

Phonological Interference of Indonesian Consonants Into Korean

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Abstract—Learning Korean as a foreign language requires accurate pronunciation. Korean language has 3 characteristics of consonants, namely basic consonants, fortic consonants, and aspirate consonants. This study aims to describe the phonological interference of consonants that occurs from Indonesian to Korean. This study uses a qualitative descriptive research method to find out what phonological transfers are found when Indonesian speakers pronounce words with three types of consonants in Korean. The subjects of this study were 5 Indonesian speakers who studied Korean. The five subjects were given a short story containing words with various consonants to read, and their voices were recorded. Analysis of the data showed that there were differences in the pronunciation of some Korean and Indonesian consonants in the phonological transfer when Korean was spoken by Indonesian speakers. There are 3 weak affirmative consonants in Korean /ㄱ j /, strong affirmative /ㄲc/ and aspirational affirmative /ㅋ t h /, while in Indonesian there are 2 affirmative consonants, namely voiceless consonants /c/ and affirmative consonants /j/. This causes interference in the pronunciation of Korean by Indonesians. This research leads to the conclusion that factors causing mispronunciation include the application of Indonesian pronunciation rules when pronouncing Korean, because the sound of Korean phonemes are equated with similar Indonesian phonemes, and the lack of student training.

Index Terms—interference, inhibition consonants, Indonesian, Korean

I. INTRODUCTION

Before mastering a second language or a foreign language, every language speaker must first master their first language (Chaer, 2003, p. 163; Aswad et al., 2019, p. 157). The first language is the language that is first recognized and learned by a speaker, while a second language is any language that is learned after mastering the first language. When two languages are used alternately by the same speaker, it can be said that these languages are in mutual contact, in other words bilingualism occurs as a result of language contact (Abdul & Leonie, 2010, p. 126; Soo & Won, 2009, p. 7; Dasom, 2014, p. 159).

According to Apeltauer and Shaw (1993, p. 275), bilingual people can experience interference phenomena when there is language contact between two languages; this interference can cause deviations from the norms of one or both languages in bilingual speech. When the languages are in contact, there is a tendency for bilingual people to equate things in one language with things in another language, sometimes even mixing the two language systems, and causing interference. According to Hong et al. (2014, p. 102) and Yuwono and Lauder (2005, p. 1531), the tendency of learners to transfer their own language system into the language system they are studying can take the form of a phonological system with morphology, syntax, and other components. In the sound system of a foreign language, students generally find that some sounds seem similar to those used in the mother tongue; these sounds may even have a similar structure and distribution. When learning a language that is not their mother tongue, especially as beginners, foreign language learners tend to experience difficulties in following the pronunciation, and therefore interference can easily occur. According to Yune (2016, p. 54) which is different from the foreign language (B2). The learners learn not only the structure of the target language but they learn the contextual meaning as well (Rahman et al., 2019, p. 158). In other words, the mother tongue barrier in foreign language learning is an unavoidable reality. In particular, the acquisition of skills in reading and reciting the foreign language learned are always influenced by the learner's mother tongue.

This problem can be seen in Korean language learners, where there is interference between the phonology of the mother tongue and the phonology of the Korean language. For example, this can be seen when students pronounce the

word 불 /bul/ which means "fire" but is pronounced as /phul/ which means grass; the word 풀 /phul/ which means grass is pronounced /p'ul/ which means "horn" in Korean; or the word 딸 /t'al/ which means 'daughter' is often pronounced as /thal/ which means 'mask'. The Korean language has 3 distinctive consonant types, namely basic consonants, fortic consonants, and aspirate consonants; however, if spoken by Koreans the sounds that will be heard by Indonesians all sound like the same sound (Florian, 2014, p. 187; Tammasse & Rahman, 2019, p. 74). In connection with these challenges, this study reviewed the interference of Indonesian inhibited consonants with Korean inhibited consonants

II. SOME PROBLEMS IN LEARNING KOREAN

Learning Korean is quite challenging, but with the right motivation and dedication the problems related to learning Korean can be overcome. The first common obstacle in learning Korean is the word order, which is quite different from Indonesian and can be quite difficult to master. In practice, beginners find it difficult to arrange Korean words until they have mastered the basic details. Native Indonesian speakers are familiar with the S-V-O (Subject-Verb-Object) word order used in Indonesian sentences; however, in Korean most sentences follow the S-O-V word order. An example of an Indonesian statement would be, "I visited my aunt", and while a Korean sentence would say "I my aunt visited". While simple short Korean sentences are relatively easy to construct using this general rule, longer compound sentences can be challenging for most people Kim and Park (1995, p. 185).

In Korean there are also many different honorifics because Koreans place a very high value on politeness; furthermore, Koreans are easily offended by mistakes in the usage of these honorifics; this issue can pose a significant challenge when learning Korean. Koreans use an honorific system that changes the way you greet people depending on their age or social status. Most tutors will teach formal Korean first; this is considered safer to use than casual language and should avoid being considered rude. Furthermore, when mastering the level of speech, learning and using proper timing is often a major problem for new language learners who will eventually be in a position to progress to the use of casual speech after they have mastered the correct procedures with formal words and the proper use of honorifics (Cho, 2004, p. 32). However, learners still need to be prepared for embarrassing situations and angry reactions from older people until they have mastered the various levels used when speaking Korean.

Pronunciation is perhaps the most difficult challenge facing Indonesian students of Korean. Pronunciation is always a challenge for people who are learning a new language; even though they may already be fluent in reading and writing Korean, learners may have difficulty pronouncing complete sentences in the language. Korean has both single and double consonants and a large number of vowels which can be troublesome for a beginner. Complex vowel sounds can be difficult to understand at first because Korean doesn't reuse sounds, unlike many other languages. Therefore, to learn Korean learners need to be willing to make mistakes and learn from them before they can speak Korean fluently.

In general, when learning something, especially when learning a language, it is necessary to repeat the lessons learned after some interval of time. Repeating language learning is not as difficult as a language learner might imagine; for example, an easy way is to read sample sentences aloud, over and over again; an even better way is to make new example sentences after a few days have passed (Lee & Shin, 2008, p. 6). The most common reason people forget a language they are learning after some time has passed is because they have not spoken it; for the learner to retain the language being learned, it must be used, regularly or intensely for a concentrated time. But if the learner is afraid or embarrassed to communicate in Korean, how can they remember it later? Therefore, if the learner can find friends who are also learning Korean, and start communicating in Korean with them, they will learn more effectively, and it is especially important not to be afraid to communicate with native Koreans when they have the opportunity meet them.

Korean grammar is considered very complicated at intermediate and advanced levels, but some aspects of Korean grammar can be confusing even for beginners. One of the most important aspects is the use of particles, which are short verbal 'signs' added to the end of words to indicate the function of a particular word in a sentence. These include: 1) subject marking particle (이/가); 2) topic marking particle (은/는); and 3) object marking particle (을/를) (Ahn & Ahn, 2009, p. 248). The Korean language has many more particles worth discussing, but these three sets are important for two reasons: 1) they are the most commonly used particles in Korean; and 2) they are the particles most frequently omitted in the spoken language. Therefore, while the learner will see these particles used everywhere in Korean writing, Korean speakers tend not to use them when speaking casually (Ancho, 2019, p. 20). In addition to these general problems faced by Korean language learners, Indonesian speakers learning Korean will have difficulty in pronouncing letters and words and in constructing sentences, because these processes will be influenced by their mother tongue.

III. OBJECTIVES OF STUDY

Based on the problem statement, the objectives of this study were formulated as follows; 1) to identify the constraints of foreign learners in learning the Korean language; 2) to classify the interference of Indonesian mother tongue pronunciation on Korean pronunciation; and 3) to better understand the differences in sound systems and the influence of the mother tongue on the pronunciation of Korean phonemes.

IV. MATERIALS AND METHODS

This research applied descriptive methods, because the study aimed to describe the target phenomena based on data collected from a natural situation. This is in line with the opinion of Djajasudarma (1993, p. 145) that descriptive methods aim to make factual and accurate descriptions of the data, the nature of the data, and the relationship between the phenomena studied. Parker (2004, p. 177) states that, in qualitative research, researchers have a special position. The researcher is a key instrument that carries out a series of activities starting from planning, collecting data, analyzing and observing data, as well as reporting research results. The methods used in data collection can include listening, recording and noting. Furthermore, Suciati (2014, p. 97) states that the listening method is used to obtain data by listening to the use of language.

Data were collected from five research subjects who were Indonesian speakers currently studying the Korean language. The techniques used comprised presenting the subjects with a short story in Korean containing words with consonants that have inhibitory consonants in Indonesian. The subjects then recited the story and their voices were recorded using a voice recorder. A qualitative approach was used in this study, where the data obtained were analyzed to detect the occurrence of phonological transfers when the Indonesian speakers uttered Korean words containing inhibitory consonants in the Korean phonemes.

V. RESULTS AND DISCUSSION

Results

The process of learning a foreign language cannot be separated from the mother tongue (B1) of the learner; the process of learning a foreign language is called bilingualism, while people who learn a foreign language as a second language (B2) are called bilinguals. Weinreich (1979, p. 147) explains that the interplay between the rules of the mother tongue and a foreign language is called interference. Interference can occur at the phonological, morphological, and syntactic levels Hidayat and Setiawan (2015, p. 157). According to De Angelis and Selinker (2001, p. 42) interference occurs because everyone tends to transfer form, meaning, and the distribution of their native language and culture (B1) into foreign languages and culture (B2). According to Apeltauer and Shaw (1993, p. 273) bilinguals experience interference phenomena when there is language contact between two languages and this contact causes deviations from the norms of the language being spoken in the speech of bilinguals.

Interference is one of the language variation phenomena that can occur due to language contact. Interference is a change in the system of a language when used by bilingual or heterogeneous speakers due to the contact of that language with elements of another language (Wardhaugh & Fuller, 2006, p. 451; Hamuddin et al., 2022, p. 779). Interference can cause errors in applying the rules of the second language during the process of mastering this language (in terms of sounds, words, construction and meaning) as a result of differences in usage associated with the first language; in other words, interference can occur because speech habits in the mother tongue are carried over when using the second language (Alwi et al., 2003, p. 468). Interference is a speech phenomenon, namely the use of elements of one language in another language by bilingual speakers (Lee & Ramsey, 2000, p. 374).

There is a difference between the Korean and Indonesian barrier consonant systems. The Korean language has 19 consonants, comprising inhibitory consonants, phonemes that are pronounced in tense (ㄱ [k'], ㅋ [t'], ㆁ [p']); aspirated phonemes (ㅋ [kh], ㆁ [th], ㅍ [ph]); phonemes where the next phoneme is spoken plainly (ㄱ[k], ㅋ[d], ㅁ[b]) (Alieva, 1991, p. 220); and Indonesian inhibitory consonants (p [p], b [b], t [t], k [k], d [d], g [g]) (Ting, 2011; Ratih & Gusdian, 2018, p. 25; Chaer, 2014, p. 118). Further details on the differences between the Korean and Indonesian consonant systems can be seen in Table 1.

TABLE 1
DIFFERENCES BETWEEN KOREAN AND INDONESIAN BARRIER CONSONANT SYSTEMS

Articulation Way		Articulation Area		Bilabial/ labial	Alveolar/ Dental	palatal	Velar	Glottal
Plosive / stop (slow)	Korean	Lax		ㅍ p	ㅌ t		ㅋ k	
		Tense		ㅍ' p'	ㅌ' t'		ㅋ'	
		Aspirated		ㅍ ^h p ^h	ㅌ ^h t ^h		ㅋ ^h k ^h	
	Indonesian	Voiceless Consonants		p	T		K	?
		Voiced Consonants		b	D		G	
Fricative	Korean	Lax			ㅅ s			
		Tense			ㅅ' s'			
		Aspirated						ㅎ h
	Indonesian	Voiceless Consonants	(v)		S	ㅈ	X	h
		Voiced Consonants		f	Z			
Africative	Korean	Lax				ㅈ j		
		Tense				ㅈ' c'		
		Aspirated					ㅈ ^h tʃ ^h	
	Indonesian	Voiceless Consonants					c	
		Voiced Consonants					j	
Nasal	Korean			ㅁ m	ㄴ n		ㅇ ɱ	
	Indonesian			m	N	ɲ	ŋ	
Liquid/ Vibrate, Lateral	Korean				ㄹ l/r			
				Lateral Consonants	L			
	Indonesian			Vibrating Consonants	R			
Semi Consonant	Indonesian			w		y		

Table 1 show that there are both similarities and differences between the inhibition consonants of the two languages. Indonesian barrier consonants have voiced consonants and voiceless consonants. In Korean, inhibitory consonants are divided into tense, aspirate, and plain consonants (Kim, 2017, p. 340). The reading material given to students contained simple conversation which was not expected to be particularly difficult to pronounce, because the words used in this story had already been heard by students and the vocabulary used contained words that are often used in daily conversation in Korea according to Weda et al. (2021, p. 721). This reading material (Figure 1) was analyzed, especially the words containing inhibitory consonants.

바람이 쌩쌩 부는 추운 겨울이었어요.
 baram-i s'ε ng s'ε ng bunen kyoul-i- os'oyo
 “엄마, 나무는 바보어요?”
 oma, namunen babo yoyo?
 “나무가 얼마나 착한데 왜 바보냐?”
 Namuga olmana tʃ^h akhande wε babonya?
 “더운 여름엔 옷 많이 입고 겨울엔 옷을 훌륭 벗었잖아요?
 doun yorimen ot mani ibk'o kyuren osel hollong bosos'ot janayo
 ” 앞이 다 떨어진 나무를 보며 향이가 말했어요.
 Ip i da t'or ojin namu ril bomyo hyangi-ga malhes'oyo
 “엄마, 나무가 너무너무 출나봐요.”
 oma, namu-ga nomu nomu tʃ^h umnabwayo
 “정말 나무가 참 출겠구나.”
 jongmal namu-ga tʃ^h am tʃ^h ubgetguna
 눈이 오는 깜깜한 밤이 되었어요.
 Nun-I onen k am k amhan bam-I doyo's'oyo
 향이는 나무에게 가 보았어요.
 Hyang-I nen namu-ege ga boas'oyo
 “나무야, 출지 않냐?”
 Namuya, tʃ^h ubji anni?
 “아니야, 난 지금 딸 속에서 열심히 일을 해 땀이 났단다.”
 Aniya, nan jigim t'ang sokeso yolsimhi irel he t'ami natdanda
 향이는 깜깜 놀랐어요.
 Hyang-I nen k'amc'ak nolas'oyo
 “그럼 나무야, 다리가 아프겠구나.”
 k ir om namuya dari-ga ap i getguna
괘찮아, 봄이 오면 예쁜 꽃을 피우려고 참는 거야.”
 kwentʃ^h ana, bom-i omyon yep' in k'otʃ^h il phiuryogo tʃ^h amnen goya
 그래서 향이는 봄을 준비하는 나무처럼 추위를 잘 참게 되었답니다
 kireso hyang-I nen bomel , junbihanen namu tʃ^h orom tʃ^h uwirel jal tʃ^h amge doyo't damnida.

Figure 1. The Reading Material Provided With Words That Contain Inhibitory Consonants

The analysis of the text in Figure 1 revealed interference in the pronunciation of Korean words from the pronunciation of the learners' language (Indonesian). The analytical data obtained from the recordings produced by the students are displayed in Table 2.

TABLE 2
 RESULTS OF THE INTERFERENCE ANALYSIS

Vocabulary	Meaning	Student Spelling	Meaning	Status		Total
				Right	Wrong	
쌩쌩[s'ε ng s'ε ng]	Briskly	쌩쌩[sε ng sε ng]	Vivid	1	4	5
앞이 [Ip ^h i]	Leaves	이뻐 [ipi]	∅	0	5	5
깜깜한 [k ^h am k ^h amhan]	Midnight	깜깜한 [k'amk'amhan]	Dark	2	3	5
땅 [t'ang]	Earth	탕 [t ^h ang]	Soup	2	3	5
준비하는 [junbihanen]	To Prepare	츤비하는 [tʃ ^h unbihanen]	∅	0	5	5

The Data in Table 2 show many similarities between Korean and Indonesian inhibited consonants, as well as differences between some Korean and Indonesian inhibited consonants. The reading material provided was in everyday Korean and the content had often been heard in Korean conversations by the students, so that the inhibitory consonant sounds were not an obstacle for students to pronounce, even though there was still interference from Indonesian inhibiting consonants on the Korean pronunciation. This interference was seen in the words 앞이 [Iphi] with phoneme /ㅍ ph / changed to phoneme /ㅍ p/, and 준비하는 [junbihanen] with phoneme /ㅈj/ changed to phoneme /ㅈtʃh/; this problem arose because the students pronounce the words according to what they often hear, i.e. the sound of the phoneme in Korean conversation.

The phonology in their first language can cause Indonesian speakers to apply phonological strategies when finding

sounds that occupy unacceptable positions in their language; they tend to pronounce letters that can be represented by the letters present in the Indonesian language itself. Therefore, it will be difficult to understand and will require adjustment if Indonesian speakers are to use Korean as a second or foreign language. The letters found in Indonesian are almost the same as those used in Korean pronunciation, but there are some that are difficult for Indonesians to represent the Korean words by letters which can produce the correct pronunciation. It can be said that speakers will tend to follow the pattern of their mother tongue when they speak a foreign language. Furthermore, when using a second language they will experience challenges because they are used to following the pronunciation of each letter used when speaking their mother tongue.

The differences in the Korean vocal system found in this study indicate that there are striking differences in the vocal system among Korean language learners in Indonesia. The differences in the vocal system come from differences in the usage of the mother tongue, specifically the respective regional accents, which are influenced by local languages. For example, although previous research has stated that there are similarities between Sundanese, Batak and Javanese, in reality there are striking differences between the three. Highlighting this phonological interference enables the location of the pronunciation errors to be determined, and can help reduce phonological interference in the future.

Meanwhile, it is generally accepted that length of study plays an important role in improving achievement; academic achievement tends to increase with the length of time spent studying. However, in this study it was found that, while the length of study time tended to affect some aspects of Korean language skills, in particular vocabulary, it had little effect on pronunciation.

Attitude to language learning and high motivation can affect student achievement, including improvements in the correct and fluent pronunciation of Korean. Attitude towards learning the Korean language had a strong influence on the students' language skills. A positive language attitude meant students had a positive view of Korean and really liked learning and speaking Korean. Motivation was shown to play a major role in improving students' Korean language skills; therefore motivation should receive serious attention so that students' pronunciation skills can improve.

Furthermore, most students have no trouble learning at first, but it's easier to make and harder to spot mistakes in longer sentences. The longer the sentence, and the more types of words used, the easier it is to make more mistakes. This is especially common when creating sentences that include many adjectives or adverbs, and other details such as the date and time.

VI. CONCLUSIONS

This research provides information on the interference of mother tongue pronunciation, namely the interference of Indonesian on Korean pronunciation. The subjects of this study were Indonesian Korean language learners with a range of language performance levels. Due to the complexity of pronouncing Korean letters, Indonesian students will find it difficult to pronounce some phonemes since they are influenced by their mother tongue, and certain phonemes do not exist in the Indonesian language system. Furthermore, the difference between the two sound systems and the inclusion of the influence of the mother tongue resulted in mispronunciation of some Korean phonemes.

This research found deviations in the pronunciation of vowel and consonant phonemes caused by the mother tongue. Barriers to the pronunciation of foreign languages are influenced by various factors, one of which is the use of the mother tongue that has been inherent in a person since birth. The existence of phoneme differences between Indonesian and Korean is further complicated by the many regional languages used in Indonesia, posing an additional challenge for Korean language learners from the various ethnic groups in Indonesia.

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