/07.11.21	*"Sejak museum ini dibuka, ada banyak orang asing, khususnya dari Indonesia yang tercinta datang ke Mesir dan berkunjung ke museum ini untuk mengenal budaya Mesir **kono** lebih dalam lagi."*	phonem /u/ to /o/ /kuno/ → kono/
4.	50/MP/K1/08.10.23	*"Pada kesempatan kali ini, saya akan membahwakan musikalisasi **poisi** ..."*	phonem /u/ to /o/ /puisi/ → /poisi/

Based on the data analysis above, a phoneme substitution from /u/ to /o/ was identified. In data (1/BT/K2/23.06.21), (14/BC/K3/10.08.21),

(17/MR/K1/07.11.21), and (50/MP/K1/08.10.23), learners from Egypt exhibited the same phonological error, namely replacing the phoneme /u/ with /o/. They mispronounced **/tumpəŋ/** as **/tompəŋ/**, **/məñusuri/** as **/məñosori/**, **/kuno/** as **/kono/**, and puisi as poisi. The substitution of /u/ with /o/ in these four words resulted in a loss of meaning. The errors made by BIPA learners in the phoneme change from /o/ to /u/ can be observed in Table 8.

Table 8. Phoneme Substitution: /o/ to /u/

No	Data Code	Data	Error
1.	1/BT/K1/23.06.21	*"Terus ada lagi nih basa-basi orang Indonesia yang menurut gue emang merendah. Tapi, agak unik, agak **sumbung** dikit."*	phoneme /o/ to /u/ /somboŋ/ → /sumbuŋ/
2.	46/MR/K2/08.10.23	*"Sementara sang **kuki** menyelesaikan kreasi kulinarnya yang membangkitkan semangat."*	phoneme /o/ to /u/ /koki/ → /kuki/
3.	64/BP/K3/09.10.23	*"Dia mengatakan jujur pada Beri bahwa dia **busan** dengan pekerjaannya."*	phoneme /o/ to /u/ /bosan/ → /busan/

Based on the data analysis above, a phoneme substitution from /o/ to /u/ was identified. In data (1/BT/K1/23.06.21), an Egyptian learner mispronounced the word **/somboŋ/** as **/sumbuŋ/**. The substitution of /o/ with /u/ in somboŋ resulted in a shift in meaning. While somboŋ means "arrogant" in Indonesian, **/sumbuŋ/** refers to a room designated for the host and family members in traditional Toraja Lodan houses. Similarly, in data (46/MR/K2/08.10.23), an Algerian learner mispronounced **/koki/** as **/kuki/**, causing the word to lose its intended meaning. Additionally, in data (64/BP/K3/09.10.23), a Cambodian learner replaced /o/ with /u/ in the word **/bosan/**, pronouncing it as **/busan/**. This phoneme substitution altered the meaning, as busan refers to a city in South Korea.

The errors made by BIPA learners in the phoneme change from /ə/ to /a/ can be observed in Table 9.

Table 9. Phoneme Substitution: /i/ to /e/

No	Data Code	Data	Error
1.	14/BC/K2/10.08.21	*"Ia tidak sadar bahwa baju kesayangan ibu **teri**-nya hanyut terbawa arus"*	phoneme /i/ to /e/ /tiri/ → /teri/
2.	20/LP/K3/04.11.21	*"... saya mengikuti kegiatan **Deklat** Dasar OKM ..."*	phoneme /i/ to /e/ /diklat/ → /deklat/
3.	20/LP/K4/04.11.21	*"Semoga dunia semakin damai dengan **Bhinika** Tunggal Ika"*	phoneme /i/ to /e/ /bhineka/ → /bhinika/

Based on the data analysis above, a phoneme substitution from /i/ to /e/ was identified. In data (14/BC/K2/10.08.21), an Egyptian learner mispronounced the word **/tiri/** as **/teri/**. The substitution of /i/ with /e/ in *tiri* resulted in a shift in meaning. While tiri refers to a familial relationship (such as in *ibu tiri*, meaning "stepmother"), *teri* refers to a type of small marine fish. Similarly, in data (20/LP/K3/04.11.21) and (20/LP/K4/04.11.21), another Egyptian learner mispronounced **/diklat/** as **/deklat/** and **/bhineka/** as **/bhinika/**. The substitution of /i/ with /e/ in both cases rendered the words meaningless in Indonesian.

b. Phoneme Deletion

Based on the data analysis, a total of 24 phoneme changes were identified, with 12 types of phoneme deletion, as illustrated in Diagram 2.
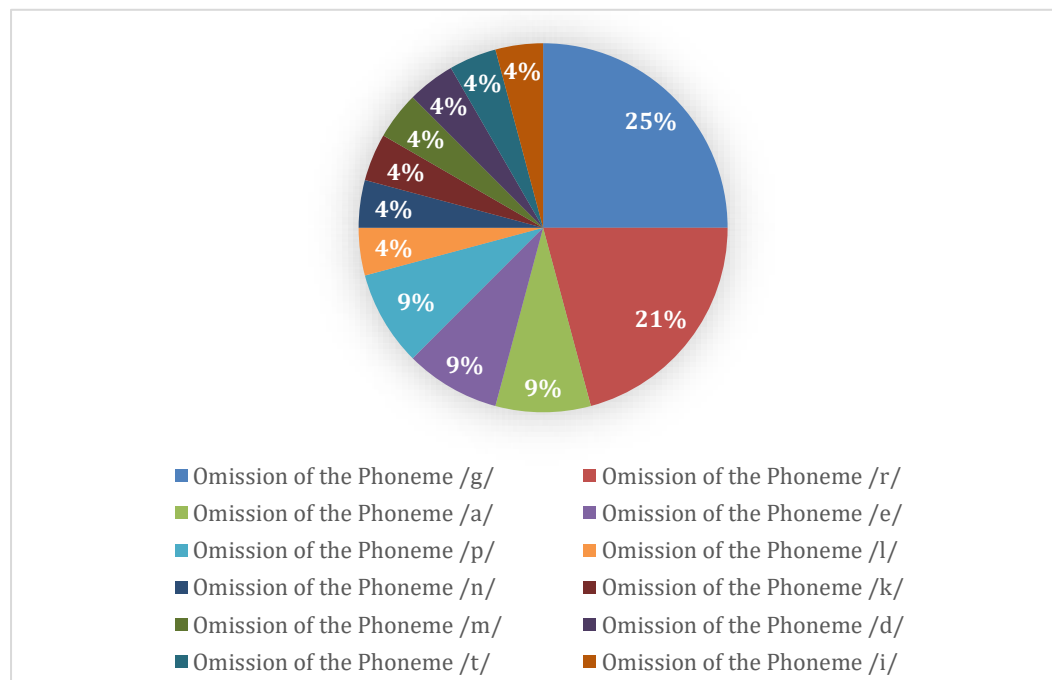

Figure 2. Omission of the Phoneme

Based on the diagram above, 12 types of phoneme deletion were identified. The most dominant phoneme deletion is the omission of /g/, accounting for 25%. This is followed by the deletion of /r/ at 21%. Additionally, the deletion of /a/, /e/, and /p/ each account for 9%. Lastly, the deletion of /l/, /n/, /k/, /m/, /d/, /t/, and /i/ all share the same percentage of 4%. The errors made by BIPA learners in the omission of the phoneme /p/ can be observed in Table 10.

Table 10. Omission of the Phoneme /g/

No	Data Code	Data	Error
1.	20/LP/K5/04.1 1.21	*"Itu benar-benar saya rasakan ketika saya __menikuti__ kegiatan Diklat Dasar OKM ..."*	/g/ → Ø /mənɲikuti/ → /mənikuti/
2.	21/BC/K7/09.1 0.23	*"Tani mendengar perempuan __menanis__."*	/g/ → Ø /mənaŋis/ → /mənanis/
3.	29/LP/K4/06.1 0.23	*"Sudah saatnya kita harus __menubah__ pandangan tentang alam."*	/g/ → Ø /mənubah/ → /mənubah/
4.	30/PS/K4/10.1 0.23	*"Aku ini Binatang __jalan__."*	/g/ → Ø /jalaŋ/ → /jalan/
5.	50/MP/K2/08.1 0.23	*"Aku __Inin__ Mencintaimu dengan Sederhana."*	/g/ → Ø /iŋin/ → /inin/

Based on the data analysis above, the omission of the phoneme /g/ was identified. In data (20/LP/K5/04.11.21), a learner from Egypt mispronounced the word mənikuti, which should have been pronounced as **/mənɲikuti/**. The learner omitted

the phoneme /g/, changing **/mənikuti/** to **/mənikuti/**, rendering the word meaningless. Similarly, in data (21/BC/K7/09.10.23), another Egyptian learner mispronounced the word **/mənanis/**, which should have been pronounced as **/mənaŋis/**. The omission of the phoneme /g/ altered **/mənaŋis/** to **/mənanis/**, making the word meaningless. In data (29/LP/K4/06.10.23), a learner from Uzbekistan mispronounced **/mənubah/**, which should have been **/məŋubah/**. The phoneme /g/ was omitted, turning **/məŋubah/** into **/mənubah/**, thus rendering the word meaningless. In data (30/PS/K4/10.10.23), an Indian learner incorrectly pronounced **/jalan/**, which should have been **/jalaŋ/**. The omission of /g/ changed **/jalaŋ/** to **/jalan/**, leading to a shift in meaning. The word *jalan* refers to a path or roadway used for pedestrian or vehicular traffic. Finally, in data (50/MP/K2/08.10.23), an Egyptian learner mispronounced **/inin/**, which should have been **/iŋin/**. The deletion of /g/ transformed **/iŋin/** into **/inin/**, making the word meaningless. The errors made by BIPA learners in the omission of the phoneme /r/ can be observed in Table 11.

Table 11. Omission of the Phoneme /r/

No	Data Code	Data	Error
1.	8/LB/K9/04.08.21	*"**Hanculah** negara yang diisi pertengkaran."*	/r/ → Ø /hancurlah/ → /hanculah/
2.	8/LB.K12/04.08.21	*"Apalah **ati** sebuah negara yang maju, apabila rakyatnya selalu memberontak."*	/r/ → Ø /arti/ → /ati/
3.	11/BY/K3/12.08.21	*"**Jujulah** sayang aku tak mengapa."*	/r/ → Ø /jujurlah/ → /jujulah/
4.	23/LB/K4/06.10.23	*"Mari kita semua golongan dari muda sampai yang tua maju bersama, damai bersama bagi kejayaan **pesahabatan** Kamboja dan Indonesia."*	/r/ → Ø /pərsahabatan/ → /pəsahabatan/
5.	56/BY/K1/07.10.23	*"Hitam putih **belalu**, janji kita menunggu ..."*	/r/ → Ø /bərlalu/ → /bəlalu/

Based on the analysis of the data above, the omission of the phoneme /r/ was identified. In data (8/LB/K9/04.08.21) and (8/LB/K12/04.08.21), a learner from China made errors in pronouncing the words **/hanculah/**, which should have been pronounced **/hancurlah/**, and **/ati/**, which should have been pronounced **/arti/**. The learner omitted the phoneme /r/ in **/hancurlah/**, turning it into **/hanculah/**, rendering the word meaningless. Similarly, the phoneme /r/ was omitted in **/arti/**, changing it to **/ati/**, which altered its meaning.

The word **/ati/**, when pronounced this way, can be interpreted as a non-standard form of the word **/hati/** (heart). In data (23/LB/K4/06.10.23), a learner from Cambodia made an error in pronouncing the word **/persahabatan/**, which should have been pronounced **/pərsahabatan/**. The omission of the phoneme /r/ in **/pərsahabatan/**, turning it into **/pəsahabatan/**, resulted in a meaningless word. Furthermore, in data (56/BY/K1/07.10.23), a learner from Vietnam mispronounced the word **/bəlalu/**, which should have been pronounced **/bərlalu/**. The omission of the phoneme /r/ in **/bərlalu/**, altering it to **/bəlalu/**, rendered the word meaningless.

c.   Phoneme Addition

Based on the data analysis, a total of 25 phoneme changes were identified, encompassing 14 types of phoneme deletion, as illustrated in Diagram 3.
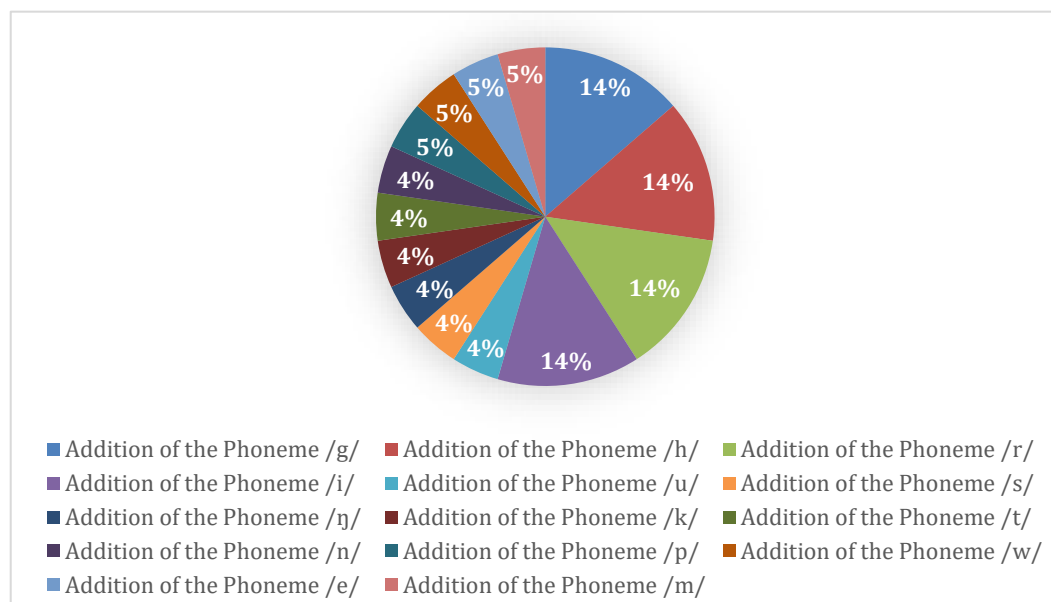

Figure 3. Phoneme Addition

Based on the diagram above, 14 types of phoneme addition were identified. The most dominant type is the addition of the phoneme /g/, accounting for 16%. This is followed by the addition of the phonemes /r/, /i/, /h/, and /k/, each with a percentage of 12%. Additionally, the addition of the phonemes /u/, /s/, /ng/, /t/, /n/, /p/, /w/, /e/, and /m/ each constitute 4% of the total occurrences. The errors made by BIPA learners in the addition of the phoneme /g/ can be observed in Table 12.

Table 12. Addition of the Phoneme /g/

No	Data Code	Data	Error
1.	3/LB/K2/28.06 .21	*"Hari toleransi adalah saat yang tepat untuk mengajak masyarakat untuk* ***menggaku*** *dan menghargai hak dan keyakinan orang lain."*	Ø → /g/ /məŋaku/ → /məŋgaku/
2.	7/MR/K3/30.0 6.21	*"... saya ingin berkata bahwa umat Islam di kota St. Petersburg tidak akan pernah melupakan jasa Soekarno yang memberi kesempatan kepada semua* ***pengangut*** *agama Islam beribadat di masjid secantik ini ..."*	Ø → /g/ /pəŋanut/ → /pəŋaŋut/
3.	14/BC/K6/10.0 8.21	*"Dia segera menghampiri pondok itu, lalu* ***menggetuk*** *pintunya."*	Ø → /g/ /məŋətuk/ → /məŋgətuk/
4.	21/BC/K11/09. 10.23	*"Namun di akhir lomba ini, Tania mendapat satu* ***ikang*** *kecil."*	Ø → /g/ /ikan/ → /ikaŋ/

Based on the data analysis above, the addition of the phoneme /g/ was identified. In data (3/LB/K2/28.06.21), a learner from Uzbekistan made an error in

pronouncing the word **/məŋaku/**, which should have been pronounced as **/məŋaku/**. The learner added the phoneme /g/, changing **/məŋaku/** to **/məŋgaku/**, rendering the word meaningless. Similarly, in data (7/MR/K3/30.06.21), a learner from Russia mispronounced the word **/pəŋanut/**, which should have been pronounced as **/pəŋanut/**. The learner added the phoneme /g/, altering **/pəŋanut/** to **/pəŋaŋut/**, resulting in a meaningless word. Furthermore, in data (14/BC/K6/10.08.21), a learner from Egypt mispronounced the word **/məŋətuk/**, which should have been pronounced as **/məŋətuk/**. The addition of the phoneme /g/ changed **/məŋətuk/** to **/məŋgətuk/**, causing the word to lose its meaning. The errors made by BIPA learners in the addition of the phoneme /r/ can be observed in Table 13.

Table 13. Addition of the Phoneme /r/

No	Data Code	Data	Error
1.	6/LB/K4/29.06.21	*"Pertama, pada tahun 2019 Vietnam dan Indonesia telah menyelenggarakan banyak acara dan kegiatan untuk memperingati 60 tahun kunjungan diplomatik **berserjarah** pertama antar pemimpin kedua negara ..."*	Ø → /r/ /bərsəjarah/ → /bərsərjarah/
2.	23/LB/K5/06.10.23	*"Pada saat ini, saya akan membawakan pidato yang bertemakan **berkerja** sama Menjaga dan Menciptakan Perdamaian di Kawasan Regional yang Berdampak Pada Perdamaian Dunia."*	Ø → /r/ /bəkərja/ → /bərkərja/
3.	64/BP/K4/09.10.23	*"Banyak **permuda** yang memilih meninggalkan kampungnya untuk mencari lahan baru dan mendirikan kampung mereka sendiri."*	Ø → /r/ /pəmuda/ → /pərmuda/

Based on the analysis of the data above, the addition of the phoneme /r/ was observed. In dataset (6/LB/K4/29.06.21), a learner from Vietnam made an error in pronouncing the word **/bərsərjarah/**, which should have been pronounced as **/bərsəjarah/**. The learner added the phoneme /r/, changing **/bərsəjarah/** to **/bərsərjarah/**, rendering the word meaningless. In dataset (23/LB/K5/06.10.23), a learner from Cambodia made a similar error when pronouncing **/bərkərja/**, which should have been pronounced as **/bəkərja/**. The addition of the phoneme /r/ altered **/bəkərja/** to **/bərkərja/**, resulting in a non-existent word. Similarly, in dataset (64/BP/K4/09.10.23), a Cambodian learner mispronounced **/pərmuda/**, which should have been pronounced as **/pəmuda/**. The insertion of the phoneme /r/ in **/pəmuda/** led to **/pərmuda/**, which is an incorrect form of the word. The errors made by BIPA learners in the addition of the phoneme /i/ can be observed in Table 14.

Based on the analysis of the data above, the addition of the phoneme /i/ was observed. In dataset (15/BC/K4/03.11.21), a learner from Egypt made an error in pronouncing the word **/məmbantui/**, which should have been pronounced as **/məmbantu/**. The learner added the phoneme /i/, changing **/məmbantu/** to **/məmbantui/**, rendering the word meaningless.

Table 14. Addition of the Phoneme /i/

No	Data Code	Data	Error
1.	15/BC/K4/03.11.21	*"Hampir setiap hari Darmi hanya bermalas-malasan di rumah dan tidak pernah sekalipun **membantui-nya**."*	Ø → /i/ /məmbantu/ → /məmbantui/
2.	17/MR/K2/07.11.21	*"Kemudian, datang salah satu orang yang bernama Maryet Oghast kepada Khedivi Saed dan **menyiarankan** untuk membangun museum yang mengandung semua artifak di dalamnya."*	Ø → /i/ /məñarankan/ → /məñiarankan/
3.	60/MR/K5/07.10.23	*"Kami **menyiarankan** anda mengunjungi restoran yang luar biasa ini."*	Ø → /i/ /məñarankan/ → /məñiarankan/

Similarly, in datasets (17/MR/K2/07.11.21) and (60/MR/K5/07.10.23), two learners from Egypt made the same mistake in pronouncing **/məñiarankan/**, which should have been pronounced as **/məñarankan/**. Both learners added the phoneme /i/, altering **/məñarankan/** to **/məñiarankan/**, which resulted in a non-existent word. The errors made by BIPA learners in the addition of the phoneme /h/ can be observed in Table 15.

Table 15. Addition of the Phoneme /h/

No	Data Code	Data	Error
1.	26/LP/K2/06.10.23	*"Sebagai wakil dari bangsa yang besar, suatu kewajiban kita semuanya untuk memastikan bahwa tidak hanya diucapkan dengan kata-kata belaka **melahinkan** bagaimana nyata dalam Tindakan ..."*	Ø → /h/ /məlainkan/ → /məlahinkan/
2.	34/PS/K2/10.10.23	*"Tak perlu **seduh** sedan itu"*	Ø → /h/ /sədu/ → /səduh/
3.	50/MP/K3/08.10.23	*"Saya akan **membahwakan** musikalisasi puisi ..."*	Ø → /h/ /məmbawakan/ → /məmbahwakan/

Based on the analysis of the data above, the addition of the phoneme /h/ was observed. In dataset (26/LP/K2/06.10.23), a learner from Egypt made an error in pronouncing the word **/məlahinkan/**, which should have been pronounced as **/məlainkan/**. The learner added the phoneme /h/, changing **/məlainkan/** to **/məlahinkan/**, rendering the word inappropriate. In dataset (34/PS/K2/10.10.23), a learner from Thailand mispronounced the word **/səduh/**, which should have been pronounced as **/sədu/**. The learner added the phoneme /h/, altering **/sədu/** to **/səduh/**, resulting in a change in meaning. The word **/səduh/** can be interpreted as the act of mixing something with hot water. The errors made by BIPA learners in the addition of the phoneme /p/ can be observed in Table 16.

Based on the analysis of the data above, the addition of the phoneme /k/ was observed. In datasets (7/MR/K1/30.06.21) and (7/MR/K2/30.06.21), both uttered by a BIPA learner from Russia, errors were identified in pronouncing the word **/dikhiasi/**, which should have been pronounced as **/dihiasi/**. The learner added the phoneme /k/, altering **/dihiasi/** to **/dikhiasi/**, rendering the word meaningless. The

same learner also made an error in pronouncing the word **/khiasan/**, which should have been pronounced as **/hiasan/**.

Table 16. Addition of the Phoneme /k/

No	Data Code	Data	Error
1.	7/MR/K1/30.0 6.21	*"Dindingnya **dikhiasi** dengan ornamen khas"*	Ø → /k/ /dihiasi/ → /dikhiasi/
2.	7/MR/K2/30.0 6.21	*"Setiap sudutnya ada **khiasan** kaligrafi"*	Ø → /k/ /hiasan/ → /khiasan/
3.	8/LB/K13/04.0 8.21	*"Negeri yang **mengkutamakan** perdamaian"*	Ø → /k/ /məŋutamakan/ → /məŋkutamakan/

The addition of the phoneme /k/ changed **/hiasan/** to **/khiasan/**, resulting in a non-existent word. In dataset (8/LB/K13/04.08.21), a learner from China mispronounced the word **/məŋkutamakan/**, which should have been pronounced as **/məŋutamakan/**. The learner added the phoneme /k/, changing **/məŋutamakan/** to **/məŋkutamakan/**, rendering the word meaningless.

The findings from the discussion above indicate that phonological errors remain prevalent among BIPA learners. This phenomenon suggests that differences in the phonological systems between Indonesian and the learners' native languages serve as a primary factor in the occurrence of these errors. An analysis of errors based on learners' country of origin reveals that BIPA learners from Egypt and China exhibit the highest frequency of phonological errors compared to learners from other countries. Egyptian learners frequently make errors involving the substitution of the phoneme /p/ with /b/ and the omission of the phoneme /g/. These errors are likely influenced by interference from the Arabic language. Meanwhile, Chinese learners tend to omit or alter certain phonemes due to the constraints of final consonant sounds and differing syllabic structures in Mandarin. Some of these phonological errors, such as /pusat/ being pronounced as /busat/ or /keadilan/ as /keatilan/, result in significant changes in meaning, which directly impact intelligibility. This can lead to misunderstandings and communication difficulties in daily interactions.

Overall, the findings of this study indicate that phonological errors in BIPA learning are not solely caused by phonological differences between the learners' native languages and Indonesian but also by limited exposure to authentic phonetic input and the lack of systematic pronunciation training. These factors can hinder BIPA learners from developing strong phonological awareness, leading them to retain sound patterns from their first language when speaking Indonesian. To address this issue, more innovative teaching methods are required, such as leveraging artificial intelligence (AI)-based technology to detect and correct pronunciation errors, as well as incorporating multisensory approaches, including kinesthetic exercises and sound visualization techniques. Additionally, enhancing learners' phonetic accuracy requires adaptive learning strategies tailored to their linguistic backgrounds. By implementing more targeted and technology-driven instructional methods, these phonological errors can be significantly reduced,

enabling BIPA learners to communicate in Indonesian with greater clarity and confidence.

4.   Conclusion

Phonological errors made by BIPA learners in the *Festival Handai Indonesia* on the BIPA Kemdikbud YouTube channel indicate that differences in the sound systems between Indonesian and the learners' native languages are the primary factor contributing to these errors. A total of 144 phonological errors were identified, with phoneme modification being the most dominant type (95 cases), followed by phoneme addition (25 cases) and phoneme deletion (24 cases). These errors not only highlight the limited exposure to authentic and systematic pronunciation models but also reflect the phonetic difficulties learners face in articulating Indonesian sounds. The findings suggest that first-language interference remains a major obstacle in second-language phonology acquisition. Furthermore, the discussion reveals that BIPA learners from Egypt and China exhibit a higher tendency for phonological errors, leading to meaning shifts and affecting intelligibility in Indonesian communication.

The findings of this study have significant implications for understanding the phonological challenges faced by BIPA learners and underscore the need to develop more adaptive phonological learning methods, which have traditionally placed greater emphasis on grammar and vocabulary rather than phonology. A more comprehensive and technology-driven learning strategy is necessary, including the use of artificial intelligence for pronunciation analysis and multisensory approaches to enhance learners' phonological awareness. Additionally, adaptive teaching methods based on learners' linguistic backgrounds could serve as an effective solution to minimize first-language interference. Future research is expected to explore more innovative and evidence-based pedagogical approaches to improve BIPA learners' phonetic accuracy. This would enable learners not only to communicate more clearly and effectively but also to internalize the Indonesian sound system more proficiently. Furthermore, this study opens avenues for further research on the correlation between learners' proficiency levels and the types of phonological errors they produce.

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