2 ICLEHI 2015 48 Apriliya Dwi Prihatiningtyas

The Effect of the 1st Language Phonology System to 2nd Language Learning: Case Study to Japanese Native Speakers

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ABSTRACT

Learning a second language or other language after the first language acquisition can cause many problems. The issue arises because of differences in the system of grammatical or phonological system may be quite significant compared to the first language. In Japanese native speakers who learn Indonesian as a second language found that they have many problems in phonological factors, while the grammatical factor hardly find any problems. Once examined, the findings indicate that the sounds of the dominant Indonesian indistinguishable in pronunciation are [ə] and [u], [r] and [l], nasal sounds such as [n], [m], [ŋ], [n], and a sound approximation [h] followed by the vowel [u]. In addition to hard to distinguish the pronunciation of sounds, also found difficulty in pronouncing condition Indonesian syllable patterns, i.e. VKK, KKV, KKVK, KKVKK, KKKV, and KKKVK. This study proved that the Japanese speakers are difficult to pronounce the sounds of the unexpected and difficult is to distinguish the pronunciation. Testing is done by trying to map phonological contrasts Japanese with Indonesian and Japanese syllable patterns contrasted with the Indonesian language support. Based on the result, conducted field trials to test the pronunciation of a set of words that contain the sounds that unexpected and unpredictable to Japanese native speakers who learn Indonesian language. Results are expected to be used as a guidance to teachers in teaching the structure of Indonesian pronunciation to Japanese native speakers.

Keywords: phonological system, first language, syllable patterns, sounds of language, pronunciation.

Introduction

In learning Indonesian as a Foreign Language, we found that Japanese speakers have difficulty in pronouncing certain sounds of Indonesian language. After short observation, we found that the dominant sounds unpronounceable are [ĕ] and [u], [r] and [l], nasal sounds such as [n], [m], [ŋ], [n], and the approximation sound [h]. They are difficult to distinguish those sounds so that are often misunderstandings between other and pronounces inaccurate sounds of Indonesian language. In addition, they are also hardly pronounce a few patterns of syllables, such as KVK, VKK, KKV, KKVK, KVKK, KKVKK, KKKV, and KKKVK.

These conditions often cause many problems in communication, especially in the formal situation. Indonesian native speakers who are not accustomed to hear Japanese speakers pronounce Indonesian sounds will find many difficulties in understanding the ideas. Therefore, through this activity we will try to observe many reasons that cause Japanese speakers have difficulty in pronouncing these sounds by contrasting Japanese phonology map and Indonesian phonology map. Also we will observe the fonotaktik both languages. This situation is also cause the teacher of Indonesian language as a foreign language who are not able to speak Japanese hard to teach these Indonesian sounds.

Literature Review

In linguistics, 'the specific study of language', the definition of language is sound alert system which approved by members of certain communities to work together, communicate, identify yourself and express yourself. Language is a system that combines the world of meaning with the world of sound. Language is a system, means that language is systematic and also systemic. It means that the language is made up by several subsystems, such as subsystems of phonology, grammar subsystems, and subsystems of lexicon. In these subsystems the world of sound and the world of meaning is cooperating. Because it is a system of signs in the form of sound, language formed the structure. The science of sound is called phonetics, language sounds described in phonological or phonemic. Subsystems of phonology or phonological structure cover many aspects of the sounds of language, both concerned with the characteristics, as well as those concerned with function in communication.

When communicating, humans produce speech whether orally or written. The people who will make communication will hear and/or see what they are going to communicate about and try to understand what was uttered or written. In the process of understanding, people will remember what was uttered or written. These processes are called cognitive processes, namely the processes to acquire knowledge in the life gained through experiences. The result of the cognitive process is cognition.

Language acquisition is included in one of these cognitive aspects. The term of language acquisition is used in first language acquisition process, which is one of the developmental process that occurs in a human being since he was born. The term of language is used in learning experienced by people after mastering the first language. The development of a person's speaking ability reflected on phonological aspects that can be detected through the sound he uttered.

Speech sound that we utter and we hear are very varied. The speech sound that they produce also different among others. The differences can arise due to many aspects, such as the different languages spoken, speakers came from different places or levels, or the speakers have different styles of speech. Speech sound of each person can be shifted in quality and quantity. Common people generally do not hear small shifts in their pronunciation. Many people used to pay attention to the differences in the functional sounds, that is important to distinguish the meaning. Functional sounds in one language not to be functional also in other languages. Conversely, that is not functional in Indonesian language (which is generally not recognized by Indonesian) may be functional in other languages (and captured clearly distinguished by the speakers of other languages). These differences in sound are not due to the different anatomical structures in the ears of Indonesian, Japanese, Korean, or English, but by the perception of the sound of every language speakers because they follow the phonological system that prevailing in their respective languages.

In their mind, the native speakers of each language are grouping the various speech sounds of their language into a functional unit of the smallest sounds are called phonemes. Thus, the phoneme is a unit abstraction of speech sounds uttered by the speakers. We can conclude that the speech sounds are the realization of phonemes. Then, the speakers of language build phonological system from those phonemes.

Number of phonemes also called or treasury phonemes. Indonesian language have 24 phonemes (/ i, e, a, ə, o, u, p, t, c, k, b, d, j, g, m, n, N, N, s, h, r, l , w, y /) or 28 phonemes (if / f, z, ʃ, x / considered as Indonesian language). From these, six are vowels and the others are consonants. On the other hand, according to N. Sheddy Tjandra in "Fonologi Jepang" revealed that the Japanese language has 23 phonemes (/ a, i, u, e, o, p, t, k, b, d, g, φ, s, z, h , c, r, m, n, w, y, Q, N /). From these, five are vowels, 16 single consonant phonemes as the initial phoneme of syllables and two phonemes as final phoneme of syllables. These two phonemes never appear as initial so that is classified as a special phoneme, the oral phoneme /Q/ and the nasal phoneme /N /.

Every language also has a characteristic in "fonotaktik", a set of rules in assembling phonemes to establish larger phonology units. Indonesian language have syllable pattern such as V, VK, KV, KVK and also have syllable pattern such as

VKK, KKV, KKVK, KVKK, KKVKK, KKKV, and KKKVK. These patterns may be consist in other languages, but differences can appear in filling that types phoneme. Based on the concept of these "fonotaktik", Japanese language have V, V:, VK2, K1V, K1V:, K1VK2, KyV, KyV:, KyVK2 syllable pattern. These pattern are described as V is a short vowel, V: is a long vowel, K1 is a single consonant, K2 is consonant /Q/ or /N/, Ky is "patalisasi" consonant.

Research Method

This research applied a field observation to detect the sounds that are difficult pronounced by Japanese speakers. Literature review will carry out to check and contrast the map of Japanese phonological system to the map of Indonesian phonological system while observing the system "fonotaktik" system of both languages. Based on the finding data, we compiled a list of words contain of the Indonesian sounds that difficult pronounced by Japanese speakers. To get accurate results related to these difficult sounds, we make a list of these sounds and then tested to Japanese speakers who are learning Indonesian language or not. The results of this action will be juxtaposed with the map of phonological system of both languages so that we know the sounds that difficult pronounced by Japanese speakers. Literature study used to support field observations and sharpen the analysis and assessment of field observations.

Findings

Characteristics of the object of this study are:

- The Japanese speakers who lived in Indonesia for more than 10 years;
- The Japanese speakers who lived and studied in Indonesia for more than six months;
- The Japanese speakers who lived and studied in Indonesia for less than six months.

These Japanese speakers consist of eight men and seven women. Most of the speakers when observed do not have the basic knowledge of Indonesian language or never learn Indonesian language before.

In learning Indonesian as a Foreign Language found that Japanese speakers difficult to pronounce certain sounds in Indonesian language such as: [ĕ] and [u], [r] and [l], nasal sounds like [n], [m], [ŋ], [n], and the approximation sound [h]. They are difficult to distinguish those sounds that are often misunderstandings and inaccuracies in pronouncing.

In the observation process, the researchers tested the difficult sounds to pronounce to Japanese speakers when learning Indonesian. These sounds are [ĕ] and

[u], [r] and [l], nasal sounds such as [n], [m], [ŋ], [n], and the approximation sound [h] followed by a vowel [u]. They are difficult to distinguish these sounds so that occur inaccuracies in pronouncing Indonesian sounds. These conditions is often misunderstood. In addition, they are almost enable to utter a few patterns of syllables, namely KVK like the sound of 'mam' in the word 'demam', 'rap' in the word 'harap', or 'dar' in the word 'dadar', VKK like the sound of 'eks' in the word' teks ', KKV like the sound of 'sta' in the word station or sounds' stu' in the word 'studio', KKVK like the sound of 'stem' in 'stempel', or the sound of 'khas' in the word 'khas', KKVKK like the sound 'pleks' in the sound of kompleks', KKKV like the sound of 'stra' in the word 'strategi', and KKKVK like the sound 'struk 'in the word' struktur '.

These conditions often cause problems in communication, especially in formal use. Indonesian speakers who are not accustomed hearing Japanese speakers pronounce sounds in Indonesian will find difficulty to understand the ideas. The word which pronounced by Japanese speakers sometime coincidence in Indonesian vocabulary or maybe not exist, so that misunderstanding situation will occur. These conditions also make the listener confused.

The observation carried out by recording the formal talks with the speaker, listening what they said and then record the words that are pronounced by the speaker while studying, chatting or presenting their composition. After that, we retest the difficult sounds to pronounce, and analyze the finding data by juxtaposing the map of Indonesian phonological system to Japanese phonological system.

From the list of words taken from them in everyday speech recorded by the researchers, there are 150 words that are often incorrectly pronounced. This error pronunciation amount more than 150 mistake because for one word can occur more than one pronunciation mistakes. The list shows that many mistakes occurred in pronouncing nasal sounds like [m], [n]. [ŋ] 38 cases, followed by confusing the sound [ə] with [u] 32 cases, difficult to pronounce consonant in final position 25 cases, confused the sound [l] with [r] 24 cases, difficult to pronounce the approximation sound [h] at the final position 17 cases. the remaining data less than 10 cases such as difficult to distinguish the sound of [ĕ] with [ə], pronounce the English sounds, difficult to pronounce approximation sound [h], difficult to recite double vocal using right break, the possibility error because of spontaneity two cases, difficult to pronounce the consonant cluster nine cases, pronouncing sounds [ə] with a short vowel three cases, difficult to distinguish the consonant in final position one case, misapplied the pause sound six cases, difficult to pronounce the consonant [g] after the nasal sound [ŋ] eight cases, difficult to pronounce the sound [kh] three cases, pronouncing the sound [a] with a short vowel one case, swapped the sound [s] with [sh] one case, difficult to recite the sound [au] one case.

Japanese speakers often mispronounce the nasal sounds [n], [m], and [ŋ], because these sounds in Japanese language is one phoneme which does not distinguish the meaning so that they perceive any nasal sounds are the same. The same reason also happened to the sound [ə] and [u]. In Japanese phonological system sound [ə] which pronunciation is similar to [u] does not exist. Difficult to pronounce the consonant in final position is also a big problem for Japanese speakers because in Japanese phonological system there is no consonant in final position except /n/. Swapped the sound [l] and [r] occupies the forth position of difficult sound to pronounce because in Japanese phonological system sounds [l] and [r] considered as one phoneme, while in Indonesian phonological system are two phonemes. Difficult to pronounce approximation sound [h] in final position occupies fifth rank. This is due to the sound [h] in the Japanese language phonological system normally does not occupy in final position. Other difficult pronunciation also occur because of differences between first language phonological system with the second language phonological system.

Based on these findings, teachers of Indonesian as a foreign language who do not have the basic knowledge of Japanese can get around of pronunciation structure teaching using many strategies. At basic level, the pronunciation structure teaching can be given in special session in order to have enough time in exposing certain sounds that difficult pronounced by Japanese speakers. Dictating the minimal pairs sounds that contain the sounds in the list above can be carried out by Indonesian teachers for teaching speakers of Japanese. Writing down the sounds is able to detect the opportunities of accuracy or inaccuracy of the sound that they listen to. This exercise can also detect the perception of sound that they refer to. Another strategy that can be done in the classroom is by imitating the sounds that they listen and then rewrite it. Do this many times so that Japanese speakers can recognize and distinguish the sounds that do not exist in their language phonological system. Reading aloud can also help Japanese speakers identify many difficult sounds. Teacher can correct the wrong pronunciation by reading aloud first while the students listen carefully or vice versa, let them read first then the teacher reread aloud. The teacher can put attention to the sounds that often mispronounced, repeat again while the student listen carefully. In imitating sounds, teachers can correct the wrong pronunciation directly or giving hint or clue that the sound is not correct. Thus, the learner can recognize the wrong pronunciation based on their understanding while repeating or improving pronunciation.

Conclusion

Japanese speakers found many difficulties in pronouncing Indonesian language sounds. The list shows that many mistakes occurred in pronouncing nasal sounds like [m], [n]. [ŋ] 38 cases, followed by confusing the sound [ə] with [u] 32 cases, difficult to pronounce consonant in final position 25 cases, confused the sound [l] with [r] 24 cases, difficult to pronounce the approximation sound [h] at the final position 17 cases. The remaining data less than 10 cases such as difficult to distinguish the sound of [ĕ] with [ə], pronounce the English sounds, difficult to pronounce approximation sound [h], difficult to recite double vocal using right break, the possibility error because of spontaneity two cases, difficult to pronounce the consonant cluster nine cases, pronouncing sounds [ə] with a short vowel three cases, difficult to distinguish the consonant in final position one case, misapplied the pause sound six cases, difficult to pronounce the consonant [g] after the nasal sound [ŋ] eight cases, difficult to pronounce the sound [kh] three cases, pronouncing the sound [a] with a short vowel one case, swapped the sound [s] with [sh] one case, difficult to recite the sound [au] one case.

The top five is the highest difficulty experienced by Japanese speakers in pronouncing the sounds of Indonesian because nasal sounds like [m], [n]. [ŋ] in Japanese phonological system is one phoneme. Swapped the sound [l] and [r] also has same reason. Swapped the sound [ə] with [u] because the sound [ə] does not exist in the Japanese language phonological system so the sound is considered one phoneme with sound [u]. In Japanese language phonological system also do not have consonant and approximation sound [h] in final position so that Japanese speakers difficult to pronounce these sounds.

Teacher of Indonesian as a foreign language who do not have the basic knowledge of Japanese can get around the teaching of pronunciation structure with diverse strategies. At basic level, the pronunciation structure teaching can be given in special session in order to have enough time in exposing certain sounds that difficult pronounced by Japanese speakers. Dictating the minimal pairs sounds that contain the sounds in the list above can be carried out by Indonesian teachers for teaching speakers of Japanese. Writing down the sounds is able to detect the opportunities of accuracy or inaccuracy of the sound that they listen to. This exercise can also detect the perception of sound that they refer to. Another strategy that can be done in the classroom is by imitating the sounds that they listen and then rewrite it. Do this many times so that Japanese speakers can recognize and distinguish the sounds that do not exist in their language phonological system. Reading aloud can also help Japanese speakers identify many difficult sounds. Teacher can correct the wrong pronunciation by reading aloud first while the students listen carefully or vice versa, let them read

first then the teacher reread aloud. The teacher can put attention to the sounds that often mispronounced, repeat again while the student listen carefully. In imitating sounds, teachers can correct the wrong pronunciation directly or giving hint or clue that the sound is not correct. Thus, the learner can recognize the wrong pronunciation based on their understanding while repeating or improving the pronunciation.

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Appendix

The list of sounds

No	Kata yang Dimaksud	Bunyi yang Dilafalkan	Keterangan
1	Ĕlang	Elang	Sulit membedakan bunyi [ĕ] dengan [ə].
2	Tegal	Tugar	Tertukar bunyi [ə] dengan [u].
3	Setelah	Sutulah	Tertukar bunyi [ə] dengan [u].
4	Pernah	Puluna	Tertukar bunyi [ə] dengan [u], tertukar bunyi [l] dengan [r], sulit melafalkan bunyi hampiran [h] pada posisi akhir.
5	Lombok	Romboku	Tertukar bunyi [l] dengan [r], sulit melafalkan suku mati.
6	Adverbial	Adoverubia	Sulit melafalkan suku mati.
7	Matraman	mataroman	Sulit melafalkan konsonan klaster.
8	Pulang	perang, pulan	Tertukar bunyi [ə] dengan [u], tertukar bunyi [l] dengan [r], tertukar bunyi sengau [n], [m]. [ng].
9	Muncul	Mencur	Tertukar bunyi [ə] dengan [u], tertukar bunyi [l] dengan [r].
10	Kalender	kal'ndur	Melafalkan bunyi [ə] dengan vokal pendek.
11	flu	Furu	Tertukar bunyi [l] dengan [r], sulit melafalkan suku mati.
12	Stempel	Stempa	Sulit melafalkan suku mati.
13	Pilek	pil'k	Melafalkan bunyi [ə] dengan vokal

No	Kata yang Dimaksud	Bunyi yang Dilafalkan	Keterangan
			pendek.
14	Demam	deman, demang	Tertukar bunyi sengau [n], [m], [ng].
15	Alarm	Alam	Sulit melafalkan konsonan klaster.
16	Kalkulator	kalukulatoru	Sulit melafalkan suku mati.
17	Kangkung	Kankung	Tertukar bunyi sengau [n], [m], [ng].
18	Seledri	Seredli	Tertukar bunyi [l] dengan [r], sulit melafalkan konsonan klaster.
19	Wortel	walter, wurtul	Tertukar bunyi [l] dengan [r], tertukar bunyi [ə] dengan [u].
20	Prambanan	Pranbanan	Tertukar bunyi sengau [n], [m], [ng].
21	keraton	Kuraton	Tertukar bunyi [ə] dengan [u].
22	keris	Kulis	Tertukar bunyi [ə] dengan [u], tertukar bunyi [l] dan [r]..
23	ketupat	Ketupak	Sulit membedakan suku mati.
24	rendang	Lundan	Tertukar bunyi [ə] dengan [u], tertukar bunyi sengau [n], [m]. [ng].
25	sambal	Sambar	Tertukar bunyi [l] dengan [r].
26	kentang	Kuntan	Tertukar bunyi [ə] dengan [u], tertukar bunyi sengau [n], [m], [ng].
27	kastengel	Kastengo	Sulit melafalkan suku mati.
28	telur	tel'r, telor	Melafalkan bunyi [ə] dengan vokal pendek
29	rebus	Rubus	Tertukar bunyi [ə] dengan [u].
30	kacang mede	kacan mede	Tertukar bunyi sengau [n], [m], [ng].
31	kolang-kaling	koran-karin	Tertukar bunyi [l] dengan [r], tertukar bunyi sengau [n]. [m], [ng].
32	dadar	Dadal	Tertukar bunyi [l] dengan [r].
33	tumpeng	Tunpun	Tertukar bunyi [ə] dengan [u], tertukar bunyi sengau [n], [m], [ng].
34	udang	Udan	Tertukar bunyi sengau [n], [m], [ng].
35	harus	Harusu	Sulit melafalkan suku mati.
36	pemeliharaan	pumuliharaan	Tertukar bunyi [ə] dengan [u].
37	legenda	Lejenda	Melafalkan dengan bunyi bahasa Inggris.
38	studio	Stadio	Melafalkan dengan bunyi bahasa Inggris.
39	melĕmpar	Melempar	Sulit membedakan bunyi [ĕ] dengan [ə].
40	mengenai	meng'enai	Salah menerapkan jeda bunyi.
41	tahapan	Tahupan	Kemungkinan kesalahan pelafalan karena spontanitas.
42	ketimun	Ketimung	Tertukar bunyi sengau [n], [m], [ng].
43	berharap	be'halap	tertukar bunyi [l] dengan [r], sulit melafalkan suku mati.
44	timun	Timung	Tertukar bunyi sengau [n], [m], [ng].
45	tempe bacam	tempe bacan	Tertukar bunyi sengau [n], [m], [ng].
46	jam	Jan	Tertukar bunyi sengau [n], [m], [ng].

No	Kata yang Dimaksud	Bunyi yang Dilafalkan	Keterangan
47	Uhamka	Uhanka	Tertukar bunyi sengau [n], [m], [ng].
48	senyum	Senyu	Sulit melafalkan suku mati.
49	koran	Koram	Tertukar bunyi sengau [n], [m], [ng].
50	stasiun	Stasium	Tertukar bunyi sengau [n], [m], [ng].
51	kolam	Koran	Tertukar bunyi [l] dengan [r], tertukar bunyi sengau [n], [m], [ng].
52	bihun	Bifun	Sulit melafalkan bunyi hampiran [h].
53	tunggu	Tungu	Sulit melafalkan konsonan [g] setelah bunyi sengau [ng].
54	mangga	Manga	Sulit melafalkan konsonan [g]] setelah bunyi sengau [ng].
55	tanpa	Tampa	Tertukar bunyi sengau [n], [m], [ng].
56	tambah	Tampa	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
57	sop	Sopu	Sulit melafalkan suku mati.
58	macan	Macam	Tertukar bunyi sengau [n], [m], [ng].
59	monyet	monyi'e	Salah menerapkan jeda bunyi.
60	anjing	Anjim	Tertukar bunyi sengau [n], [m], [ng].
61	asin	Asim	Tertukar bunyi sengau [n], [m], [ng].
62	tikus	Tikusu	Sulit melafalkan suku mati.
63	raksasa	Rasasa	Sulit melafalkan suku mati.
64	adalah	adala	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
65	nyaman	Nyamang	Tertukar bunyi sengau [n], [m], [ng].
66	alkohol	alkohor	Tertukar bunyi [l] dengan [r].
67	khas	k'as	Sulit melafalkan bunyi [kh].
68	khusus	kususu	Sulit melafalkan bunyi [kh], sulit melafalkan suku mati.
69	akhir	ahil	Sulit melafalkan bunyi [kh], tertukar bunyi [l] dengan [r].
70	letakkan	letakan	Sulit melafalkan suku mati.
71	boleh	bole	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
72	kebahagiaan	kebahagian	Sulit melafalkan vokal ganda dengan jeda yang tepat.
73	keluarga	kelu'arga	Salah menerapkan jeda bunyi.
74	rumah	ruma	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
75	tidak	tida	Sulit melafalkan suku mati.
76	ritual	ritu'al	Salah menerapkan jeda bunyi.
77	singgah	singa	Sulit melafalkan bunyi hampiran [h] pada posisi akhir, sulit melafalkan konsonan [g] setelah bunyi sengau [ng].
78	perbelanjaan	perbelanjan	Sulit melafalkan vokal ganda dengan jeda yang tepat.
79	tenggara	tengala	Tertukar bunyi [l] dengan [r], sulit

No	Kata yang Dimaksud	Bunyi yang Dilafalkan	Keterangan
			melafalkan konsonan [g] setelah bunyi sengau [ng].
80	patungan	patungang	Tertukar bunyi sengau [n], [m], [ng].
81	tanggal	tangg'l	Melafalkan bunyi [a] dengan vokal pendek.
82	masing-masing	masim-masim	Tertukar bunyi sengau [n], [m], [ng].
83	beras	belas	Tertukar bunyi [l] dengan [r].
84	ketan	kutang, kutam	Tertukar bunyi [ə] dengan [u], tertukar bunyi sengau [n], [m], [ng].
85	sejarah	sejara, sejala	Tertukar bunyi [l] dengan [r], sulit melafalkan bunyi hampiran [h] pada posisi akhir.
86	ditutupi	ditetepi	Tertukar bunyi [ə] dengan [u].
87	karena	kerena	Kemungkinan kesalahan pelafalan karena spontanitas.
88	tujuh	tuju	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
89	terima kasih	terima kashi	Tertukar bunyi [s] dengan [sh].
90	saudara	sodara	Sulit melafalkan bunyi [au].
91	berdo'a	berdoa	Salah menerapkan jeda bunyi.
92	pusat	pesat	Tertukar bunyi [ə] dengan [u].
93	kalung	karum, kalun	Tertukar bunyi [l] dengan [r], tertukar bunyi sengau [n], [m], [ng].
94	jamur	jemur	Tertukar bunyi [ə] dengan [u].
95	nol	noro	Tertukar bunyi [l] dengan [r], sulit melafalkan suku mati.
96	mengobrol	mungoburolu	Sulit melafalkan konsonan klaster.
97	dingin	dinging	Tertukar bunyi sengau [n], [m], [ng].
98	putih	puti	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
99	mentah	munta	Sulit melafalkan bunyi hampiran [h] pada posisi akhir, tertukar bunyi [ə] dan [u].
100	menggunakan	mengunakan	Sulit melafalkan konsonan [g]] setelah bunyi sengau [ng].
101	April	Apuri	Sulit melafalkan konsonan klaster, sulit melafalkan suku mati.
102	serat	suratu	Tertukar bunyi [ə] dan [u], sulit melafalkan suku mati.
103	tangan	tangang	Tertukar bunyi sengau [n], [m], [ng].
104	timbang	timbam	Tertukar bunyi sengau [n], [m], [ng].
105	sunat	senat	Tertukar bunyi [ə] dan [u].
106	barat	balat	Tertukar bunyi [l] dengan [r].
107	Sumba	Semba	Tertukar bunyi [ə] dan [u].
108	sembah	semba	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.

No	Kata yang Dimaksud	Bunyi yang Dilafalkan	Keterangan
109	singkat	sinkat	Tertukar bunyi sengau [n], [m], [ng].
110	tumbang	temban	Tertukar bunyi sengau [n], [m], [ng], tertukar bunyi [ə] dan [u].
111	tebang	tuban	Tertukar bunyi sengau [n], [m], [ng], tertukar bunyi [ə] dan [u].
112	tabung	tabum	Tertukar bunyi sengau [n], [m], [ng].
113	sengat	sungat	Tertukar bunyi [ə] dan [u].
114	sungai	sengai	Tertukar bunyi [ə] dan [u].
115	bahwa	bawa	Sulit melafalkan bunyi hampiran [h].
116	bawah	bawa	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
117	angkot	angkoto	Sulit melafalkan suku mati.
118	teh	te	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
119	meninggal	meningal	Sulit melafalkan konsonan [g]] setelah bunyi sengau [ng].
120	sulit	selit	Tertukar bunyi [ə] dan [u].
121	paprika	papurika	Sulit melafalkan konsonan klaster.
122	coklat	cokolato	Sulit melafalkan suku mati.
123	drama	durama	Sulit melafalkan konsonan klaster.
124	bawang	bawan	Tertukar bunyi sengau [n], [m], [ng].
125	bakwan	bawan	Sulit melafalkan suku mati.
126	rebung	rebun, rebum	Tertukar bunyi sengau [n], [m], [ng].
127	taman	tamang	Tertukar bunyi sengau [n], [m], [ng].
128	bekal	bukal	Tertukar bunyi [ə] dan [u].
129	bonsai	bongsai	Tertukar bunyi sengau [n], [m], [ng].
130	suntik	sentik	Tertukar bunyi [ə] dan [u].
131	tunggal	tungal	Sulit melafalkan konsonan [g]] setelah bunyi sengau [ng].
132	sarapan	salapan	Tertukar bunyi [l] dengan [r].
133	sore	sole	Tertukar bunyi [l] dengan [r].
134	sampah	sampa	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
135	tempa	tumpa	Tertukar bunyi [ə] dan [u].
136	tumpah	tumpa	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
137	ziarah	ziara	Sulit melafalkan bunyi hampiran [h] pada posisi akhir.
138	sehingga	sehinga	Sulit melafalkan konsonan [g]] setelah bunyi sengau [ng].
139	tradisional	turadisional	Sulit melafalkan konsonan klaster.
140	tengadah	tungada	Sulit melafalkan bunyi hampiran [h] pada posisi akhir, tertukar bunyi [ə] dan [u].
141	sadur	saduru	Sulit melafalkan suku mati.
142	plang	pulang	Sulit melafalkan suku mati.

No	Kata yang Dimaksud	Bunyi yang Dilafalkan	Keterangan
143	tidak	tida	Sulit melafalkan suku mati.
144	gas	gasu	Sulit melafalkan suku mati.
145	cerita	curita	Tertukar bunyi [ə] dan [u].
146	gurita	gerita	Tertukar bunyi [ə] dan [u].
147	sambar	sambal	Tertukar bunyi [l] dengan [r].
148	sadar	sadaru	Sulit melafalkan suku mati.
149	sempat	sumpat	Tertukar bunyi [ə] dan [u].
150	mikrolet	mik'rolet	Salah menerapkan jeda bunyi, sulit melafalkan konsonan klaster.