

## AN ERROR ANALYSIS OF HANYU PINYIN WRITING AMONG PHARMACY STUDENTS PODCAST LISTENING

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### Abstract

Hanyu Pinyin is an aid for reading Mandarin characters (汉字 or hànzi), where Mandarin characters consist of three parts: 21 consonants (声母 or shēngmǔ), 35 finals (韵母 or yùnmǔ), and 4 tones (声调 or shēngdiào). These have a different language concept compared to Bahasa Indonesia. One example of a language difference is found in the final in Mandarin. Certainly, in Bahasa Indonesia, the vowel [ü] is never encountered, while, in Mandarin, the vowel [ü] is pronounced similar to articulating the vowel [i], but the mouth shape resembles the regular [u] vowel in Bahasa Indonesia. That's why this research aims to analyze errors in Hanyu Pinyin writing due to the difference in language background between the native language and the foreign language (Mandarin). With the language background difference, the researchers will select pharmacy students as subjects who are still unfamiliar with Mandarin, where errors will be found and could be identified. The results of this research indicate that students encounter many difficulties due to challenges in distinguishing between Mandarin language concepts and Indonesian language concepts. So that, another objective of this research is to investigate errors using Mandarin podcast media, which is rarely utilized by other researchers. Because communication in Mandarin involves long sentences rather than communicating word by word. Thus, the researchers aim to understand the language proficiency of subjects when listening to long sentences in Mandarin at the same speaking speed.

**Keywords:** Hanyu Pinyin, listening, podcast, error, writing

### Abstrak

Hanyu Pinyin merupakan alat bantu membaca aksara Mandarin (汉字 atau hànzi), dimana aksara Mandarin terdiri dari tiga bagian: 21 konsonan (声母 atau shēngmǔ), 35 final (韵母 atau yùnmǔ), dan 4 nada (声调 atau shēngdiào). konsep bahasa yang berbeda dibandingkan dengan Bahasa Indonesia. Salah satu contoh perbedaan bahasa terdapat pada bagian akhir dalam bahasa Mandarin. Tentu saja, dalam Bahasa Indonesia, vokal [ü] tidak pernah ditemui, sedangkan dalam bahasa Mandarin, vokal [ü] diucapkan mirip dengan artikulasi vokal [i], namun bentuk mulutnya menyerupai vokal beraturan [u] dalam Bahasa Indonesia. Oleh karena itu penelitian ini bertujuan untuk menganalisis kesalahan penulisan Hanyu Pinyin akibat perbedaan latar belakang bahasa antara bahasa ibu dan bahasa asing. (Mandarin). Dengan adanya perbedaan latar belakang bahasa tersebut maka peneliti akan memilih mahasiswa farmasi sebagai subjek yang masih awam dengan bahasa Mandarin, dimana akan ditemukan kesalahan dan dapat diidentifikasi. Hasil penelitian ini menunjukkan bahwa mahasiswa banyak menemui

kesulitan karena tantangan dalam membedakan konsep bahasa mandarin dengan konsep bahasa indonesia. Oleh karena itu, tujuan lain dari penelitian ini adalah untuk mengetahui kesalahan penggunaan media podcast Mandarin yang jarang dimanfaatkan oleh peneliti lain. Karena komunikasi dalam bahasa Mandarin melibatkan kalimat yang panjang dibandingkan berkomunikasi kata demi kata. Oleh karena itu, peneliti bertujuan untuk memahami kemahiran berbahasa subjek ketika mendengarkan kalimat panjang dalam bahasa Mandarin dengan kecepatan berbicara yang sama.

**Kata Kunci:** Hanyu Pinyin, mendengarkan, podcast, error, menulis

## INTRODUCTION

Currently, Mandarin is a language that is preferred by Indonesian students. This is because Chinese is a language that is unique in terms of writing Chinese characters, writing auxiliary reading methods (Hanyu Pinyin), and others. *Hanyu Pinyin* commonly referred to as *Pinyin* (拼音) is a romanization system for Mandarin spoken by the People's Republic of China, Taiwan, Malaysia, and Singapore. *Hanyu Pinyin* means "spelling-sound (Wikipedia, 2023) " It can be concluded that *Hanyu Pinyin* is a very important aspect as a reading aid when reading Chinese characters (汉字) to facilitate communication.

Learning Chinese can be done in various ways using social media nowadays, for example, podcast media. Podcast is one of the social media trends in Indonesia. Many Indonesian content creators are competing to create content for radio broadcasts. Podcasts are very attractive to the public because of the content that presents the discussion process of discussing current hot issues casually (Pahlephi, 2022). Podcasts have many benefits for listeners, including, 1) variations in category choices in podcasts; 2) being able to listen to podcasts flexibly; and 3) practicing listening or listening skills. Podcasts can be listened to anytime and anywhere depending on the situation and conditions without having to be bound by existing choices because of the many categories presented while increasing the ability to be listened to.

Listening is a dialogue that occurs when listening carefully to sounds and language (Martoredjo, 2014). Listening is an activity to receive language symbols spoken by someone so that the listener can understand the meaning or meaning to be conveyed by the speaker. Listening is also an activity that involves all mental aspects of psychology in terms of identifying, interpreting, and reacting. However, listening in Chinese is one aspect of language skills that is difficult to learn. This is because Chinese writing does not use the Latin alphabet or letters as used in Indonesian, it also takes special skills to learn it.

Writing skills in Chinese, especially in *Hanyu Pinyin*, is an important aspect, because *Hanyu Pinyin's* writing makes it easier for readers to read Chinese characters (汉字) and the message or meaning of the writing has no mistakes and is easy to pronounce. Writing *Hanyu Pinyin* in terms of listening is one aspect that is difficult to do because *Hanyu Pinyin* consists of 21 consonants, 35 finals, and 4 tones that determine the high and low pronunciation of one sentence which is the main point in distinguishing the meaning of the word spoken (Putri, 2021).

Consonants, finals, and tones are very important aspects of *Pinyin* writing. Here's an example of writing *pinyin*.

汉字 (Chinese characters)	: 八	忙	口	大
拼音 (pronunciation)	: bā	máng	kǒu	dà

From the example above, we can conclude the *Pinyin* part as follows.

声母 (consonants)	: b	m	k	d
韵母 (finals)	: a	ang	ou	a
声调 (tones)	: -	/	∨	、

With uniqueness in the way of reading and sounds that are pronounced differently, writing errors in listening can be categorized as phonological errors. Errors in phonological regions are related to the pronunciation and sounds of language (Pateda, 1989). Similarly, (Rachmawati, 2021) also argues that phonological language errors are language errors that have something to do with phonemes (sounds of letters) and spelling. Therefore, errors in how to read, pronounce, and sound in Chinese are included in phonological errors that cause the language to be incompatible with linguistic rules and in pronunciation will affect the sounds spoken.

According to Ting (2011), consonant sounds in Chinese are grouped based on the way of articulation, including inhibitory consonants (b [p], p [ph], d [t], t [th], g [k], k [kh]), fricative consonants (f [f], s [se], sh [she], r [re], x [s], h [h]), affricative consonants (z [c], c [zee], zh [ce], ch [che], j [c], q [chi]), nasal consonants (m [m], n [n]), and lateral consonants (l [l]). In addition, Chinese consonant sounds based on the location of articulation, including bilabial consonants (b [p], p [ph], m [m]), labiodental consonants (f [f]), alveolar consonants (d [t], t [th], z [c], c [zee], s [se], n [n], l [l]), retroflex consonants (zh [ce], ch [che], sh [she], r [re]), palatal consonants (j [c], q [chi], x [s]), and velar consonants (g [k], k [kh], h [h]).

Based on a literature study conducted by other researchers on previous studies, one of them is Uray Afrina's, titled "Analysis of the Use of *Hanyu Pinyin* in Chinese Phonology Based on Its Forming Elements" in 2021 which explains that *Hanyu Pinyin* is a fundamental aspect because it facilitates Chinese writing and pronunciation. Therefore, researchers want to raise this issue and examine the inaccuracy or typographical errors of *Hanyu Pinyin* in listening to Mandarin podcasts for Pharmacy students Class of 2023. Researchers studied students that majoring in Pharmacy Class of 2023 because these students had never had Chinese learning before (beginners) and were studying in *Hanyu Pinyin* writing. Pharmacy students have received related materials in writing *Hanyu Pinyin* and listening to *Hanyu Pinyin* for one month. Researchers chose to research students with the Pharmacy Study Program because currently many of China have good cooperative relations with Indonesia in the field of Health. This can be seen in 2021, China ranks at the top of the list of the largest medical equipment exporters in Indonesia (Mediaindonesia, 2022). Therefore, *Hanyu Pinyin* learning can be applied from now on so that students can understand the important aspects contained in *Hanyu Pinyin*.

This research aims to analyze errors in *Hanyu Pinyin* writing caused by differences in language backgrounds between the native language and the foreign language (Mandarin). With these language

background differences, the study becomes more straightforward by focusing on students who are inexperienced and unfamiliar with Mandarin, allowing errors to be identified. Another objective of this research is to investigate errors using Mandarin podcast media, which is rarely utilized by other researchers. In Mandarin communication, long sentences are used more frequently than communicating word by word. Therefore, the researchers aim to understand the language proficiency of students when listening to lengthy sentences in Mandarin at the same speaking speed through Mandarin podcasts.

The benefits of this research include serving as a reference for the researchers themselves, other researchers, and readers interested in *Hanyu Pinyin*. The study also seeks solutions to address the issues related to the errors made by students, ultimately aiming to enhance the effectiveness of Mandarin language learning by correcting the identified mistakes.

## METHOD OF RESEARCH

A case study approach is used as the method in this research. The case study approach is taken to investigate the problems and collect detailed data from various information. According to (Nirmalasari, 2022), the case study approach is a research strategy in which researchers can carefully investigate an activity, event, phenomenon, or group of individuals with these cases that are limited by time and activity. That's why, this method is very suitable to gain further and better understanding, where the researchers could test and get solutions to problems that have been raised. The subject of this research study is students majoring in Pharmacy class of 2023, and still unfamiliar with Mandarin.

This research uses key instruments and auxiliary instruments. Researchers became the key instruments, who took part as

active participants, where they acted as teachers, or compilers of teaching materials and data collectors directly. Researchers also use auxiliary instruments in the form of data codification tables, data analysis guidelines, and data analysis. The data codification table is used by researchers to classify data by providing letter and number codes that will be entered into the data reduction stage. Data analysis guidelines are used by researchers to assist in analyzing data. Data analysis is used in the process of data processing to obtain information or errors obtained from data sources.

First is the data collection technique used in this study is a document study conducted by collecting all data in the form of *Hanyu Pinyin* writing results obtained directly from participants. According to Nanda (2023), document study techniques are records of events that have passed, which can be in the form of writing, pictures, or works from someone. This document study is very suitable for researchers in obtaining data by reviewing written documents. Data collection will be carried out by providing papers that contain 20 grouped question sentences. Each question will be filled by participants based on listening to a Mandarin podcast. The podcast will be played twice and the results of participants are collected and evaluated by researchers.

Then, the data which is in the form of documents, notes, or recordings will be collected and re-examined. So that, the researcher could obtain the solution to the issue. The data analysis was carried out, per the problems raised, namely errors in writing *Hanyu Pinyin* in listening to Mandarin podcasts. In data analysis, errors will be sorted into three parts, errors in writing 声母, errors in writing 韵母, and errors in giving 声调. In the next stage, data that is ready will be reviewed based on errors that have been

found. Which then coded and grouped into categories. Those categories are 声母, 韵母, and 声调 errors.

## DISCUSSION

Errors in writing *Hanyu Pinyin* are mistakes in the form of writing as an aid to read Mandarin characters (汉字). The errors commonly found in *Hanyu Pinyin* writing often occur in three parts (initial consonants, finals, and tones), including:

1. 声母 (shēngmǔ) Errors: This refers to mistakes in writing the initial consonant of a word in *Hanyu Pinyin*. For example, the user may incorrectly write the initial letter by replacing it with another letter or not at all.
2. 韵母 (yùnmǔ) Errors: These are mistakes in writing the vowels and final consonants of a word in *Hanyu Pinyin*. For instance, using the wrong vowel or writing the final consonant incorrectly.
3. 声调 (shēngdiào) Errors: This refers to mistakes in writing the tone or intonation in *Hanyu Pinyin*. Each word in Mandarin has four different tones, and errors in writing the tone can change the meaning of the word.

By understanding and identifying these errors, this research aims to provide better insights into the challenges faced by students in writing *Hanyu Pinyin* while listening to Mandarin podcasts. *Hanyu Pinyin's* writing errors are errors in the form of writing as a reading aid in reading Chinese characters (汉字). In this study, there are three parts of error, namely 声母, 韵母 and 声调. Here's the explanation.

### 1) Error 声母 (Consonant)

Consonants in Chinese are certainly different from consonants in Indonesian. Examples of consonants [b] in Chinese are pronounced [p], and consonants [d] are pronounced [t]. This is, of course, a problem if it is written with the wrong consonant and causes different translations and meanings. This error will affect the intent or message conveyed by the speaker to the listener. Errors found in Pharmacy students are classified as follows.

- 1) Error 声母 based on alveolar sound pair  
ding (H S<sup>4</sup> X<sup>1</sup> X<sup>3</sup>)

Based on the quote above, the student's error lies in writing 声母. The mistake made by students is found in the initial consonant [d] which should be written with [t]. In Chinese, the consonant [t] is read by removing wind from the throat simultaneously so that it is pronounced [th]. This is to the theory forwarded by Utari (2017), that the pronunciation of the consonant [t] uses the sound produced by the tip of the tongue and pronounced [th] in Indonesian. How to pronounce the sound [t] is included in the pronunciation of Chinese consonants based on the location of alveolar articulation which means the sound produced by the involvement of the tip of the tongue with the upper gums as the location of articulation (Ting, 2011). In addition, this error may occur because of the way consonants [d] and [t] are pronounced in Chinese is still unfamiliar to students' ears so students make mistakes.

Therefore, the identified mistake lies in the consonants, specifically the paired alveolar sounds [d] and [t]. The correct *Pinyin* writing is as follows:

声母 (consonants)	: t
韵母 (finals)	: ing
声调 (tones)	: -
拼音 ( <i>pinyin</i> )	: tīng

Meanwhile, the mistake made by the students is as follows:

声母 (consonants)	: d
韵母 (finals)	: ing
声调 (tones)	:
拼音 ( <i>pinyin</i> )	: ding

As seen in the above comparison, this error occurs because, in Mandarin, the consonants [d] and [t] are paired alveolar sounds, which students are not yet accustomed to and familiar with. Distinguishing between these two consonants may be hard for them, as they sound very similar, especially when they hear it for the first time.

2) Error 声母 substitute  
bing (PA S<sup>4</sup> X<sup>1</sup> X<sup>3</sup>)

Then the next error is the initial of consonant [b]. This typographical error includes errors that do not match or are not bilabial consonant pairs based on where they articulate because the Chinese bilabial consonant pair [b] is [p]. This error is categorized into a surrogate error where the consonant [t] is replaced by [b]. When it is examined deeply in the form of the question in question, the sentence sounded, 因为如果你听得懂这个播客(yīnwéi rúguǒ nǐ tīng de dǒng zhège bōkè). It can be seen from the

*Pinyin*, students had difficulty hearing the sentence at a speed beyond the student's ability moreover they only listened to it twice and these students write *Pinyin* with {bing}. This can be influenced by the experience factor in listening. It is known that freshmen got experience in listening to Mandarin podcasts within 3 minutes and can only be heard twice. This is by the opinion of Aisyah (2013) who states that experience in listening will enrich and increase knowledge in the listener, because with the listening experience that been experienced before, the listener's ideas that have been obtained before and has obtained listening techniques that are effective for the listener himself, who has knowledge related to foreign expressions or terms in Chinese. Therefore, students make mistakes that are categorized as substitute errors because students still lack experience in listening and these errors can occur.

Therefore, the identified mistake lies in the substitution of consonants. The correct *Pinyin* writing is as follows:

声母 (consonants)	: t
韵母 (finals)	: ing
声调 (tones)	: -
拼音 ( <i>pinyin</i> )	: tīng

Meanwhile, the mistake made by the students is as follows:

声母 (consonants)	: b
韵母 (finals)	: ing
声调 (tones)	:
拼音 ( <i>pinyin</i> )	: bing

As seen in the above comparison, this occurs because in Mandarin, the consonants [t] and [b] are not paired labial sounds or alveolar sounds. The paired labial sound for the consonant [b] in Mandarin is [p], and the paired alveolar sound for the Mandarin consonant [t] is [d]. Therefore, this mistake falls into the category of substitution errors. This is due to the students lacking experience in listening, especially in listening to foreign languages.

### 3) Error 声母 total change chin (IR S<sup>4</sup> X<sup>1</sup> X<sup>3</sup>)

{chin} can be categorized as a total change error, because the writing of 声母 and 韵母 is inappropriate. The cause of the error is the same as the previous explanation. If it's heard at a speed beyond the student's ability, mistakes may occur. Especially when the words {ting} and {chin} are pronounced with the concept of Bahasa Indonesia and heard at a glance the words {ting} and {chin} will sound similar and it may can't be differentiated. When listening and writing are done at the same time, student concentration will be disrupted because students have to use two language skills, namely listening and writing. Listening skills are receptive or accepting skills and this listening activity is not only done by listening to language sounds that come out of the mouth and being listened to through hearing devices, but at the same time understanding the meaning and the intent. Then, writing skills have an active-productive nature, because writing is not an activity carried out just by copying words, but by pouring and developing ideas, or

thoughts, in a writing that is systematic so that it is easily understood by the reader (Mulyati, 2018). Another influence that causes students to make mistakes is because students have interference from their mother tongue. The influence of regional languages and dialects inherent in everyday life is an important factor in the occurrence of pronunciation errors and communication using foreign languages, especially Mandarin as well as a lack of knowledge about the correct way of articulation methods of pronunciation of Chinese consonant sounds (Widya, 2014). It can be concluded that writing activities while listening can disrupt students' concentration in the thinking process. When listening to the sounds of spoken language and writing the results of sounds that have been heard in written form are easily understood by readers. Another factor that influences students' difficulties is that students still have no experience in Chinese and the influence of their mother tongue in learning foreign languages.

In writing *Pinyin* tones, students do not provide *Pinyin* punctuation. This error is caused by a lack of understanding of Chinese consonants, pronunciation, and sounds released from the mouth. Another cause is that Chinese is not the mother tongue of students and Chinese is a newly learned foreign language so they have not familiar with the difference between Chinese consonants and Indonesian consonants. A foreign language is a language with rules, script or writing, and all pronunciation concepts that are different from Indonesian

(mother tongue). This difference in language concepts will grow over time and as times change, foreign languages begin to become common languages used by people in Indonesia (Saragih, 2022). Therefore, foreign languages have different concepts from Indonesian, foreign languages will be very

difficult to learn for learners who have just started learning foreign languages, especially Chinese.

Therefore, the identified mistake lies in the total change of consonants. The correct *Pinyin* writing is as follows:

声母 (consonants)	: t
韵母 (finals)	: ing
声调 (tones)	: -
拼音 ( <i>pinyin</i> )	: tīng

Meanwhile, the mistake made by the students is as follows:

声母 (consonants)	: ch
韵母 (finals)	: in
声调 (tones)	: (no tones)
拼音 ( <i>pinyin</i> )	: chin

As seen in the above comparison, the two words do not share any similarity in sound, and they represent very different meanings compared to the correct answer. This occurs because, sometimes, the words {ting} and {chin} sound similar, making it challenging to distinguish between them. Another factor influencing this is that the students were taking their first listening test, which involved a lengthy Mandarin podcast. They transcribed what they heard and then translated their transcriptions into *Pinyin*. This process led to a breakdown in concentration, causing the students to make errors by randomly writing down what they heard without careful consideration.

## 2) Error 韵母 (finals)

The finals in Chinese consist of 35 finals. The finals in Chinese are more or less the same as the pronunciation of vowels in Indonesian (Afrina & Cleveresty, 2021). For

example, the vowel [a] is pronounced in the word {māmā} in Chinese, the vowel [o] is pronounced as in the word {kopi}, [u] is pronounced as in the word {mundur}. The difference between Chinese vowels and Indonesian is Chinese has a vowel [ü] pronounced where the mouth is shaped and pronounced like the letter [u] but the sound that comes out is the vowel [i], Then the sound produced is not the letter [u], but the letter [i] which is pronounced like the mouth pronounces the letter [u] with lips and a round mouth shape [u]. Although the Chinese vowels are more or less the same as the Indonesian vowels, it is undeniable that students do make mistakes in writing Chinese finals. Thus, Final errors are classified as follows.

- 1) 韵母 error word omission  
wan (D S<sup>1</sup> X<sup>2</sup> X<sup>3</sup>)  
wa (NA S<sup>1</sup> X<sup>2</sup> X<sup>3</sup>)



Based on the two quotations above, on question number 1 which said: 我希望大家生活一切安好 (wǒ xī wàng dà jiā shēng huó yí qiè ān hǎo). The student's mistake lies in writing 韵母 [ang]. Students make mistakes that can be categorized into word omission errors. This omission error is a type of error when students omit the parts needed in an expression so that the word is ungrammatical or not structural (Talib, 2020). Based on the quotation above, two data show *Pinyin* writing errors in 韵母, including [wan] and [wa]. Both data were declared structurally incompatible due to the lack of nasal consonants [ng]. This may happen when students have to capture precisely the sound that is influenced by the speed of movement of audio frequencies such

as waves during YouTube audio playback. Mistakes are made by students because the sound [an] and the sound [ang] are nasal sounds produced by the release of air through the nose. This error can occur because [an] and [ang] are the same nasal consonants when they are heard at speeds beyond the ability of students. So, this error is categorized into the subtraction category. Nasal consonants are sounded utilizing the velum or the back of the palate to let air escape freely through the nasal cavity (Wikiwand, 2020). Students should write nasal sounds [ng]. Therefore, the correct pronunciation is to use the nasal consonant [ng] so that the sound is {wàng}.

Therefore, the identified mistake lies in the deletion of the final syllable. The correct *Pinyin* writing is as follows:

声母 (consonants)	: w
韵母 (finals)	: ang
声调 (tones)	: `
拼音 ( <i>pinyin</i> )	: wàng

However, the first mistake made by the students is as follows:

声母 (consonants)	: w
韵母 (finals)	: an
声调 (tones)	:
拼音 ( <i>pinyin</i> )	: wan

The second mistake made by the students is as follows:

声母 (consonants)	: w
韵母 (finals)	: a
声调 (tones)	:
拼音 ( <i>pinyin</i> )	: wa

As seen in the three comparisons above, the mistakes occurred as the result of non-structural errors due to the omission of the final syllable, which lacks the nasal

consonant [ng]. The absence of the nasal consonant [ng] is attributed to the initial question, which served as the opening of the *Hanyu Pinyin* writing test. The students were

not accustomed to the speed of frequency changes in audio, during the playback of the *YouTube* audio, making it challenging for them to keep up with the transcription. Another contributing factor could be unpreparedness in listening because the students did not engage in listening warm-ups before the start of the test.

- 2) Error 韵母 total change  
han (TM S<sup>18</sup> X<sup>1</sup> X<sup>2</sup> X<sup>2</sup>)  
hua (SI S<sup>3</sup> X<sup>2</sup> X<sup>3</sup>)

In question number 18 which said: 但是后来看见还是有很多人中文感兴趣 (dàn shì hòu lái kàn jiàn hái shì yǒu hěn duō rén duì zhōng wén gǎn xìng qù). The student's error can be seen from [yǒu] to [han]. The error can be categorized as a total change error because 声母 and 韵母 do not match. Next is question number 3 which said 我觉得你肯定回答的比我好 (wǒ jué de nǐ kěn dìng huí dá de bǐ wǒ hǎo). The mistake made by students is in the writing of where [hǎo] becomes [hua]. If examined deeply, students can make writing errors that are caused by listening to a long audio and having no experience. As explained in the previous

explanation, in terms of listening, humans can do listening activities well if they have experience and knowledge about the context. In this case, students listened to the Mandarin podcast and there were still some vocabulary that had never been practiced in class before. This is related to the cognitive theory of language acquisition which can occur if humans have direct interaction with language such as speaking language and writing so that language can be obtained well and have experience in language. Language acquisition is a process of mastering children's language that is carried out naturally in the form of actions, and behaviors, obtained from the environment and is not caused by being deliberately learned (Akbar, 2019). It can be concluded that in the process of learning a language, a person certainly goes through several stages and processes so that humans can acquire language well and have experience in listening and writing. In this case, students make mistakes in writing finals.

Therefore, the identified mistake lies in the total change of the final syllable. The correct *Pinyin* writing is as follows:

声母 (consonants)	: h
韵母 (finals)	: ao
声调 (tones)	: ˊ
拼音 ( <i>pinyin</i> )	: hǎo

However, the first mistake made by the students is as follows:

声母 (consonants)	: h
韵母 (finals)	: ua
声调 (tones)	:
拼音 ( <i>pinyin</i> )	: hua

The second mistake made by the students is as follows:

声母 (consonants)	: h
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韵母 (finals)	: an
声调 (tones)	:
拼音 ( <i>pinyin</i> )	: han

As seen in the three comparisons above, the mistakes are significant because they involve a non-structural total change that does not align with the correct answer. This is caused by the repetition of listening to {hao hao hao hao hao}, and it is undeniable that errors can occur. Given the audio speed beyond the capability of students who are just learning Mandarin and lack prior listening experience, the transcription can change from {hao} to {hua} or {han}. This is also influenced by the limited knowledge of new Mandarin vocabulary, which is related to language acquisition where one can understand the meaning of a language if they have practical experience in using it.

### 3) Error 声调 (Tone)

The tone in Chinese has the most important role because tone serves as a differentiator of words that have the same sound but different meanings. If you pronounce the tone incorrectly, the listener will misunderstand the meaning or message that the speaker wants to convey. Examples of Chinese words that have the same word but different tones and translations are {shī, shí, shǐ, shì}. The four words have the same consonant and suffix, the consonant [sh] and the suffix [i], but they have different tones and different translations. {shī} with Chinese characters (汉字) {师} means master, {shí} with 汉字 {十} means ten, {shǐ} with 汉字 {使} and {shì} with 汉字 {是} means a singular form of the present verb to be (is). From the explanation above, it can be concluded that the same word can have different meanings and meanings due to tone. Here's the discussion.

#### 1) Pitch replacement error

bāba (MC S<sup>12</sup> X<sup>3</sup>)

pāpā (YS S<sup>12</sup> X<sup>1</sup> X<sup>3</sup>)

The above examples are common errors found in student writing {bāba} should be written in tone 4; while students write with {pāpā} and {bāba}. Based on the quote above, students make mistakes in writing tones in *Pinyin* {bāba} written tone 4 which is pronounced from the highest note to the lowest tone or sounds like a snap. This error is categorized into replacement errors. According to Mandarinme (2021), the mispronunciation of Chinese tones is a very fatal thing, because there are many Chinese characters (汉字) that have the same *Pinyin* but different tones, so the meaning of each word is also different. If one mispronounces the tone of a *Pinyin*, then others will misinterpret the meaning of the word. For example, 我想问你(wǒ xiǎng wèn nǐ) with 我想吻你(wǒ xiǎng wěn nǐ). At first glance, the two sentences do not have a big difference, the difference is only in the word {wèn} pronounced with tone 4 and {wěn} pronounced with tone 3. The pronunciation of tone 4 is pronounced with the highest note to the lowest note like scolding someone and the pronunciation of tone 3 is pronounced by curving from the middle note down to the lowest note and then rising to the highest note (Admin, 2021). The meaning of the word {wèn} is to ask meanwhile the the word {wěn} is to kiss. The meaning in the sentence {wǒ xiǎng wèn nǐ} is that "I want to ask with you" and the sentence {wǒ xiǎng wěn nǐ} is that "I want to kiss you". Tone errors can lead to major misunderstandings. Therefore, the pronunciation of tones in Chinese needs to be considered again.

The word {bāba}, pronounced with tone 1, should be written with tone 4 as {bàba}. However, some students write {pāpā}. This can happen because {bàba} in Mandarin is pronounced as {papa}, which is a term for father or dad in Indonesian. The similarity between the two leads students to believe that the concept of writing {bàba} in Mandarin is the same as writing {papa} in Indonesian with tone 1, rather than tone 4. This is because tone 4 is pronounced from a high pitch to a low pitch, resembling a scolding tone. In Indonesian culture, when addressing parents, it is preferable to use polite and gentle tones. That may be the reason why students chose to write in tone 1 or without tone.

## CONCLUSION

Based on the research findings presented, it can be concluded that errors in writing *Hanyu Pinyin* can be found frequently among pharmacy students, who are new to foreign language learning, especially Mandarin. These mistakes are commonly influenced by significant differences in language concepts between Indonesian and Mandarin pronunciation. The students lack experience in listening to Mandarin podcasts over an extended period. Additionally, errors can occur due to the students' limited knowledge of Mandarin vocabulary and insufficient experience in writing *Hanyu Pinyin*. The unfamiliarity with listening to Mandarin podcasts causes students to lose focus on what they hear and what they need to write, leading to random writing and errors in *Hanyu Pinyin*. The significance of this research lies in providing references for other researchers and those interested in *Hanyu Pinyin*. Furthermore, this research is expected to help find solutions in teaching *Hanyu Pinyin* using podcasts as a medium to make the learning process more effective and

minimize errors during the Mandarin language listening process.

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