



INDONESIAN PRONUNCIATION DIFFICULTIES AMONG BIPA LEARNERS IN THE PHILIPPINES: AN INTERLANGUAGE PHONOLOGY APPROACH

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Abstract

This study examines pronunciation errors made by Filipino learners of BIPA from an interlanguage phonology perspective. The study aims to identify common pronunciation errors, explain the influence of the learners' first and second language (L1-L2): Tagalog and English, and describe how these errors reflect their interlanguage development. The participants were 10 BIPA learners from the Polytechnic University of the Philippines. Data were collected through classroom observation and audio recordings during speaking activities. The pronunciations were analyzed phonologically by identifying and categorizing pronunciation errors. The findings show that most errors involved vowel substitutions, consonant changes, and difficulties with consonant clusters and nasal sounds. Most errors involved vowel substitutions, especially changes between /a/, /ə/, /e/, /u/, and /o/. Learners also had difficulties in pronouncing some Indonesian consonants such as /h/, /ŋ/, and /c/. In several cases, learners omitted sounds or added extra sounds to make pronunciation easier. These patterns indicate that their L1-L2 give strong influence toward their learning process in BIPA class. It also demonstrates learners' adaptation to Indonesian phonology. This research suggests that BIPA teachers should be more focus on pronunciation practices with perception-based training, especially on Indonesian vowel contrasts and consonant sounds that are difficult for BIPA learners in the Philippines.

INTRODUCTION

Overall, this study seeks to deepen understanding of Indonesian pronunciation acquisition among Filipino BIPA learners. By examining recurring pronunciation patterns through the perspective of interlanguage phonology, the study highlights the systematic nature of learner errors and offers practical implications for more targeted and effective BIPA pronunciation teaching.

Pronunciation plays a central role in second language acquisition because it directly affects intelligibility and communicative competence. In BIPA (Bahasa Indonesia bagi Penutur Asing/Indonesian for Foreign Speakers) contexts, learners frequently experience pronunciation difficulties due to differences between the phonological systems of their first language (L1) and Indonesian. These difficulties often result in systematic pronunciation errors that reflect learners' evolving interlanguage systems rather than random mistakes Selinker (1972).

Previous studies have documented pronunciation problems among BIPA learners from different linguistic backgrounds. Ekawati & Nurpadillah (2024) found phonological errors among Thai BIPA learners involving substitution, omission, and addition of phonemes. Similarly, Ristyandani et al., (2024) reported phonological, morphological, and syntactic errors among BIPA learners in Moscow. Research by Rafkahanun et al. (2021) also identified phonological deviations among Egyptian BIPA learners, while they also observed phonetic substitutions among Korean learners, including the realization of Indonesian /ə/ as [ɛ], /r/ as

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[l], and /s/ as [š]. These studies indicate that pronunciation difficulties are strongly influenced by learners' linguistic backgrounds.

Despite the increasing number of Filipino students participating in BIPA programs, research specifically examining Filipino learners' pronunciation remains limited. One of the few existing studies was conducted by Nisa et al. (2024), who investigated BIPA learners at Normal University South Luzon, Philippines. Their findings revealed phonological, morphological, syntactic, semantic, and spelling errors, with phonological errors occurring most frequently. However, the study did not provide an in-depth phonological analysis or examine the errors through an interlanguage phonology perspective. Most previous BIPA studies have also focused primarily on grammatical or sociolinguistic issues, leaving pronunciation development comparatively underexplored.

This condition reveals a significant research gap. Existing studies have not systematically analysed the phonological difficulties experienced by Filipino BIPA learners, particularly regarding how L1 transfer shapes Indonesian pronunciation patterns. Questions remain concerning which Indonesian sounds are most problematic, how Filipino phonological systems influence pronunciation, and how these errors reflect learners' interlanguage development. Furthermore, studies on BIPA pronunciation often generalize across learner groups without considering the unique linguistic characteristics of Philippine languages.

This study addresses these gaps by focusing specifically on Indonesian pronunciation difficulties among Filipino BIPA learners in the Philippines using an interlanguage phonology framework. The novelty of this study lies in three aspects. First, it specifically investigates Filipino learners, a learner group that remains underrepresented in BIPA phonological research. Second, it integrates interlanguage phonology with contrastive phonological analysis between Indonesian and Filipino/Tagalog. Third, it examines pronunciation errors not merely as isolated mistakes but as systematic developmental patterns shaped by L1 transfer, perceptual processes, and phonological restructuring.

The study is guided by the following research questions: 1). What types of pronunciation errors occur most frequently among Filipino learners of Indonesian?; 2). How can these errors be categorized within the interlanguage phonology framework?; 3). In what ways does Filipino learners' L1 influence their pronunciation of Indonesian?; and 4). How can the findings contribute to pronunciation teaching in BIPA classrooms?

Theoretically, this study is grounded in interlanguage phonology, which conceptualizes learner language as a systematic and evolving linguistic system shaped by L1 transfer, learning strategies, communication strategies, transfer of training, and overgeneralization (Selinker, 1972). From this perspective, pronunciation errors are developmental indicators that reflect learners' attempts to construct a workable phonological system in the target language. Persistent non-target forms may eventually stabilize through fossilization (Wei, 2008).

L1 transfer is considered one of the strongest influences on second-language pronunciation. Learners tend to map unfamiliar L2 sounds onto the closest phonological categories available in their L1, producing systematic substitutions, omissions, or epenthetic insertions Rasier & Hiligsmann (2007). In the context of Filipino learners, Indonesian and Philippine languages share Austronesian roots, potentially facilitating positive transfer in some lexical and phonological aspects. However, important differences remain, particularly involving schwa /ə/, consonant realization, diphthongs, and stress patterns.

The study also draws upon the Contrastive Analysis Hypothesis (CAH), which argues that structural differences between L1 and L2 predict learning difficulty (Al-Rickaby, 2023), Djiguimkoudre, 2020; Khansir & Pakdel, 2019). Complementing CAH, the Markedness Differential Hypothesis (Eckman, 1991) explains that more marked or less familiar

phonological structures tend to be more difficult for learners to acquire. These frameworks are useful for predicting which Indonesian phonological features may challenge Filipino learners.

Another approach used in this research is ‘The Perceptual Assimilation Model’ (PAM). PAM predicts discrimination and learnability based on how L2 segments map onto L1 categories, with two-category assimilation yielding good discrimination, category-goodness showing moderate difficulty, and single-category producing the poorest discrimination and highest risk of persistent production errors. PAM-L2 further proposes that as learners experience L2 input, assimilation types can shift, and perceptual learning can occur at phonological, phonetic, or gestural levels, enabling differentiation of L2 categories and subsequent production gains, which guides the design of perception–production tasks for diagnosing and targeting difficult contrasts (Tyler, 2019).

Another model was delivered by Levy (2009), which is a model for language learning called ‘The Speech Learning Model’ (SLM). SLM proposes that learners perceive L3 sounds through shared L1-L3 phonological space, causing “equivalence classification” in which similar sounds are assimilated into existing L1 categories (Flege & Bohn, 2021; Chen & van de Weijer (2022); Liu, 2023). Forsyth (2014) shows that previously acquired language can cause interferences to the new acquired language. PAM-L2 similarly explains that learners’ ability to discriminate unfamiliar sounds depends on how those sounds are categorized relative to their L1 phonology (Best & Tyler, 2007; Pilus, 2004). These models help explain why Filipino learners may struggle with Indonesian vowel distinctions and consonants that do not fully correspond to Filipino phonological categories. Moreover, Lee et al (2020) argue that perception-based training can be more effective for language learning.

Indonesian phonology itself presents several potential challenges for Filipino learners. Indonesian contains a five-to-six vowel system including schwa /ə/, consonant contrasts such as /h/, /ŋ/, and /c/, and relatively flexible stress patterns (Soderberg & Olson, 2008; van Zanten et al., 2009). In contrast, Tagalog phonology relies on a comparatively simpler vowel system, lexical stress, and different consonantal distributions, including glottal stop usage and alveolar flap realizations. These differences may result in predictable pronunciation patterns such as schwa substitution, consonant omission, diphthong simplification, and epenthesis.

Previous studies in second-language phonology have shown that pronunciation errors are often systematic and reflect learners’ interlanguage development rather than random inaccuracies (Barrios, 2018). Consistent with this view, Filipino learners may (Soderberg & Olson, 2008) substitute Indonesian vowels with more familiar vowel categories, simplify consonant clusters, omit difficult consonants, or insert additional sounds to conform to familiar phonotactic structures. Such patterns may also be reinforced by orthographic influence, articulatory ease, and communication strategies (Selinker, 1972).

This study therefore combines interlanguage theory, contrastive phonology, markedness theory, and perception-production models to provide a comprehensive explanation of Filipino learners’ Indonesian pronunciation difficulties. By examining pronunciation errors as systematic developmental phenomena, the study contributes both theoretically and pedagogically. Theoretically, it expands research on interlanguage phonology within BIPA contexts, particularly for underrepresented Filipino learners. Practically, the findings are expected to help BIPA educators design more targeted pronunciation instruction, including focused phonetic training, listening discrimination tasks, minimal-pair activities, and perception-based pronunciation practice.

RESEARCH METHOD

This study employs a mixed-method research design as its primary approach. Quantitative analysis is used to measure the error frequencies, while the qualitative aspect

emphasizes the interpretation of error patterns and learner strategies in comprehending Indonesian language. This research design is taken from Tashakkori and Cresswell's (2007) study which allows for stronger inferences.

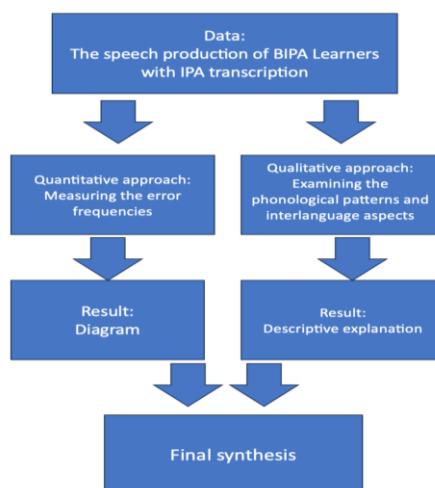
The participants in this study consist of a group of BIPA learners, 10 Filipino students are recruited. They are students that are currently learning BIPA in their University in Manila, Philippines. They are representing the same proficiency level which is basic or beginner level. In BIPA's term, they are in BIPA 2 level. Their age ranges between 19-21 years, with at least 2 semesters of formal exposure to Indonesian class.

In collecting the data, an action research model is utilized, which integrates both practical intervention and systematic inquiry. This model is frequently applied in educational settings, as it enables researchers to gather data directly from classroom activities, thereby ensuring that the information obtained reflects a more natural learning context (Burns, 2009).

The data collection process involves several elicitation tasks designed to capture natural speech. Learners are asked to make a presentation about some topic that they can choose, from foods, transportations, to daily activities. All recorded data will be transcribed and analyzed. Transcriptions will begin with orthographic notation, followed by narrow phonetic transcription in the International Phonetic Alphabet (IPA). Errors are coded into categories such as substitution, omission, and addition in the term of phonetics changes.

The data analysis proceeds in two stages. First, a descriptive diagram is used to determine the frequency and distribution of error types across phonemes and proficiency levels. Second, qualitative analysis is conducted to interpret recurring patterns in relation to interlanguage phonology, with particular attention to transfer from Filipino phonology, simplification strategies, and orthographic influences. The research scheme can be seen in the following picture.

Graphic 1. Research scheme



The overall research procedure is summarized in the following schematic representation: 1). Participant recruitment and informed consent; 2). Classroom-based elicitation tasks (oral presentations); 3). Audio recording of learner speech; 3). Transcription (orthographic and IPA-based); 4). Error coding and categorization; 5). Quantitative frequency analysis; and 6). Qualitative interpretation through interlanguage phonology.

Integration of findings and pedagogical implications. The validity and reliability of the study are ensured through several measures. Triangulation is achieved by combining multiple data types (Angouri, 2010) which, in this study, are controlled elicitation, spontaneous speech, acoustic analysis, and perceptual evaluation. Reliability is strengthened through independent transcription, statistical reliability checks, and calibration among raters. Ethical

considerations are also observed; all participants provide informed consent, their data are anonymized, and recordings are securely stored. To explain the relationship between speech perception and production, this study also incorporates the Speech Learning Model (SLM) (Flege & Bohn, 2021) and the Perceptual Assimilation Model for L3 (PAM-L3), as the adaptation from PAM-L2 (Levy, 2009).

Methodologically, the theoretical foundation supports a mixed-methods design combining acoustic phonetics, categorical judgments and error analysis, linking perception and production at the individual level to test whether discrimination predicts production accuracy and whether targeted training shifts both perception and production as PAM-L2 and SLM would predict (Best & Tyler, 2007; Flege, 1995). In analyzing error sources, the framework distinguishes between transfer, markedness-driven difficulty, training effects, strategies, and overgeneralization, operationalized by task manipulations (e.g., reading vs spontaneous speech), phonetic context controls, and instructional exposure measures to attribute variance to the appropriate interlanguage mechanisms (Selinker, 1972; Eckman, 1985).

Through this method, the study elaborates quantitative evidence of error frequencies and acoustic deviations, as well as qualitative insights into the developmental interlanguage phonology of Filipino learners of Indonesian. The findings will not only describe learner difficulties but also provide pedagogical implications for targeted pronunciation instruction in BIPA classrooms.

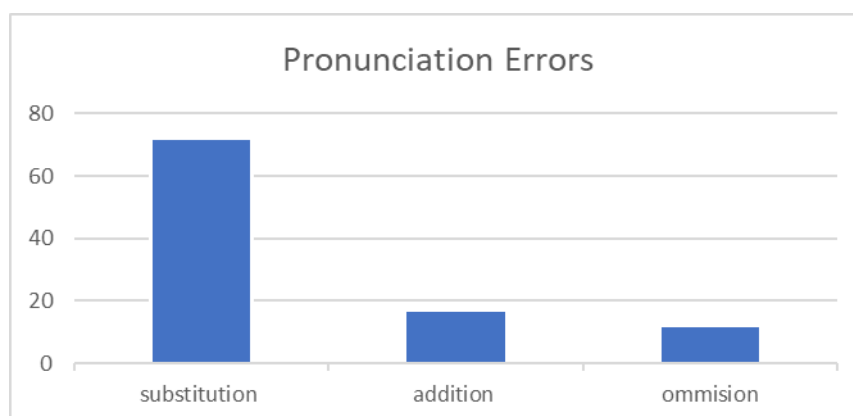
RESULT AND DISCUSSION

The study identifies consistent pronunciation difficulties among Filipino learners of Indonesian, which can be explained through an interlinguistic phonological framework. The findings indicate that pronunciation errors are patterned by learners' first language, articulatory habits, and language acquisition processes. Substitution errors were most prevalent, while addition and omission errors were also frequently observed. These results suggest that learners adapt Indonesian sounds to those that are more familiar and accessible based on their existing phonological knowledge.

1. Error Type Distribution

Across all 10 learners, the dominant error type is substitution, which accounts for the overwhelming majority of pronunciation errors:

Graphic 1. General Findings



Based on the data, there are a total of 101 pronunciation errors in Indonesian produced by the 10 learners participating in this study. The identified errors are classified

into three categories: addition, substitution, and omission. The findings reveal that substitution errors are the most dominant, accounting for 72% of the total errors, followed by addition errors at 17% and omission errors at 10%.

This strongly suggests that the BIPA learners do not simply "drop" or "insert" sounds randomly, they actively map unfamiliar Indonesian phonemes onto sounds that are more familiar from their L1 and L2 systems. This is a hallmark of cross-linguistic transfer in interlanguage phonology.

2. The Schwa /ə/ is the Most Problematic Phoneme

The Indonesian **schwa** /ə/ (*pepet*) is the single most substituted vowel across nearly all learners. It is consistently replaced by vowels that exist more prominently in Tagalog/Philippine languages:

/ə/ → [a] (e.g., *taman* pronounced as *temen*, *jalan* as *jelen*)

/ə/ → [e] (e.g., *sekitar* as *seketar*)

/ə/ → [i] (e.g., *sekali* as *sikali*)

This is phonologically significant: **the schwa /ə/ does not exist as a distinct phoneme in Tagalog**, so learners substitute it with a vowel from their existing phonological inventory. This is a clear case of **negative L1 transfer**.

3. 'Vowel Substitutions' Dominate the Error Landscape

Beyond the schwa, several other vowel confusion patterns were found:

/u/ ↔ /o/ confusion (e.g., *suasana* → *soasana*; *mempunyai* → *memponyai*):

Tagalog treats [o] and [u] with less phonemic distinction in certain positions.

/a/ ↔ /u/ (e.g., *utamanya* → *utumanya*)

/i/ ↔ /e/ (e.g., *memberi* → *membiri*; *kalian* → *keleian*)

This pattern reflects that Filipino learners have difficulty maintaining **Indonesian's five-vowel distinctions** consistently, particularly in unstressed syllables.

4. Diphthong Reduction / Misanalysis

Several learners (especially Learners 7 and 9) show difficulty with Indonesian **diphthongs**:

/ai/ is produced into separate sounds [a] + [i] (e.g., *bermain* → *bemaian*)

/au/ is similarly split (e.g., *atau* → [a] + [u] as two distinct vowels)

This reflects the learners' tendency to analyze Indonesian diphthongs as vowel sequences rather than as single phonological units — another manifestation of L1 phonological structure being imposed on the target language.

5. Consonant Errors: Nasal and Glottal Sounds

While less frequent than vowel errors, consonant substitutions reveal specific phonological challenges:

/h/ omission (e.g., *rempah* → *rempa*; *hari* → *ari*; *rumah* → *rumat*): Word-final /h/ is absent or unreliable, likely because it is a weak phoneme in Philippine language contexts.

/h/ → [t] substitution (*rumah* → *rumat*) — the glottal quality of final /h/ in Indonesian is being approximated with a stop.

/c/ → [k] (*mencatat* → *mancatat*; *cuma* → *kuma*): The Indonesian affricate /c/ [tʃ] may not map cleanly onto Tagalog phonology, leading to replacement with the more familiar velar stop /k/.

Addition of [g] after /ŋ/ (*dengan* → *denggan*, *mengajak* → *menggajak*). This suggests learners are spelling-influenced or are reinforcing the nasal with its associated stop, possibly due to orthographic interference.

6. Addition Errors Reflect Epenthesis and Hypercorrection

This type of error is relatively infrequent but still shows consistent patterns, such as:

Epenthetic vowels are inserted between consonant clusters or after word-final consonants (e.g., *tahu* → *hatahu*; *terleak* → *terkeletek*)

Nasal + stop addition (e.g., *bingung* → *ingung*): learners reinforce nasals with stops, possibly due to orthographic or phonotactic transfer from Tagalog where ⟨ng⟩ patterns differ.

7. Omission Errors Cluster Around Specific Consonants

Omissions are most common for:

Word-final /h/ and /l/

/r/ in consonant clusters (*bermain* → *bemaian*)

Doubled vowels in a syllable (e.g., *seorang* → *sorang*, omitting the entire /ə/ syllable)

This indicates **syllable reduction strategies** similar to those observed in L2 learners of other languages when faced with unfamiliar phonotactic the predominance of substitution errors suggests that vowel and consonant contrasts in Indonesian pose considerable challenges for Filipino learners. Among the most frequent substitutions are the changes of /a/ into /ə/ or /e/, /ə/ into /a/ or /i/, and /u/ into /o/. These findings indicate instability in learners' perception and production of Indonesian vowel distinctions. Some of the word such as *jalan* is pronounced as *jelan*, *sarapan* is pronounced as *serapan*, and *melalui* is pronounced as *melelui* demonstrate recurring centralization and fronting of vowels. Similar findings have frequently been associated with interlanguage phonology, where learners interpret target language sounds through the perceptual categories of their native language.

The prevalence of vowel substitution errors likely stems from differences between Indonesian and Filipino vowel systems. Indonesian includes the phonemic schwa /ə/, which is absent in many Filipino languages, leading learners to approximate unfamiliar vowels using the closest sounds from their native language. This reflects phonological transfer in second language acquisition, where learners rely on L1 and L2 sound categories in early and intermediate stages. Some loanwords from English in Bahasa Indonesia play a significant role for learners to comprehend the words.

Consonant errors are also frequent, with learners struggling to produce /ŋ/, /h/, and /c/. The Examples are included on *sedang* which are pronounced as *sedan*, *rempah* as *rempa*, and *cuma* as *kuma*. These deviations suggest that certain Indonesian consonants either do not exist or function differently in Filipino phonology. Final /h/ omission and /ŋ/ reduction to /n/ reflect articulatory simplification strategies typical of interlanguage speech.

Omission errors further illustrate learners' tendency to simplify Indonesian phonological structures by dropping sounds like /h/, /m/, /l/, /r/, and /ə/ — for instance, *hari* becoming *ari* and *seorang* becoming *sorang*. These omissions suggest learners drop sounds that are either less perceptually salient or more difficult to articulate, reflecting developmental processes aimed at maintaining fluency.

Addition errors, although less frequent, also reveal important characteristics of learner interlanguage. Learners insert extra consonants and vowels into Indonesian words, such as *mengurangi* becoming *menggurangi* and *dengan* becoming *denggan*. These additions can be interpreted as epenthetic processes that help learners conform unfamiliar Indonesian syllable structures to patterns that are more natural in their L1 and L2. In many cases, learners appear to insert sounds in order to ease pronunciation transitions between consonants or syllables.

Overall, the findings confirm strong L1 transfer in Indonesian pronunciation. Filipino learners consistently map Indonesian sounds onto native articulatory patterns, most visibly in schwa instability, /o/–/u/ alternation, and consonant simplification. Importantly, errors are systematic rather than random — recurring across learners and lexical items — indicating stable interlanguage rules and a gradual approximation toward target-language norms.

The data show that substitution is the most frequent pronunciation error among Filipino learners of Indonesian, with addition and omission errors also occurring regularly. Most errors involve vowel modification, consonant simplification, or changes to syllable structure — patterns that reflect the combined influence of L1 transfer, articulatory ease, and perceptual factors. Filipino learners face particular challenges with Indonesian vowel contrasts, final consonants, and nasal sounds. Accordingly, BIPA pronunciation instruction should prioritize explicit phonetic training, targeted error correction, listening discrimination activities, and communicative pronunciation practice. Taken together, these findings demonstrate that pronunciation errors are systematic and developmental, reflecting learners' gradual progression toward Indonesian phonological norms.

The findings can be well explained through the framework of interlanguage phonology as proposed by Selinker (1972) and Barrios (2018). The systematic nature of errors — particularly the consistent substitution of /ə/ with [a], [e], or [i] — suggests that these deviations stem from L1 to L3 transfer rather than random performance lapses. Furthermore, the learners' interlanguage phonological systems appear not only dynamic but also internally consistent, as evidenced by recurring error clusters across participants. This strongly demonstrates the influence of L1 and L2 transfer on Indonesian pronunciation. Filipino learners consistently adapted Indonesian phonology according to familiar articulatory and perceptual patterns from their native language background. This transfer is particularly visible in the instability of schwa production, vowel alternation between /o/ and /u/, and consonant simplification. Such patterns support the view that interlanguage is a dynamic linguistic system shaped by continuous interaction between the learner's first language and the target language.

Furthermore, the data indicate that learners' pronunciation errors are systematic and developmental rather than arbitrary. Several learners repeatedly produced similar errors across different lexical items, suggesting the existence of stable interlanguage rules. For instance, repeated substitution of /a/ into /ə/ among multiple participants demonstrates that learners may have internalized an alternative vowel-mapping strategy when pronouncing Indonesian words. This systematicity is one of the central characteristics of interlanguage phonology and reflects learners' gradual approximation toward target-language norms.

From a pedagogical perspective, the findings provide important implications for pronunciation instruction in BIPA classrooms. Since substitution errors are overwhelmingly dominant, pronunciation teaching should focus more intensively on Indonesian vowel contrasts. Particular attention should be directed toward distinctions involving /a/, /ə/, /i/, /u/,

and /o/. Explicit phonetic instruction may help learners develop greater awareness of Indonesian vowel quality and improve articulatory precision.

Based on the findings, we agree with Lee, et al (2020) that the learning process can be more effective with perception-based training, especially in order to strengthen pronunciation skill. The findings also suggest the need for focused practice on Indonesian consonants that were frequently omitted or substituted, particularly /h/, /ŋ/, and /c/. Teachers may integrate pronunciation-focused reading activities, shadowing techniques, and syllable segmentation exercises to improve learners' production of final consonants and nasal sounds. Because omission and simplification often occur in spontaneous speech, communicative pronunciation activities should accompany controlled phonetic drills.

Another important implication concerns the value of error-based instruction. Since the learners demonstrated recurring and predictable pronunciation patterns, teachers can use authentic learner errors as teaching materials in pronunciation training. Addressing learners' actual interlanguage patterns may improve phonological awareness and encourage self-monitoring during speech production.

Finally, the findings highlight the importance of increased exposure to authentic Indonesian input. Pronunciation development requires continuous auditory reinforcement through listening and communicative interaction. Therefore, BIPA instruction should incorporate native-speaker audio materials, conversational practice, pronunciation-focused interaction, and listening repetition tasks to help learners gradually internalize Indonesian phonological norms.

CONCLUSION

This study sets out to answer four research questions concerning Indonesian pronunciation difficulties among Filipino BIPA learners. In response to the first question, the findings show that substitution errors are the most frequent type of pronunciation error, accounting for 72% of all errors, followed by addition (17%) and omission (10%), with the schwa /ə/ representing the single most problematic phoneme. In response to the second question, these errors can be systematically categorized within the interlanguage phonology framework as manifestations of L1-to-L2 phonological transfer, markedness-driven difficulty, and perceptual assimilation, rather than as random performance mistakes. In response to the third question, Filipino learners' L1 phonology, particularly the absence of a phonemic schwa, a comparatively simpler vowel system, and differing consonantal distributions, directly shapes their Indonesian pronunciation, producing predictable patterns of vowel substitution, consonant simplification, diphthong reduction, and epenthesis. In response to the fourth question, these findings contribute to BIPA pronunciation teaching by pointing to concrete instructional priorities: explicit phonetic training on Indonesian vowel contrasts (especially the 'schwa'), targeted practice on /h/, /ŋ/, and /c/, and perception-based training combined with authentic listening exposure. Taken together, these results confirm that Filipino learners' pronunciation difficulties are systematic and developmental rather than arbitrary. These findings are also reinforcing the view that interlanguage phonology provides a valuable lens for interpreting and addressing BIPA learners' pronunciation challenges.

Based on the findings of this study, several directions for future research are recommended to deepen understanding of interlanguage phonology among Filipino learners of Indonesian and to strengthen pronunciation instruction in BIPA contexts. Future studies should examine pronunciation errors using larger and more diverse participant samples, and should compute and report a quantified inter-rater reliability coefficient to strengthen methodological transparency. Given that this study was limited to ten Filipino learners, expanding research to include participants from varying proficiency levels, age groups, educational backgrounds, and regional linguistic backgrounds across the Philippines would

provide more comprehensive insights into Indonesian pronunciation development patterns among foreign language learners.

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