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Pronunciation Errors of Indonesian Mandarin Learners

Liu Dan Dan [1], Ketut Artawa [2], Made Budiarsa [3], I Made Suastra[4], Elvira Septevany[5]

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Abstract

Through carefully exploration of the Indonesian Mandarin learners' recordings, that was conducted at the basic HSKK test, this research describes (1) the Mandarin pronunciation errors of the Indonesian learners in the basic HSKK test, (2) the sources of the Mandarin pronunciation errors of Indonesian at their basic level, and (3) the solution to overcome the Mandarin pronunciation errors of Indonesian learners at their basic level. The data of this study is the Indonesian Mandarin learners' recordings of the Basic Chinese proficiency oral test (HSKK). The data collection methods used in this research include the test method and the questionnaire method, and the data analysis methods used in this research include the transliteration method, the comparative method and the analytical method. The results show that the Mandarin pronunciation errors of Indonesian learners in the basic HSKK test often occur at the final, initial and tone of Mandarin. Final errors occur at final ü [y], apical ⁻ i [ɿ] and ⁻ i [ʅ] and compound final, i.e. [iɛ] and üe[yɛ]; initial errors occur at initial inspiration p, t, k, initial retroflex zh, ch, sh, r, and initial palatalization j, q, x. Tone errors occur at four tones, neutral tone and tone changes. As a suprasegmental element, tone errors occupy the majority of the Mandarin learning process for Indonesian students.

1. Introduction

As one of the United Nations (UN) working languages, Mandarin has gradually become a popular foreign language and is being learned by more and more people. In Indonesia, more and more young Indonesians are starting to learn Mandarin and participate in the Chinese proficiency oral test, namely HSKK.

Indonesian and Mandarin belong to different language families. Indonesian is a variant of Melayu Riau (Sumatra), while Mandarin originated from Sino-Tibet. From a structural perspective,

[1] *International Cooperation and Exchange Center, Nanchang Normal University, China. Email: yf4248203@163.com*
[2] *Faculty of Humanities, Udayana University, Indonesia. Email:tutartawa@gmail.com*
[3] *Faculty of Humanities, Udayana University, Indonesia. Email:madesuastra@yahoo.com*
[4] *Faculty of Humanities, Udayana University, Indonesia. Email:made_budiarsa@yahoo.com*
[5] *Department of Tourism, Politeknik Negeri Bali, Indonesia. Email: elvira_s@pnb.ac.id*

Indonesian belongs to agglutinating languages, while Mandarin belongs to isolating languages (Lu et al., 2021). Agglutinating language is languages in which the affixes can easily be separated from the stems to which they are attached and in which each affix generally conveys only one meaning. Bahasa Indonesia is a specific agglutinating language. Unlike the agglutinating language, isolating language is lack morphological changes, and the order of words is rigorous and cannot be changed casually. The function of function words is essential too. In addition to word order, most of the grammatical relationships between words are expressed by function words. Mandarin is a typical isolating language.

Because of the particular pronunciation and grammatical characteristics, Mandarin is considered one of the most difficult languages to learn. When Indonesians learn Mandarin, they must encounter many pronunciation/pronunciation errors.

After teaching Mandarin for six years in Indonesia, many errors occurred in the basic Mandarin class. For example, a lot of errors occurred when learning Mandarin final ü [y]. In the Mandarin phonology system, this vowel ü [y] has two distributions, when it is placed behind the initial n[n] and l[l], it will be spoken with sound [ly] and[ny] and will be written as <lü> and <nü>, this is no problem for the Indonesian learners because it looks like the original writing <ü>. When the vowel ü [y] is placed behind the initial j[tɕ;], q[tɕ'],and x[ɕ], it will be spoken with [tɕ y], [tɕ 'y], [ɕ y] but will be written as <ju>, <qu>, <xu>. Because the original writing <ü> can no longer be seen, so the Indonesian learners sometimes mispronounce it as [tɕu], [tɕ' u], and [ɕu]. At the beginning period of learning Mandarin, this kind of error often occurred in the Mandarin class. The source of this kind of errors can be traced to that the vowel sound ü [y] is not in the Indonesian phonology system, so this element is a new element for the Indonesian learner.

Based on a review of the pronunciation phenomena in the field of applied languages above, the research problems can be expressed as follows.

1. What categories of Mandarin pronunciation errors of Indonesian learners in the basic HSKK test.
2. What source is it that causes Mandarin pronunciation errors of Indonesian learners at their basic level?
3. What solution can be made to overcome Mandarin pronunciation errors of Indonesian learners at their basic level?

2. Theoretical Review

As a noun of Linguistics, error analysis is the systematic study of deviations from target-language norms in the course of second-language acquisition, especially in terms of the learner's developing interlanguage. Corder(1967) first considered learners' error are significant for learners, teachers and researchers. Selinker (1992) pointed out the two highly significant contributions that Corder made: "that the errors of a learner, whether adult or child, are (a) not random, but are in fact systematic, and are (b) not 'negative' or 'interfering' in any way with learning a TL but are, on the contrary, a necessary positive factor, indicative of testing hypotheses.

There are two known terms in the study of second language learning, namely error and mistake; Mistake indicates performance errors that are random or slip on the tongue. The mistake is just a failure to use a well-known system. Everyone can make mistakes, either for the native speakers of the second language learners. The mistake is not the result of a lack of competence but of some kind of interference in the production process, and the speakers are able to identify and correct them. Meanwhile, errors can reflect learning competence. It is systematic, dynamic and cannot be corrected by the learner himself. Students cannot repair their own errors because the errors reflect their current L2 development stage or their underlying competencies (Larsen, 1991: 59).

Pronunciation errors refer to systematic deviations at the pronunciation level committed by students who have not mastered the sounds' rules of the target language (Suamba et al., 2020;

Ariyaningsih et al., 2021). If TOEFL is used to measure the skills of English, then HSK (Hanyu Shuiping Kaoshi) is used to measure the skills of writing and understanding Mandarin and HSKK (Hanyu Shuiping Kouyu Kaoshi) is used to measure the skills of speaking Mandarin. HSKK test levels include basic, intermediate and advanced level. The HSKK (basic) is especially for students who have learned Mandarin for one to two semesters at 2-3 hours per week and have mastered about 200 most commonly used vocabularies.

According to Burt, Dulay, and Krashen (1982), the taxonomy of linguistic categories distinguishes errors by language component. Based on the language component, the error categories are as follows:(1) Pronunciation errors;(2) Errors in morphology and syntax (Grammar);(3) Vocabulary errors (Meaning and Vocabulary);(4) Style errors. And (5) Pragmatic error (Use)

Corder (1981) once stated that the learner' error should be divided into two types, namely non-grammatical and inappropriate errors. Only grammatical and appropriate sentences are free from errors. According to Corder, the types of errors in second/ foreign language learning are as follows:

acceptable	appropriate	free for error
acceptable	inappropriate	erroneous
unacceptable	appropriate	erroneous
unacceptable	inappropriate	erroneous

(Source: Corder 1981, 41)

According to Selinker (1972), there are five sources of error:(1)Language transfer. There are positive transfers that aid or facilitate second language learning. There is also negative transfer, which hinders second language learning. Language transfer involves pronunciation, wording and grammar, semantic transfer, written transfer, pragmatic transfer and cultural transfer. (2)Training transfer occurs whenever the effects of previous learning affect the performance of subsequent activities. Transfer of training is the effect of previous learning on performance in new situations. (2)Second language learning strategies. This is an attempt to develop linguistic and sociolinguistics competencies in the target language. (4)Second language communication strategy. It consists of trying to deal with communication problems that arise in interactions. (5)Over-generalization of the target language (TL). This occurs when the second language learner applies the grammar rules to all grammar class members without making appropriate exceptions.

Many researchers had conducted studies that were about Mandarin pronunciation errors by Indonesian learners. The first piece of literature was a study entitled "Mandarin language error by students of the D3 Mandarin language program of the General University of Soedirman" by Supriadi (2014). Supriadi concluded that the error of speaking Mandarin occurs because of the sound of a consonant that should be expressed aspiration but expressed without aspiration, and the sound of a consonant with a postalveolar articulation expressed with a frontal alveolar. The second piece of literature is a study entitled "Indonesian Phonetic and Phonemic Systems with Mandarin: Analysis Contrast" by Liu (2015). After comparing Indonesian phonetic and phonemic systems with Mandarin, it can be concluded that the Mandarin errors of Indonesians at the time of learning Mandarin occur on a consonant of retroflex, aspiration sounds, and four tones. The third piece of literature is a study entitled "Comparison of Indonesian and Chinese Phonetics and Analysis of the Difficulties in Indonesian Students' Acquisition of Chinese Phonetics" by Ji & Cai (2013). In that study, Ji & Cai explained various differences in the phonetic system between Indonesian and Chinese. For example, Chinese consonants have the opposite of aspirated and non-aspirated sounds, while Indonesian is distinguished by voiced and unvoiced sounds; Chinese has retroflex sounds zh, ch, sh, r and frontal dorsal sounds j, q, x, but Indonesian does not. In terms of vowels, Chinese has ten vowels, and Indonesian has only six. There is a very special sound in Chinese, namely, the ü sound and the compound vowel er. Every syllable in Chinese has a tone, but Indonesian has no tone.

The difficulties for Indonesian students in acquiring Chinese pronunciation include: distinguishing aspirated and unaspirated sounds, distinguishing retroflex sound and Blade-alveolars, acquiring frontal dorsal sounds (j, q, x), and distinguishing the four tones of Chinese.

Although there have been some studies that discuss the Mandarin pronunciation errors of Indonesian students, previous research has focused on learners' written language. And this study focuses on students' spoken language (HSKK test) and analyzes more deeply related to pronunciation errors at the basic level so that this study can completely and comprehensively explain the pronunciation errors of Indonesian students at a basic level. Through this research, student and teachers can fully understand Indonesian students' Mandarin pronunciation errors at the basic level.

3. Research Method

The method used in this study is mixed-method research. A mixed research method is a research approach that combining qualitative research with quantitative research (Creswell (2010:302). The results of the study are presented with two methods, namely quantitative methods and qualitative methods. Quantitatively, charts, tables, and pie data are presented on the types of errors and sources of errors. The presentation of the results of data analysis is quantitative, namely the presentation in a narrative form in the form of in-depth descriptions.

The data of this research are corpus data of recorded mandarin oral exam (HSKK) and questionnaire data. The HSKK test is a kind of oral exam for students of BM as a second language. The population in this study was 37 participants who had taken the HSKK exam at the Confucius Institute at Hasanuddin University from 2016 to 2019. The Judgment Sampling method (purposive sampling) could be used in this study. Judgment Sampling (Sugiyono, 2010) is a form of convenience sampling in which population elements are selected based on the judgment of the researcher. The sample in this study was 10 participants who had passed (a score above 60/100) the basic HSKK test. Each student answered 27 questions so that from 10 participants, there were 270 questions. The total recording duration was 200 minutes. This data was analyzed to determine the types of pronunciation errors in Mandarin for Indonesian students at the basic level.

The other source of data is the questionnaire data. The questionnaire was done to know about the Indonesian learners' experience in learning Mandarin for Indonesian learners at the basic level. This questionnaire consists of 14 questions and one personal information. This personal information includes age, HSK level, time of Mandarin learning and the reason to learn Mandarin as a second language. These 14 questions are related to the difficulties of speaking Mandarin and the sources of errors. Forty-nine respondents had finished this questionnaire.

According to Corder (1981, 21-24), research on the second language learning system involves analysis of (i) the mother tongue of the learner, (ii) the dialect speech of the idiosyncratic learner, and (iii) the speech produced by the original speaker of the target language, for example, the target language norm. Approaching learning error seems important to be done to explain the learning language system at some stage of development. And the participants' errors are very important because these phenomena are evidence of their language system. So error analysis has some stages.

(1) The first stage in 'error analysis' then is a recognition of idiosyncrasy. Every sentence is to be regarded as idiosyncratic until shown to be otherwise. In the first stage, two very important phrases, the first is the idiosyncratic phrase spoken by the learner, and the second is the well-formed phrase spoken by the original speaker.

(2) The second stage is accounting for a learner's idiosyncratic dialect. The second stage is a comparative bilingual/bilingual comparison.

(3) The third stage and ultimate object of error analysis is an explanation. Two previous stages of the linguistic, third stage of psychological, this third stage is needed to figure out how and why there is a special dialect from that study and how it is.

In analyzing data, there are several stages. Firstly, they hear carefully and repeatedly about the content of the participants' HSKK test recordings, transliterate the oral data. The second is in this process, objectiveness and rightly reflects the participants' original minds should be considered together. The third is classification. After the transliteration of the oral data to the writing data, it can be categorized to help the classification of Mandarin error for Indonesian learners at the basic level. The fourth is the analysis of the data that had been classified. This work is the most important work in the process of research. The consistency with the theory used must be considered in this period. The last is a summary. After data analysis, the summary is presented.

4. Results and Discussion

The results of this research consist of three parts, namely (1) Mandarin pronunciation errors of Indonesian learners in the basic HSKK test, (2) sources of Mandarin pronunciation errors of Indonesian learners in the basic HSKK test, and (3) solutions to overcome Mandarin pronunciation errors.

(1) Mandarin pronunciation Errors of Indonesian Learners in the basic HSKK test

Mandarin is a tonal language; the pronunciation of mandarin is very different from the pronunciation of Indonesian, the sound in mandarin is called "Chinese Pinyin". Chinese Pinyin consists of three parts, namely shēng mǔ, yùn mǔ and shēng diào, if in English, they are called initial, final and tone respectively. For example, syllables in the Mandarin: bà, fēng, táng, zǔ which can be divided as in Table 1 below.

Table 1
Chinese Pinyin

Syllables yīnjié	Initial shēng mǔ	Final yùn mǔ	Tone shēng diào
bà	b	a	ˋ
fēng	f	eng	ˉ
táng	t	ang	ˊ
zǔ	z	u	ˇ

Shēng mǔ is usually a consonant sound and is placed at the beginning of a syllable in Mandarin. There are 21 shēng mǔ in Mandarin. Yùn mǔ is usually a vowel and is placed at the end of a syllable; in Mandarin, there are 24 yùn mǔ. Shēng diào is a suprasegmental element that can distinguish meaning. In Mandarin there are 4 shēng diào, namely dìyīshēng, dìèr shēng, dìsān shēng, and dìsìshēng. Shēng diào is only placed above the vowels a, o, e, i, u, ü.

Table 2
Composition of Chinese Pinyin

声母（shēng mǔ） Initials	b p m f d t n l g k h j q x zh ch sh r z c s
韵母（yùn mǔ ） Finals	a o e i u ü ai ei ui ao ou iu ie üe er an en in un ün ang eng ing ong
声调（shēng diào ） Tones	ā á ǎ à ō ó ǒ ò ē é ě è ī í ǐ ì ū ú ǔ ù ǖ ǘ ǚ ǜ

At the pronunciation level, Mandarin errors for Indonesian students at the basic level often occur at the final, initial and tone.

A. *Errors of Mandarin Finals*

There are 10 vowels in the pronunciation systems, such as [A], [o], [ɣ], [ɛ], [i], [u], [y], [ɪ]], [ʅ], [ɚ]. With the form below, we can know their positions.

Table 3
Mandarin Vowels

Tongue Position / Lip Shape		Lingual Vowels					Apical Vowels		Retroflex Vowels
		Front		Middle	Behind		Front	Middle	Behind
		Not Round	Round	Natural	Not Round	Round	Not Round	Not Round	Natural
High	Up	i[i]	ü[y]			u[u]	-i[ɪ]	-i[ʅ]	
	Down				e[ɣ]	o[o]			
Medium									er[ɚ]
Low	Up	ê[ɛ]							
	Down			a[A]					

a. Errors of Mandarin final ü [y]

The final ü [y] is a front, high vowel with a round lips shape. This final must be pronounced with the mouth slightly opened, the tongue forward but not in the highest position. The position of this vowel tongue is the same as the vowel [i], only different in terms of the shape of the lips when spoken, namely the state of the round lips.

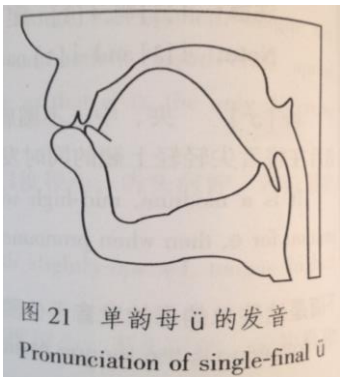


Figure 1. Pronunciation of single-final'ü'[y]

The errors of Indonesian Mandarin learners occurred in the HSKK test are as follows:

Table 4
Errors of the Final ü [y]

Performation Errors / Learners Source	去[tɕ' y^{51}]	汉语[Xan^{51}' y^{214}]	序号[ɕy^{51}'Xau^{51}]
Chinese Descendants	气[tɕ' i^{51}]	汉以[Xan^{51}'i[tɕ' y^{214}]	系号[ɕi^{51}'Xau^{51}]
Non-Chinese Descendants	Qu[tɕ' u^{51}]	汉 yu[Xan^{51}' iu^{214}]	Xu 号[ɕu^{51}'Xau^{51}]

The information in table above shows that errors of final ü [y] made by Chinese descendant and Non-Chinese Descendants are different. The Chinese descendants often pronounced as [i], but the non-Chinese descendants often pronounced ü [y] as [u].

b. Errors of Mandarin final apical–i [ɿ] and–i [ʅ]

Final –i [ɿ] and–i [ʅ] are apical vowels in Chinese. Final –i [ɿ] just follows the flat tongue initial <z>, <c>, <s>, and the final –i [ʅ] just follows the retroflex initial <zh>, <ch>, <sh>,<r>. The pronunciation positions of these two sounds are different.

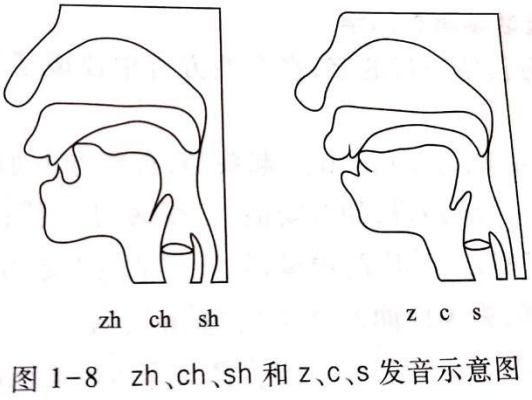


Figure 2. The pronunciation of Final –i [ʅ] and –i [ɿ]]

The errors made by Indonesian Mandarin learners in the basic HSKK test are as follows.

Table 6
The error of Final –i [ʅ] and –i [ɿ] in Mandarin

Right	但是[ʂʅ^{51}]	老师[ʂʅ^{55}]	汉字[tsɿ^{51}]	时[ʂʅ^{35}]候
Wrong I	但是[ʂi^{51}]	老师[ʂi^{55}]	汉字[tsi^{51}]	时[ʂi^{35}]候
Wrong II	但是[ʂə^{51}]	老师[ʂə^{55}]	汉字[tsə^{51}]	时[ʂə^{35}]候

From the table above, it is clear that the Indonesian Mandarin learners at their primary level often wrongly pronounced –i [ɿ] as [i] or [ə], and they wrongly pronounced –i [ʅ] as [i] or [ə].
Apical vowel errors –i [ɿ] and –i [ʅ] are universal obstacles for Mandarin learners. This is not only happening in Indonesia but also in other countries. This error occurs because of the unfamiliarity of this vowel for all students because, in his mother tongue, this vowel is not found, so it is very difficult to learn. Understanding and pronouncing it correctly usually takes more than six months.

c. Errors of Mandarin compound vowels, i.e. [iɛ] and üe[yɛ]

There are 13 compound vowels in Mandarin that can be used as finals, namely ai, ei, ao, ou, ia, ie, ua, uo, üe, iao, iou, uao, uei. Based on the position of vowel loudness, compound vowels are divided into three types, namely compound vowels whose ring is in the front, compound vowels whose ring is located in the middle, and compound vowels whose ring is located behind. For more details, see the table below.

Table 1
Compound Vokals in Mandarin

Front Ring Compound Vocals	ɑi[ai]	ei[ei]	ɑo[au]	ou[ou]	
Behind Ring Compound Vocals	iɑ[iA]	ie[iɛ]	uɑ[uA]	uo[uo]	üe[yɛ]
Middle Ring Compound Vocals	iɑo[iɑu]	iou[iou]	uɑi[uai]	uei[uei]	

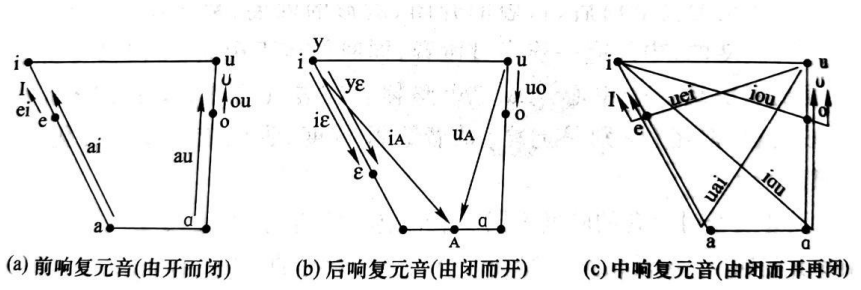


图 1-13 复元音舌位活动图(图中为国际音标)

Figure 3. Tongue Activity Diagram of Compound Vowels in Mandarin

The compound vowels errors of Indonesian Mandarin learners are as follows.

Table 8
Errors of Compound Vowels ie[iɛ] and üe[yɛ]Mandarin

ie[iɛ]→[ie]	Contoh: 也 yě[iɛ^{214}]→[ie^{214}]
üe[yɛ]→[ye]	Contoh: 学 xué[ɕyɛ^{35}]→[ɕye^{35}]

When Indonesian students pronounce the descending diphthongs, i.e. [iɛ] and üe[yɛ] they cannot pronounce [ɛ] which is near [i] but mispronounce the central vowel [e], which is behind the vowel [ɛ]. This error occurs because there is no descending diphthong in the Indonesian pronunciation system.

The final error of Indonesian students at the elementary level can be proven from the results of a survey on the question "Choose a vowel below that is difficult for you to pronounce or learn."(There can be more than one answer).

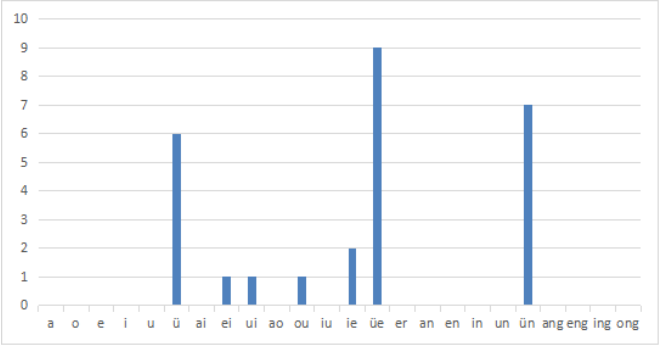


Figure 4. Mandarin Vocals are difficult to learn by Indonesians

B. *Errors of Mandarin Initials*

There are 22 consonant sounds in Mandarin language, namely [p], [p'], [m], [f], [t], [t'], [n], [l], [k], [k'] ,[x], [tɕ], [tɕ'], [ɕ], [ts], [ts'], [s], [tʂ], [tʂ'], [ʂ], [ʐ],[ŋ]. In these 22 consonants, 21 consonants can be used as initials that are placed at the beginning of a syllable, only consonants [ŋ] cannot be placed at the beginning of a syllable, but are placed at the end of a syllable. While there are 23 consonant sounds in Indonesian language, namely [b],[p] [d],[t], [g],[k], [ʔ], [z], [c], [s],[j], [š], [h], [ñ], [y], [w], [m], [n],[l], [ŋ],[h],[x]and vibrating sound [r].

The Mandarin initial errors made by Indonesian learners at their basic level can be seen from the errors of aspiration initial, frontal dorsal initial and retroflex initial.

a. Errors of Mandarin Aspiration Initial p,t,k,

In the Indonesian language, the meaning of a word can be distinguished by voiced or unvoiced consonants, while in the Mandarin language, the meaning of words can be influenced by the tones and aspirational consonants or non-aspiring consonants. Table 15 shows the six aspirational and non-aspiring initial pairs.

Tabel 9
Aspiration Initial and Non-aspiration Initial in Mandarin

No	Tidak Beraspirasi	Beraspirasi
1	b[b]	p[p’]
2	d[d]	t[t’]
3	g[g]	k[k’]
4	z[ts]	c[ts’]
5	zh[tʂ]	ch [tʂ’]
6	j[tɕ]	q [tɕ’]

For Indonesian students who are studying Mandarin, especially at the basic level, aspirated sounds [p'], [t'], [k'] are very difficult to pronounce, and errors often occur. These sound errors can be seen in the following examples from the HSKK test recording.

Tabel 10
The error of Aspiration Initial

No	Examples of Errors	Type of Errors
1	一杯[i^{51}][pei^{55}]→一呸[i^{51}][p'o^{55}]	[p]→[p']
2	打扫[tA^{35}][sau^{35}]-塔扫→[t'A^{35}][sau^{35}]	[t]→[t']
3	七[tɕ' i^{55}]→机[tɕi^{55}]	[tɕ']→[tɕ]
4	天[t' ian^{55}]→颠[tian^{55}]	[t']→[t]
5	太[t' ai^{51}]→带[tai^{51}]	[t']→[t]
6	咖啡[k' A^{55}] [fei^{55}]→嘎啡[kA^{55}][fei^{55}]	[k']→[k]

Table 16 shows that aspirational and non-aspirational initial errors can be of two kinds. The error can occur from initials aspiration to not aspiration, can also occur from initials not aspiration to aspiration initials. In addition to mispronouncing initials aspiration and no, initial errors also occur from voiceless initials to voiced initials.

The initials Mandarin b, d, g are voiceless sounds. Each is pronounced as [p], [t], [k], but the graphene is still written <b>, <d>, <g>. In Indonesian language, the letters <b>, <d>, and <g> are voiced sounds, so Indonesian learners always pronounce the words Mandarin bā[pa55], dā[ta55], and gā[ka55] to become [bā 55], [da55], and [ga55]. Because this kind of errors does not affect the meanings of the word, so this kind of errors is tolerant.

b. Errors of Mandarin Palatal Initial j, q, x

When learning Mandarin, errors can occur not only due to differences but also similarities in pronunciation. The sounds z[j], c[q], s[š] in Indonesian language and the sounds j[tɕ], q[tɕ'], x[ɕ] in Mandarin are three pairs of very similar palatal sounds. The sounds z[j], c[q], s[š] in the Indonesian language are alveopalatal sounds, while the sounds j[tɕ], q[tɕ'], x[ɕ]] in BM are laminopalatal sounds. The position tongue of these three parts of sounds very close, so the Indonesian students are more prone to mispronounce.

Table 11
Difference Between the Palatal Sounds of Mandarin & Indonesian

pronunciation Method / pronunciation Part		Indonesian Alveopalatal	Mandarin Laminopalatal
Fricative Voice Voiceless	Fricative	 s[š] ←	 x[ɕ]
Affricate Voice Voiceless	Affricate	 z[j] ← c[q] ←	
	Non-aspiration		j[tɕ],

Aspiration	q[tɕ’]

Table 11 shows that the places of articulation of these three pairs of palatal sounds are very close. This is what causes pronunciation errors made by Indonesian students. For example, when they say [tɕi] and [tɕ’ian], they will pronounce it as [ji][qian]. In other words, they mispronounced from voiceless to voiced sound and mispronounced aspiration sound to non-aspiration sound. For more details, it can be seen in Table 12.

Table 2
Errors of Mandarin Initial x[ɕ]

No	Right pronunciation	Wrong pronunciation
1	希[ɕi^{55}]望	希[ši^{55}]望
2	洗[ɕi^{214}]衣服	洗[ši^{214}]衣服
3	休息[ɕi]	休息[ši]
4	喜[ɕi^{214}]欢	喜[ši^{214}]欢

Because the pronunciation position and the pronunciation method are similar in the target language (Mandarin) and mother language(Indonesian), the students at the primary level will make this kind of pronunciation errors.

c. Errors of Mandarin Initial Retroflex zh ch sh r

Retroflex sounds zhi [tʂ], chi [tʂ'], shi [ʂ], ri [ʐ] and dental sounds z[ts], c[ts'], s[s] cannot be seen in the Indonesian phonological system, this factor resulting in errors Indonesian students' errors mostly occur in retroflex sounds. Indonesian students often pronounce zh [tʂɿ], ch[tʂ'], sh[ʂ], r[ʐ] into z[ts], c[ts'], s[s], r[r]. The following is Table 17 which shows the mispronunciation of the initial sounds of the retroflex syllables zh, ch, sh, r.

Table 13
Mandarin Errors of Retroflex Initial zh, ch, sh, r

No	Example of Students	Errors
1	知 zhī [tʂ^{55}ɿ]道→资 zī[tsɿ^{55}]道	[tʂ]→[ts]
2	桌 zhuō[tʂuo^{55}]子→柞 zuō[tsuo^{55}]子	[tʂ]→[ts]
3	好吃 chī [tʂ’ɿ^{55}]→好呲[tʂ’ɿ^{55}]	[tʂ’]→[ts’]
4	开车 chē[tʂ’ə^{55}]→开 cē[tʂ’ə^{55}]	[tʂ’]→[ts’]
5	时[ʂɿ^{35}]候→sí[sɿ^{35}]候	[ʂ]→[s]
6	是 shì [ʂɿ^{51}]→四 sì[sɿ^{51}]	[ʂ]→[s]/[si]
7	认 rèn[ʐən^{51}]识→[rən^{51}]识	[ʐ]→[r]

Indonesian students often mispronounce retroflex initials <zh>, <ch>, <sh> to dental initials <z>, <c>, <s>. and often mispronounces the retroflex initial r[ʐ] into a vibrating sound r[r]. This kind of error is due to the negative transfer of the mother tongue. There are some students who have studied in China for four years now who cannot pronounce the retroflex sound r[ʐ], and it is still pronounced as a vibrating sound r[r].

The results of the analysis above can be proven by the results of a survey on the question "Choose a consonant below that is difficult for you to pronounce?" (Answers can be more than one)

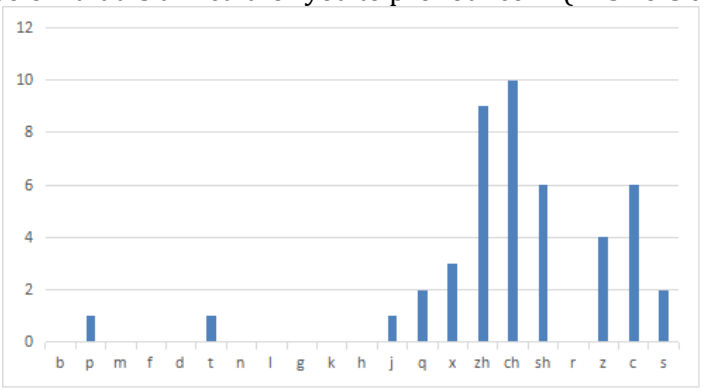


Figure 5. Consonants are difficult to pronounce by Indonesian students

C. *Errors of Mandarin Tones*

From the recording of the HSKK test, it is found that when they just started learning Mandarin sounds, Indonesian students will have difficulty pronouncing tones of Mandarin rightly. When Indonesian students pronounce tones 1, 2, 3, and 4 in Mandarin, usually they are not as high as the real pronunciation of the Chinese. They usually pronounce the first note [55] to be [44], [33], or [22]; and pronounce the second note [35] to [13], [24], or [34]; and pronounce the third note [214] to [212], [211], or [213]; pronounce the fourth note [51] to be [41], [43], [32], or [21]. They have difficulty distinguishing the second and third tones. After more than one year of practice, they will begin to be able to distinguish and pronounce sounds correctly.

(2). Sources of the pronunciation Errors of Indonesian Learners

According to the answers of Indonesian Mandarin learners, the source of phonological errors at the basic level can be seen in the results of a survey on the question "Why is it difficult to learn and pronounce Mandarin sounds?".



Figure 6
Source of Mandarin Phonological Errors for Indonesians

The Sources of Mandarin errors of Indonesian learners at the basic level are very complex. There are five sources of errors, such as have not yet understood the rules of pronunciation; mother tongue transfers, there are no these sounds in the Indonesian language; have not enough time to

practice and another source. From these five sources, sounds are not existing in the Indonesian language (36.1%), and students who have not yet understood the pronunciation method (36.1%) occupy the majority. Indonesian students who are learning Mandarin often have negative transfers from their mother tongues. This transfer occurs because the beginners have not received enough contact with the material, environment, culture, values and thinking patterns of the target language. Slow learning is sometimes still in the silent period. At that moment, teachers do need to rush to correct their errors too much so that learners dare produce many target languages and do not affect the confidence for further learning.

(3). Solutions to Overcome Mandarin pronunciation Errors of Indonesian Learners

Based on the Mandarin pronunciation problems faced by Indonesian students and the author's teaching experience, we can find some easy ways to learn Chinese Pinyin. In order to overcome Mandarin errors of Indonesian learners at the basic level, teachers must use methods appropriate to the learners' errors.

a. Using paper blowing method to learn aspiration sounds p, t, k

In the Mandarin sound system, there are several pairs of aspiration and non-aspiration sounds, namely b-p, d-t, g-k, zh-ch, z-c. The paper blowing method can be used as a method when teaching aspiration sounds. The following is an example of the pronunciation of the aspirated sound "p".



Figure 7. Paper Blowing Method

2) *Using gestures to learn retroflex sounds zh, ch, sh, r*

The pronunciation of retroflex sounds (the tip of the tongue rolled back) is very often mispronounced with flat tongue sounds. To make it easier to pronounce this sound, you can use the gesture method. The following are examples of gestures to determine the position of the tongue for the dental sounds of z, c, s and the retroflex sounds of zh, ch, sh, r.



Figure 8. Gesture Method

3) Using pictures/ videos to learn final j, q, x

In Mandarin, the initials j, q, x are palatal sounds. The place of articulation is the surface of the tongue, not the tip of the tongue. At the time of learning the sounds j, q, x, teachers can provide pictures and videos of sound so that beginners can find their own right position when pronouncing these sounds. This training can be viewed on the website: jqx 发音方法图解_好看视频 (baidu.com).

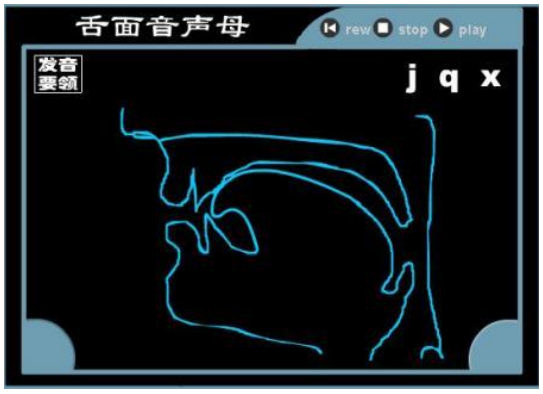


Figure 9. Picture/ video Method

4) *Using the comparative method for final study i and ü*

The two final i and ü are front and high vowels, the difference being in the shape of the lips. Final i is very easy to pronounce by beginners, so when pronouncing the sound ü, you can start by pronouncing the sound i, then keep the tongue position behind the lower teeth, and then change the shape of the lip into the round. For more details, see the following image.

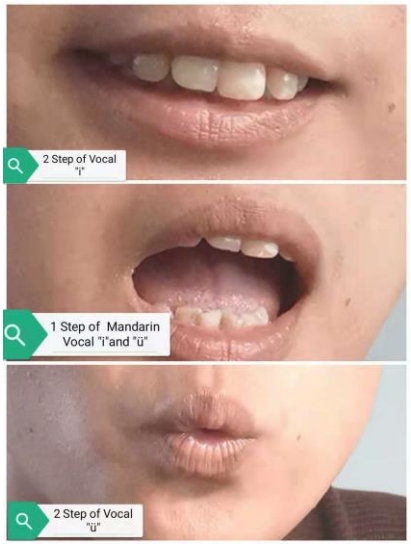


Figure 10. Comparative Method

5) *Using children's rhymes to learn four notes*

The tone is an element that is difficult for foreign students to master. When learning Mandarin tones, children in China often read a rhyme to memory the pronunciation rules. The name of this rhyme is shēng diào gē which consists of 4 sentences.

Table 14
Children's Rhymes Method

声调歌 shēng diào gē Shēng diào Rhymes		
Hanzi	Pinyin	Meaning
一声高高平又平	yī shēng gāo gāo píng yòu píng	The first tone is high and flat.
二声就像上山坡	èr shēng jiù xiàng shàng shān pō	The second tone just likes uphill.
三声下坡又上坡	sān shēng xià pō yòu shàng pō	The third tone likes downhill and uphill.
四声就像下上坡	sì shēng jiù xiàng xià shàng pō	The forth tone just likes downhill.

Through this kind of interesting method, Mandarin learners can quickly remember pronunciation rules so as to learn the tones of Chinese faster.

5. Conclusion

It is concluded that the Mandarin pronunciation errors made by Indonesian students at the basic HSKK test often occur in finals, initials and Mandarin tones. Finals' errors occur in vowels ü [y], apical – i [ɿ] and – i [ʅ] and diphthongs, i.e. [iɛ] and üe[yɛ]; Initials' errors occur in aspirated initials p, t, k, retroflex initial errors zh, ch, sh, r, and initial palatal errors j, q, x. Tone errors occur in four tones which are not as high as the native speakers. As a suprasegmental element, tones' errors occupy the majority in the BM learning process for Indonesian students. There are five sources of errors, such as have not yet understood the rules of pronunciation, mother tongue transfers, some sounds are not existing in the Indonesian language, learners have not enough time to practice and

another source. From these five sources, sounds are not existing in the Indonesian language (36.1%), and students who have not yet understood the pronunciation method (36.1%) occupy the majority. Mandarin teachers Solution can overcome these pronunciation errors. Based on the Mandarin pronunciation errors faced by Indonesian students, some easy ways to teach and learn Chinese have been discussed in this article, such as paper blowing method, gesture method, picture/video method, comparative method and children's rhymes method. Indonesian students who just started learning Mandarin often have negative transfers from their mother tongues. This transfer occurs because the beginners have not received enough contact with the material, environment, culture, values and thinking patterns of the target language. Learners are sometimes still in the silent period. At that moment, teachers do need to rush to correct their errors too much so that learners dare produce many target languages and do not affect the confidence for further learning.

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