INTERNATIONAL JOURNAL OF SOCIAL SCIENCE, EDUCATIONAL, ECONOMICS, AGRICULTURE RESEARCH AND TECHNOLOGY (IJSET) | ISSN (E): 2827-766X
Website: https://ijset.org/ | Volumes 5 No. 8 (2026)

BELAJA: ANALYSIS OF PRONUNCIATION REALIZATION OF IFL LEARNERS IN VICTORIA, AUSTRALIA

Arti Mustikaning Ati[1]*, Nuny Sulistiany Idris[2], Mochamad Whilky Rizkyanfi[3]
Universitas Pendidikan Indonesia, Bandung
E-mail: artimustikaning@gmail.com[1]*

Received: 02/06/2026 | **Revised** : 11/06/2026 | **Accepted:** 23/06/2026 | **Published** :08/07/2026

Abstract

Pronunciation is a small part of the language skills that ILF (Indonesian as a Foreign Language) students should master. In IFL learning in Australia, communication skills are one of the elements in their newest curriculum. Correct pronunciation can be the key to a successful communication, but referring to previous research, pronunciation has not received much attention. This research was carried out to see realization of Indonesian pronunciation in the field by referring to articulatory phonetics theory. This qualitative descriptive research obtained its data from a secondary school in Victoria, Australia. The results show diversity such as inconsistencies in pronunciation, production of consonants with different articulators, the appearance of two sounds in one phoneme, and the loss of consonant sounds that should be pronounced.

Keywords: *articulatory phonetics, Indonesian as a Foreign Language, pronunciation*

INTRODUCTION

Pronunciation, one of many important aspects of language learning, has not received as much attention as other language skills. However, a great pronunciation skill can be a key to successful communication and provide a foundation for second language learners, including IFL (Indonesian as a Foreign Language) learners who can develop their language skills (Annisa, 2018). In a study of 100 adult learners of English as a second language in Canada, it was found that the majority considered speaking with perfect native-like pronunciation to be a desirable goal. Several studies also show that adult second language learners can sometimes achieve native-like speech patterns, especially for a small number of highly motivated individuals (Derwing & Munro, 2005). In IFL learning itself, identified problems can be caused by the limited availability of Indonesian language teaching materials that meet international standards and are appropriate to the needs in the field and the learning context (Fauzy et al., 2018).

Previous research focusing on the pronunciation of IFL learners was conducted by Rafkahanun (2021). In their research, they found phonological errors in the pronunciation of various vowels and consonants. IFL learners in the study, who were native Arabic speakers, also produced diverse pronunciation realizations. In another research, Azhar (2020) analyzed the speech of IFL learners from Australia, England, and the United States and found that the realization of Indonesian pronunciation they produced differed from what they perceived. Some of the consonants that were pronounced inaccurately were [r], [l], [j], [h], [n], [t], [k], while the vowels were [a], [o], [u], [e], and [i]. Another finding was a form of assimilation, the addition of the sound [i] produced to bridge the use of double consonants, as in the words [puniya] and [baniyak]. Apart from this, there is also a form of syllable omission as found in the production of [da] for *pendapat* resulting in [pənpat].

Other studies related to the pronunciation of IFL learners from Australia have also been conducted by Ati (2024), Sundusiah, and Fauzia (2021). The findings of these studies indicate that several phonological errors frequently encountered are the mispronunciation of the vowel sound [u] into the vowel sound [a], the vowel sound [ə] into the vowel sound [i]. Meanwhile, phonological errors in the pronunciation of consonant sounds are found in the pronunciation of silent trills, the consonant sound [c] into the consonant [s] or the consonant [k], and the silent consonant sound [h] at the end of words. Other findings found phonological errors made by VCE (Victoria Certificate of Education) Indonesian language students at a high school in Victoria, Australia. The results of the study showed that learners' phonological errors included mispronunciation of the vowel sound [o] as [ə], the consonant [g] as [j],

the vowels [ə], [e], and [ɛ], the sound [h], and the pronunciation of [ʔ]. The most frequent error was mispronunciation of the consonant [t] as [tʃ]. Similar to previous studies, this study analyzes the realization of Indonesian pronunciation frequently found among IFL learners in Victoria, Australia. It can be seen that pronunciation errors are not cases that can be found in some IFL learners from one region only, but can be found everywhere, including the learners in Victoria. This study focuses on field findings related to how the subjects pronounce Indonesian phonemes. The findings are then explained by referring to the theory of Indonesian articulatory phonetics to examine the learners' imperfect pronunciation.

LITERATURE REVIEW

Indonesian as a Foreign Language or also known as BIPA (*Bahasa Indonesia bagi Penutur Asing*) is one of the broad areas of Indonesian language learning. Excerpted from Kusmiatun (2019), IFL is an Indonesian language learning with foreign students as the subject. Foreign students in this field are anyone who is not a native Indonesian speaker. The vision of IFL is to empower both teachers and students through continuous, structured and systematic teaching in professional development. Indonesian language is a symbol of national identity, so IFL also strengthens national identity. Culture is also something that cannot be separated from IFL learning, so another vision is to support the teaching of Indonesian culture globally. Muliastuti (2017) also stated that IFL learning is different from learning Indonesian as a first language. IFL learning is more complicated and complex because of the foreign students that come from various countries so they can master different first languages.

There are many aims for foreign students to study Indonesian. From learning Indonesian for everyday communication, to business or work needs in various fields, or academic purposes (Kusmiatun, 2019). Australia is one of the countries that participates in this field of IFL learning. In Australia, there are about 27 universities that teach Indonesian in the majors they offer, one of which is Monash University, Deakin University, University of New South Wales, University of Sydney, and others. In Australia, Indonesian language lessons are mandatory in approximately 500 elementary schools and are part of the school curriculum as a foreign language lesson called Language Other Than English (LOTE). There are 28 primary schools and 51 secondary schools in New South Wales, Australia that teach Indonesian (Kusmiatun, 2019). To maximize learning, Australia also facilitates language learning with resources from native speakers of the foreign languages they teach at various school levels, as well as Indonesian. In a program run by the Department of Education and Training (DET), they invited native speakers from various countries to come directly to the state of Victoria to become a Language Assistant with the task of accompanying teachers in foreign language teaching programs (Ati, 2025).

Communication is also an element of the Indonesian language learning curriculum, as outlined on the Victorian Curriculum and Assessment Authority (2025). It states that the learning objectives for Indonesian language learners at Level 9 are to communicate ideas in the target language. Students are expected to use Indonesian to ask each other questions, offer ideas and express opinions, negotiate, and compare as well as discuss. According to Suzukida & Saito (2022), pronunciation can directly influence the success of native and non-native speakers' understanding of their speech in real-life situations.

Articulatory phonetics as explained by Chaer (2009) examines how language sounds are produced by the human speech organs. Discussions related to articulatory phonetics include matters that include the speech organs used in producing these language sounds, the air flow mechanisms used in producing language sounds, how language sounds are produced, the classification of language sounds produced and the criteria used, regarding syllables, and regarding suprasegmental elements or characteristics, such as stress, pauses, duration, and pitch. Meanwhile, according to Gleason (1955) in Akhyaruddin et al. (2020), articulatory phonetics is a branch of phonetics that studies the mechanisms of the speech organs when producing language sounds.

According to Dewi (2018:15-19), vowels are sounds produced without any obstruction from the speech organs or articulation. Obstructions in vowels occur only in the vocal cords. Vowel sounds can be distinguished based on the position of the tongue, the part of the tongue that moves, the structure, and the shape of the lips. Based on their structural position, vowel sounds can be divided into four types as follows.

a) Closed vowels are vowels with the tongue raised as high as possible, close to the roof of the mouth, for example, the sounds [i] and [u].
b) Semi-closed vowels are vowels with the tongue raised one-third below the closed vowel or two-thirds above the open vowel, such as the sounds [e] and [o].
c) Semi-open vowels are produced with the tongue raised one-third above the open vowel or two-thirds below the closed vowel, for example, the sounds [e] and [ə].
d) Open vowels are vowels with the tongue in the lowest possible position, for example, the sound [a].

According to Dewi (2018), consonants are sounds produced by inhibiting air in the speech organs. Consonant sounds are produced through articulation, which can be distinguished based on the method of articulation, place of articulation, whether the vocal cords vibrate or not, and the positional relationship between the inhibitors or passive articulators. According to Muslich (2024), the mechanism of articulation explains which vocal tracts work to move when producing a sound. Based on these criteria, the following is a grouping of consonants based on the speech organs involved.

a) Bilabial sounds
Bilabial sounds are sounds produced when the lower lip (labium) and upper lip are involved. Bilabial sounds are produced by the lower lip which works as an articulator touching the upper lip which works as the point of articulation. Included in the bilabial sounds are the sounds [b], [p], [m], and [w].

b) Labio-dental sounds
Labio-dental sounds are sounds produced by the lower lip (labium) and upper teeth (dentum). Labio-dental sounds are produced by the lower lip which works as an articulator touching the upper teeth which work as the point of articulation. The sounds [f] and [v] are two sounds that are categorized as labio-dental sounds.

c) Apico-dental sound
Apico-dental sounds are sounds produced with the involvement of the tip of the tongue (apex) and the upper teeth (dentum). Apico-dental sounds are produced by the tip of the tongue which functions as an articulator touching the upper teeth which function as the point of articulation. The sounds included in the apico-dental sounds are the sounds [d], [t], and [n].

d) Apico-alveolar sounds
Apico-alveolar sounds, namely sounds produced by involvement of the tip of the tongue (apex) and upper gums (alveolum). The way apico-alveolar sounds are produced is by the tip of the tongue which works as an articulator touching the recess of the upper teeth which functions as the point of articulation. Included in the apico-alveolar sounds are the sounds [d], [t], [n], [r], and [l].

e) Lamino-palatal sounds
Lamino-palatal sounds are sounds produced by the middle of the tongue (lamina) touching the hard palate. These sounds are produced when the middle of the tongue, which functions as an articulator, touches the hard palate, which serves as the point of articulation. Lamino-palatal sounds include [c], [j], [ñ], and [š].

f) Dorso-velar sounds
Dorso-velar sounds are sounds produced by the base of the tongue (dorsum) and the soft palate (velum). The way dorso-velar sounds are produced is by the base of the tongue which functions as an articulator touching the soft palate which functions as the point of articulation. The sounds included in this sound are the sounds [g], [k], [x], and [ŋ].

g) Uvular sound
Uvular or dorso-uvular sounds are sounds produced by the base of the tongue (dorsum) and the pharynx (uvula). Uvular sounds are produced by the base of the tongue which functions as an articulator touching the pharynx which functions as the point of articulation. The sound [q] is an example of a sound that is included in the uvular sound.

h) Laryngeal sounds
Laryngeal sounds are sounds produced by the throat (larynx). The way this sound is produced is by rubbing the air that comes out of the lungs into the throat. An example of a laryngeal sound is the sound [h].

i) Glottal sounds
Glottal sounds are sounds produced by the opening or gap (glottis) in the vocal cords. This sound is produced by closing the vocal cords in such a way that they close the glottis. Examples of glottal sounds are [ʔ] or the hamzah.

METHOD

This study applied a descriptive qualitative research method. The data were obtained from a secondary school disguised as a K High School in Victoria, Australia, which is equivalent to junior high and senior high schools in Indonesia. The data used in this study were the speeches of 20 Indonesian as a Foreign Language learners from the school. The data were collected by listening to recordings of the learners' conversations. Furthermore, data analysis was conducted using Indonesian articulatory phonetic theory. The analysis steps included data transcription in the form of pronunciation, analysis of findings, and drawing conclusions.

RESULTS AND DISCUSSION

The realization of Indonesian pronunciation found in IFL learners in Victoria, Australia shows imperfect pronunciation in various vowel and consonant sounds. Some vowel sounds whose pronunciation is not accurate and most often found in the related speakers are the open vowel [a] becomes a semi-open vowel [ə], the semi-open vowel [ə] becomes an open vowel [a], the semi-open vowel [ə] becomes a closed vowel [i], and the semi-open vowel [ə] becomes a semi-open vowel [Ɛ]. Meanwhile, the findings of consonant sounds whose pronunciation realization is not in accordance with perfect Indonesian pronunciation are the consonant [ŋ] becomes [n] and [g], the consonant [j] becomes [c], the silent consonants [r] and [h], and the consonant [t] becomes [d]. The results of the findings in the form of pronunciation inaccuracy produce different sounds that can resemble the proper sound or other sounds with different points of articulation. The realization of Indonesian pronunciation produced by IFL learners in Victoria, Australia shows inconsistent pronunciation of vowel sounds, production of other consonant sounds with the same point of articulation, the appearance of two sounds on one phoneme, and silent consonant sounds.

Pronunciation realization of the Vowel Sound [a] becomes [ə]

One of the sounds whose pronunciation is not accurate is the vowel sound [a] becomes [ə]. The vowel sound [a] is an open vowel sound which is produced with the lowest tongue position and a neutral mouth shape. The finding of the realization of the pronunciation of this vowel as a vowel sound [ə] occurred because the pronunciation was carried out with the tongue raised to a height of one third above the lowest position and the shape of the mouth widened. Instead of producing the vowel sound [a], the pronunciation produces the sound [ə]. The realization of this pronunciation can be found in the pronunciation of words such as *aktivitas* which was pronounced as [əkitif], *matematika* which was pronounced as [mətƐmatika], *manis* which was pronounced as [mənıs], and *menarik* which was pronounced as [mənərık].

Pronunciation Realization of the Vowel Sound [ə] becomes [a]

In contrast to previous findings, words containing the vowel sound [ə] are pronounced with the vowel [a]. The vowel sound [ə] is pronounced with a wide mouth shape and a raised tongue position one third above the lowest tongue position, however the realization found shows its pronunciation with a neutral mouth shape and the lowest tongue position. This causes the production of the vowel sound [a] in words such as *belum* which was pronounced as [balum], *kelas* which was pronounced as [kalas], and *merasa* which was pronounced as [marasa].

Pronunciation Realization of the Vowel Sound [ə] as [i]

The occurrence of the vowel sound [i] or [ı] in the pronunciation of the vowel sound [ə] is also one of the inaccurate pronunciations produced by Australian BIPA learners in this study. The vowel sound [i] is pronounced with the mouth position not rounded, but widened, and the tongue positioned as high as possible. Although the vowel sound [ə] is also pronounced with the mouth position widened, the correct tongue position for this sound is with the tongue position raised one-third above the lowest vowel. This pronunciation realization can be found in the pronunciation of words such as *karena* which was pronounced as [karina], *menit* which was pronounced as [minıt], *perpustakaan* which was pronounced as [pırpustakaan], *dengan* which was pronounced as [diŋan], and *terlalu* which was pronounced as [tırlalu].

Pronunciation Realization of the Vowel Sound [ə] becomes [Ɛ]

The vowel sound [ə] and the vowel sound [Ɛ] are semi-open vowel sounds, both of which are pronounced with the tongue raised one third above the lowest position of the tongue. The difference is in the forward and backward movement of the tongue when pronunciation occurs. The vowel [ə] is pronounced with the tongue in the middle position, while the vowel [Ɛ] is produced by the tongue in the front position. This causes the production of the vowel sound [Ɛ] in words such as *rendang* which was pronounced as [rƐndaŋ], *enam* which was pronounced as [Ɛnam], *pergi* which was pronounced as [pƐrgi], *menarik* which was pronounced as [mƐnarık], and *membaca* which was pronounced as [mƐmbaca]. These two sounds are also represented by the same symbol, which is 'e', that can cause difficulties for students to pronounce phonemes accurately.

Pronunciation Realization of the Consonant Sound [ŋ] into [n] and [g]

The next finding shows the emergence of two sounds in one phoneme, namely the consonant sound [n] and [g] from the consonant sound [ŋ]. The consonant sound [ŋ] is pronounced with the base of the tongue as the articulator and the soft palate as the point of articulation which makes it fall into the category of dorsovelar nasal sounds. The

realization found in the subject shows the pronunciation of this phoneme into two other consonant sounds, namely the consonants [n] and [g] separately rather than as one sound. Although the sound [n] is also a nasal consonant, it is included in the apicoalveolar consonants. Meanwhile, the sound [g] is a dorsovelar consonant. The pronunciation of the consonant sound [ŋ] as [n] and [g] is separately found in words such as *ulangi* which was pronounced as [ulangi] and *sangat* which was pronounced as [sangat].

Pronunciation Realization of the Consonant Sound [j] becomes [c]

The pronunciation realization of the consonant sound [j] by IFL learners in Victoria, Australia is pronounced as the consonant sound [c]. Even though both are palatal affricate consonant sounds, the difference lies in whether or not the vocal cords vibrate when pronouncing each consonant. The consonant sound [j] is pronounced with vibrating vocal cords, while the consonant [c] is pronounced with non-vibrating vocal cords. The realization of the pronunciation of the consonant [j] with non-vibrating vocal cords can be found in the pronunciation of words such as *jarang* which was pronounced as [caraŋ] and *saja* which was pronounced as [saca].

Pronunciation Realization of the Silent Consonant Sounds [r] and [h]

The realization of the sounds [r] and [h] produced by the subjects shows that the pronunciation tends to be quiet when found at the end of a word or syllable. This case can be found in words such as *berlari* which was pronounced as [bəlari], *belajar* which was pronounced as [bəlaja], *gitar* which was pronounced as [gita], *olahraga* which was pronounced as [olaraga], *memecahkan* which was pronounced as [mə.mə.ca.kan], and *mudah* which was pronounced as [muda]. The consonant sound [r] is categorized as an alveolar vibrating consonant, its accurate pronunciation is always consistent both at the beginning and at the end of a syllable. Likewise, the consonant sound [h] is a laryngeal consonant.

Pronunciation Realization of the Consonant Sounds [t] becomes [d]

The consonants [t] and [d] share the same point of articulation and are both alveolar consonants. The difference lies in the vocal cords that are voiced when pronouncing the consonant sound [d] and the vocal cords that are voiceless when pronouncing the sound [t]. This pronunciation can be seen in words like *metode* which was pronounced as [mədodƐ], *matematika* which was pronounced as [madƐmadika], and *tentang* which was pronounced as [tən.daŋ].

CONCLUSION

Based on the findings that have been obtained, the pronunciation realization of Indonesian encountered by IFL students in Victoria, Australia is still not perfect. The pronunciation of Indonesian vowel and consonant sounds that are produced shows diversity such as inconsistencies in pronunciation, production of consonants with different articulators, the appearance of two sounds in one phoneme, and the loss of consonant sounds that should be pronounced. It is hoped that these findings can become a reference for further research and become a reference regarding the Indonesian pronunciation of BIPA students in Victoria, Australia, which can still be improved.

REFERENCES

Akhyaruddin, Harahap, E.P., Yusra, H. 2020. Bahan Ajar Fonologi. Jambi: Komunitas Gemulun Indonesia

Annisa, R. I. (2018). Pengembangan Materi Pelafalan Berbasis E-Learning dengan Metode Audiolingual untuk Pemelajar BIPA Tingkat Dasar. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia.

Azhar, Faisal. (2020). Persepsi dan Produksi Tuturan Bahasa Indonesia bagi Penutur Jati Bahasa Inggris. Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA), 2(2), 48-59. DOI: https://doi.org/10.26499/jbipa.v2i2.2847

Chaer, A. Fonologi Bahasa Indonesia. Jakarta: Rineka Cipta; 2009

Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. TESOL Quarterly, 39(3), 379. doi:10.2307/3588486

Dewi, Wendi W. R. (2018). Fonologi Bahasa Indonesia. Klaten: PT Intan Pariwara

Fauzy, E. R., Widia, I., Lilis, S. S., Mulyati, Y., Rizkyanfi, M. W., Zufar, A. N., ... & Sulaeman, T. A. (2025). Pelatihan Pengembangan Bahan Ajar BIPA Berbasis Kurikulum Internasional bagi Mahasiswa di Jawa Barat. Dimasatra, 5(1), 1-8.

Kusmiatun, A. (2019). Mengenal BIPA (Bahasa Indonesia bagi Penutur Asing) dan Pembelajarannya. Yogyakarta: K-Media

Muliastuti, L. (2017). Bahasa Indonesia bagi Penutur Asing: Acuan Teori dan Pendekatan Pengajaran. Jakarta: Yayasan Pustaka Obor Indonesia.

Muslich, M. (2024). Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia. Jakarta: PT Bumi Aksara.

Rafkahanun, R. (2021). Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Pembelajar BIPA di Pusat Studi Indonesia Ismailia Mesir. Madah: Jurnal Bahasa Dan Sastra,12(1): 78–87.

Rafkahanun, R. (2021). Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Pembelajar BIPA di Pusat Studi Indonesia Ismailia Mesir. Madah: Jurnal Bahasa Dan Sastra,12(1): 78–87.

Sundusiah, S., & Fauzia, A. S. (2021, November). Phonological Error Analysis in Speaking Skill of VCE BIPA Learners in Victoria, Australia. In Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021) (pp. 654-659). Atlantis Press.

Suzukida, Y. dan Saito, K. (2022). What is second language pronunciation proficiency? An empirical study. Volume 106, 102754. ISSN 0346-251X. https://doi.org/10.1016/j.system.2022.102754.

Victorian Curriculum and Assessment Authority. (2025). Indonesian Curriculum 7-10 Sequence. Victorian Curriculum and Assessment Authority. Diakses pada 21 Desember 2025, dari https://f10.vcaa.vic.edu.au/learning-areas/languages/indonesian/curriculum-7-10-sequence