ISSN 2067-9649

JURNAL PENDIDIKAN PROGRESIF

JPP

Diterbitkan Oleh :
Unit Database dan Publikasi Ilmiah
Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung
Kerjasama dengan
Ikatan Sarjana Pendidikan Indonesia (ISPI)

JPP Volume Nomor Halaman Bandar Lampung ISSN 2067-9649

HALAMAN PENGESAHAN
PUBLIKASI ILMIAH PADA JURNAL NASIONAL TERAKREDITASI

Judul Artikel : Phonological Structure of Indonesian and Vietnamese Language: A Contrastive Analysis

I. IDENTITAS PENULIS

a.	Nama Lengkap	:	Dr. Nurlaksana Eko Rusminto, M.Pd.
b.	NIDN/NIP	:	0001066404/196401061988031001
c.	Jabatan Fungsional	:	Lektor Kepala
d.	Jurusan/Program Studi	:	Pendidikan Bahasa dan Seni/Pendidikan Bahasa dan Sastra Indonesia
e.	Nomor HP	:	082178129966
f.	Alamat surel (e-mail)	:	Nurlaksana.eko@fkip.unila.ac.id

II. IDENTITAS JURNAL (Tempat terbit artikel ilmiah)

a.	Nama Lengkap Jurnal	:	Jurnal Pendidikan Progresif
b.	Nama Singkatan Jurnal	:	JPP
c.	Nomor ISSN	:	2550-1313
d.	Cakupan Bidang Ilmu	:	Education (General)
e.	Alamat Redaksi	:	Jl. Prof. Dr. Ir. Sumantri Brojonegoro No.1, Gedong Meneng, Kec. Rajabasa, Kota Bandar Lampung, Lampung
f.	Penerbit	:	Universitas Lampung
g.	Volume/No terbit	:	11/3
h.	Tgl/Bln/Thn terbit	:	12 Desember 2021
i.	Lembaga Pengindeks	:	SINTA (SINTA 2)
j.	Alamat Website Jurnal	:	http://jurnal.fkip.unila.ac.id/index.php/jpp/article/view/22954/pdf
k.	Alamat Repository Unila	:	http://repository.lppm.unila.ac.id/id/eprint/37863

Bandar Lampung, 22 Desember 2022

Mengetahui,
Dekan FKIP Unila

Prof. Dr. Sunyono, M.Si.
NIP 196512301991111001

Penulis,

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 196401061988031001

Menyetujui,
Ketua LPPM Universitas Lampung

Prof. Dr. Ir. Lusmeilia Afriani, D.E.A.
NIP 196505101993032008

DOKUMENTASI LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS LAMPUNG

TGL	11/01/2023
NO. INVEN	18/S/A/N/FKIP/2023
JENIS	Jurnal
PARAF	

Jurnal Pendidikan Progresif
Journal of Progressive Education
ISSN 2087-9849 (Print) ISSN 2550-1313 (Online)

Vol 11, No 3 (2021)

Jurnal Pendidikan Progresif

Table of Contents

Front Matter

Front & Back Cover Jurnal Pendidikan Progresif Vol. 11, No 3 (December 2021) PDF
Andrian Saputra, S.Pd., M.Sc.

Table of Contents Jurnal Pendidikan Progresif Vol. 11. No. 3 (December 2021) PDF
Andrian Saputra, S.Pd., M.Sc.

Articles

Question Prompts in Teaching Relevant and Authentic Texts to Improve Students' Reading Competence During Pandemic Covid-19 Outbreak 496-510 PDF
Ujang Suparman

The Correlation between Emotional Intelligence and Academic Achievement: A Meta Analysis Study 511-523 PDF
Nurul Aulia Martaputri, Ali Muhtadi, Julham Hukom, Diana Samal

Modelling the Influence of Bridging Course on the Accounting Performance of the University Students Using Educational Data Mining 524-532 PDF
Jasten Keneth Treceñe, Eduardo Edu Cornillez Jr, Reynalyn Barbosa, Jessie Richie de los Santos, Erap Gultian

Principals' Leadership in Improving School Committee Performance of Elementary School in Banda Raya Sub-District, Banda Aceh 533-540 PDF
Nuratiah Nuratiah, Murniati AR Murniati AR, Khairuddin Khairuddin

Managerial Competence of a School Principal in Managing School Facilities and Infrastructure: A Case of SD Negeri 2 Trienggadeng 541-548 PDF
Julianti Julianti, Yusrizal Yusrizal, Niswanto Niswanto

A PISA Data 2018 Analysis: Do Parents' Education and Students' Learning Supports Affect Learning Achievement? 549-562 PDF
Krisma Haryuniati, Suranto Suranto

Tourism Geography Learning Process in 21st Century Competencies Efforts for Geography Education Students 563-572 PDF
Zulkarnain Zulkarnain, Pargito Pargito, Annisa Salsabilla

Principal Leadership in Improving Educational Quality: A Case of SD Gugus VI Geumpang, Pidie Regency 573-579 PDF
Abdul Hadi, Yusrizal Yusrizal, Bahrun Bahrun

English Learning Management of Maritim Taruna in Seamanship Education and Training Center of Malahayati Aceh 580-586 PDF
Diah Vitaloka Hartati, Yusrizal Yusrizal, Bahrun Bahrun

Content and Language Integrated Learning (CLIL) in Indonesian Context: an Overview 587-601 PDF
Khoiriyah Khoiriyah

Market Needs Assessment for Bachelor of Science in Industrial Security Management in a State-Funded College 602-609 PDF
Mark Erana Patalinghug, Haidee Fuentes Patalinghug

Climate Change-Based Report Texts For Senior High School : A Mix Method Study 610-625 PDF
Tamara Becce Tenridinanti, Rita Inderawati, Soni Mirizon

Managerial Competence of the Principal in Implementing Strategic Management in SMKN 1 Jantho and Al-Mubarkeya, Aceh Besar Regency 626-631 PDF
Ichsan Ichsan, Yusrizal Yusrizal, Bahrun Bahrun

Principal Management in Improving the Education Quality: A Case of SMA Inshafuddin, Banda Aceh 632-639 PDF
Raudhatul Juniati, Yusrizal Yusrizal, Niswanto Niswanto

The Effect of Entrepreneurship Education to The Number of Entrepreneur: A Cross-Sectional Study from Indonesia 640-649 PDF
Okky Rizkia Yustian, Eriana Astuty

Predicting On-time Graduation based on Student Performance in Core Introductory Computing Courses using Decision Tree Algorithm 650-658 PDF
Jeffrey Co, Niel Francis Casillano

Recruitmet Management of Prospective University Students through Non-SNMPTN System at Teuku Umar University Meulaboh 659-667 PDF
Rizwan Rizwan, Yusrizal Yusrizal, Niswanto Niswanto

Performance of Islamic Education and Civic Education Teachers in Improving Students' Character Education in SMAN 10 Banda Aceh 668-675 PDF
Maghfirah Maghfirah, Khairuddin Khairuddin, Nasir Usman

Associative and Comparative Study on Students' Perseverance and Religious in Islamic Education Subject 676-691 PDF
Alfauzan Amin, Alimni Alimni, Rahmat Perdana, Miftahul Zannah Azzahra, Sabila Eka Septi

Managerial Leadership Principal of Senior High School : Case Studies in State Senior High School 2 Bandar Lampung, Indonesia 692-705 PDF
Sowiyah Sowiyah, Ryzal Perdana, Farhan Baehaki

Facilitating Learning at Home: The Experiences of Parents with Multiple Children 706-715 PDF
Sahara Theresa Cruz, Judelyn De Guzman, Liezle De Silva, Joanna Marie de Borja

Phonological Structure of Indonesian and Vietnamese Language: A Contrastive Analysis 716-725 PDF
Sumarti Sumarti, Nurlaksana Eko Rusminto, Burhanudin Burhanudin

MY 989 FR 147
TR 633 HK 147
IN 624 VN 143
NG 488 JP 136
CN 392 KR 130
GB 354 DE 126
TH 321 NL 124
ZA 298 TW 118
SG 277 IR 114
CA 236 ES 110
GR 203 BD 106
AU 188 SA 80
Pageviews: 439,093
FLAG counter

00758254
View My Stats

Array

00758255
View My Stats

The copyright is reserved to The Jurnal Pendidikan Progresif that is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Vol. 11, No. 3, pp. 716-725, 2021 DOI: 10.23960/jpp.v11.i3.202122

Jurnal Pendidikan Progresif

e-ISSN: 2550-1313 | p-ISSN: 2087-9849

http://jurnal.fkip.unila.ac.id/index.php/jpp/

Phonological Structure of Indonesian and Vietnamese Language: A Contrastive Analysis

Sumarti*, Nurlaksana Eko Rusminto, Burhanudin

Department of Languages Education and Arts, Universitas Lampung, Indonesia

*Corresponding email: sumarti.1970@fkip.unila.ac.id

Received: 06 October 2021 *Accepted: 08 December 2021* *Published: 12 December 2021*

Abstract: Phonological Structure of Indonesian and Vietnamese: A Contrastive Analysis. **Objectives:** The objectives of this study were to describe the differences in the phonological structure of Indonesian and Vietnamese.**Methods**: In this case study qualitative research, the informant is a Vietnamese-speaking student who is studying Indonesian. Data was collected through interviews and observations and analyzed by identifying similarities and differences in phonological structure data, coding the data, analyzing and describing the data, and reflecting them as research findings**. Findings:** The differences in the phonological structure of Indonesian and Vietnamese are (1) spectacle and tonal structures; (2) bisyllabic and monosyllabic syllable structures; (3) the number of vowels, consonants, and diphthongs. **Conclusion:** This difference in phonological structure makes it difficult for Vietnamese speakers to pronounce Indonesian sounds. This finding becomes a design for the preparation of materials and Indonesian language learning for foreign speakers from Vietnam.

Keywords: contrastive analysis, phonological structure, language typology.

Abstrak: Analisis Kontrastif Struktur Fonologis Bahasa Indonesia dan Bahasa Vietnam: Suatu Analisis Kontrastif. ***Tujuan:*** *memberikan perbedaan struktur fonologi bahasa Indonesia dan bahasa Vietnam.* ***Metode:*** *dalam penelitian kualitatif studi kasus ini, informasinya ialah seorang mahasiswa penutur Bahasa Vietnam yang sedang belajar Bahasa Indonesia. Pengumpulan data dilakukan dengan wawancara dan observasi serta analisis dengan mengidentifikasi persamaan dan perbedaan data struktur fonologi, mengkodekan data, menganalisis dan mendeskripsikan data, serta mendeskripsikannya sebagai temuan penelitian.* ***Temuan:*** *perbedaan struktur fonologi Bahasa Indonesia dan Vietnam ialah (1) struktur distingtif nontonal dan tonal; (2) struktur suku kata dwisilabis dan monosilabis; serta (3) jumlah vokal, konsonan, dan diftong.* ***Kesimpulan:*** *perbedaan struktur fonologis ini dapat menimbilkan kesulitan penutur Vietnam melafalkan bunyi Bahasa Indonesia. Temuan ini menjadi ancangan penyusunan materi dan pembelajaran bahasa Indonesia bagi penutur asing dari Vietnam.*

Kata kunci: *analisis kontrastif, struktur fonologi, tipologi bahasa.*

To cite this article:

Sumarni., Rusminto, N, E., & Burhanudin. (2021). Phonological Structure of Indonesian and Vietnamese Language: A Contrastive Analysis. *Jurnal Pendidikan Progresif*, *11*(3), 716-725. doi: 10.23960/jpp.v11.i3.202122.

INTRODUCTION

To improve a good reputation among the global community, it can be seen from the number of international students. In 2020 the number of foreign students active at University Lampung is 9 people. namely 4 people from Palestine, 2 people from Madagascar, 1 person from Vietnam, 1 person from Sri Lanka, and 1 person from Egypt. One person from Vietnam attended lectures at the Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, FKIP University of Lampung. This foreign student from Vietnam is the subject of this research. One of the difficulties of foreign students in lectures is the use of Indonesian, whether listening, speaking, or writing. In fact, the success of their studies is highly dependent on understanding the material being studied. To make the lectures of foreign students successful at Unila, intensive insight and study of the differences between their language and Indonesian is needed. This study is called contrastive analysis or anacon. Many contrastive analyzes of Indonesian and foreign languages have been carried out (Mulyaningsih, 2014; Maharani, 2018; Raswan, 2018; Misdawati, 2019; Adiantika, 2020). Anacon studies that have been carried out have not been comprehensive on various language typologies used by foreign students at the University of Lampung.

The results of this anacon will make it easier for lecturers to guide and direct foreign students to be able to understand and use Indonesian easily, especially in the areas of pronunciation and spelling related to the phonological structure of the language. The importance or influence of contrastive analysis studies for formal learning has been revealed by language and education researchers (Hidayat, 2015; Qin & Widodo, 2019, Nikmah, 2020). By being able to understand and use Indonesian, these foreign/ international students will be fluent, easy, and successful in completing their studies at the University of Lampung.

In general, this study aims to describe the differences and similarities in the phonological structure of Indonesian and the language of foreign students from Vietnam who are studying at the Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, FKIP University of Lampung. This general objective can be broken down into several specific objectives, namely (1) producing a description of the similarities and differences in the structure of Indonesian and Vietnamese and (2) producing a formulation of Indonesian language rules in a phonological study that makes it difficult for Vietnamese speakers to become a reference for foreign students in learning. at the University of Lampung to be smooth and successful.

To find out the difficulties of international/ foreign students studying at the Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, FKIP University of Lampung, a phonological contrastive analysis study of Indonesian and their language is needed. Contrastive analysis (hereinafter abbreviated as anacon) examines the similarities and differences between languages. The results of this anacon can be used as a reference for students from Vietnam in understanding and using Indonesian formally. Indonesian as the language of instruction in the world of education is a mandate of the 1945 Constitution so that foreign students at Unila must be skilled in understanding and using it.

The language of foreign students at the Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, FKIP University of Lampung, is in Vietnamese. Thus, the description of the phonological anacon will produce a set of similarities and differences in the phonological

rules of Indonesian and Vietnamese. The results of this study will show the predictions of the difficulties of these

foreign students from Vietnam in using Indonesian, especially for academic purposes, such as presentations, discussions, writing scientific papers, and listening to lecture materials. In this study, a series of activities will be carried out with three targeted findings, namely (1) to produce a contrastive description of the differences and similarities in the phonological structure of Indonesian and Vietnamese and (2) the rules in Indonesian language typology which become difficulties for foreign students from Vietnam. in understanding and using Indonesian. To achieve this target, a series of activities are carried out which can be summarized in three scopes, namely (1) formulation of similarities in the phonological structure of Indonesian and Vietnamese, (2) formulation of differences in the phonological structure of Indonesian and Vietnamese, and (3) a set of Indonesian language rules that considered difficult for foreign students from Vietnam when using Indonesian in formal learning.

Contrastive analysis is a working procedure that compares the structure of the first language with the second language to identify similarities and differences between the two languages (Kridalaksana, 2008). The results of this anacon can be used as a basis for predicting difficulties in learning a second language. There are four steps in the work procedure of contrastive analysis, namely comparing the similarities and differences between the first and second languages, predicting the difficulty of using a second language by analyzing the language errors used, sorting the teaching materials for the second language, and delivering the second language teaching materials. However, in this study only two steps will be carried out because the next two steps will be carried out in the next research.

Typology of language is a discussion of the types of language structures. The structure of language is a linear arrangement of sentence parts or sentence constituents. This typology uses language structure criteria which include morphological structure, morphosyntactic structure, and phraseological structure (Siswanto, et al. 2016: 29). Structural typology is divided into three structures, namely morphological structure, morphosyntactic structure, and phraseological structure. The typology of this morphological structure consists of agglutinative, flexion, and flexion-agglutinative languages. Most studies of morphosyntactic structures have been carried out, both on agglutinative and flexion types of language, such as Hasan (2021:51—61) studying the differences in isophones in Iraqi dialectal Arabic. In addition, a study of the morphological structure of flexion typology was carried out by Rizo (2021: 31-50) etymologically describing the comparison of Arabic words.

METHOD

This study applied a qualitative research approach with a descriptive method phenomenology. Phenomenological descriptive method in the form of descriptive method phenomena or what appears to explore the essence of the meaning contained in in it (Sugiyono, 2017). This method is used according to the purpose This research is to describe the similarities and differences between the phonological structures of Indonesian and Vietnamese in an objective and empirical manner. The data sources in this study were students who spoke Vietnamese as their mother tongue and were currently attending lectures at the Indonesian Language and Literature Education Study Program, FKIP University of Lampung. She had attended the Darmasiswa Program at the University of Lampung for one year.

Data collection techniques using documentation, interviews, and observation techniques. The documentation technique is used to obtain theoretical information related to the typology of the Indonesian and Vietnamese languages so that the contrastive analysis carried out is in accordance with the scientific study of the typology of language theory. Furthermore, interview techniques were used to obtain data on Vietnamese sounds which included vowels, consonants, diphthongs, and clusters. The data from this interview were then continued with observations when the informant recited all the sounds of the Indonesian language. Thus, the observation technique was carried out to obtain empirical data on the difficulty of informants pronouncing Indonesian sounds as a result of the difference in phonological structure between the two languages.

After the data was collected, a contrastive analysis of the phonological structure of Indonesian and Vietnamese was carried out with the following steps. First, the researcher identified the sound structure of Indonesian which includes vowels, consonants, diphthongs, and clusters. Researchers recorded and identified Vietnamese sounds which include vowels, consonants, diphthongs, and clusters. The researcher marks the differences in each language sound between the two languages (Indonesian-Vietnamese). Each difference in the sound of the language, including vowels, consonants, diphthongs and clusters is coded. The researcher identified the similarities between the sounds of Indonesian and Vietnamese. The researcher identified differences in the tone of the language composed of Indonesian and Vietnamese words, phrases, and sentences pronounced by the informants. The researcher noted the difficulty of pronouncing Indonesian sounds felt by the informants as a result of the differences in the phonological structure of the two languages. Researchers draw conclusions about the similarities and differences in the sound structure of Indonesian and Vietnamese. Then, recommendations for finding differences in the phonological structure of Indonesian and Vietnamese for the design of Indonesian language teaching materials for foreign speakers from Vietnam.

■ RESULTS AND DISCUSSION

Based on data analysis, the results of this study indicate that there are similarities and differences in the phonological structures of Indonesian and Vietnamese. The differences between Indonesian and Vietnamese phonological structures are (1) the spectacle and tonal structures; (2) bisyllabic and monosyllabic syllable structures; (b) the number of vowels, consonants, and diphthongs and (c) the difficulty of pronouncing Indonesian sounds by Vietnamese speakers. These findings will be discussed representatively below.

Tonal Language and Non-Tonal Language

Based on the distinctive prosodic characteristics, namely length, stress, and tone, languages can be distinguished into tone languages (tonal languages) and non-tonal languages. Tonal languages are of two types (Song, 2018). The first type is represented by North Chinese (Mandarin), Serbo-Croatian, and Lithuanian, which have two or more tones in each segment or syllable. The second type is represented by dialects of South Chinese, Vietnamese, and Ibo (a language in West Africa), some Norwegian and Swedish dialects.

All tones may be punctual, i.e. completely characterized by a relatively clear tone (high, medium, or low), or take the form of a series of tones, for example a rising tone consisting of a series of low and high notes, or a melodic one, namely a tone which is interesting and then decreases as in Lithuanian; or as a glottalized and non-glottalized tone as in

Danish; or as complex and simple tones as in Swedish. In tonal languages, a syllable can be characterized as the main syllable of other syllables with a certain pitch, while the pitch of another syllable can be predicted from its accentual tone. What is meant by an accentual ton (accentual tone) is a ton or tone that is amplified by differences in sound quality.

Finally, the segment marked by a tone can be one syllable as in Serbo-Croatian; or a smaller segment of a syllable or mora, as in most Central African languages; or a larger segment of a syllable, as in Swedish and Norwegian (polosyllabic). In non-tonal languages, pitch variations only have a demarcative or expressive function. The use of tone in this function is known as intonation. The intonation units are arranged based on the possibility of a series of tones to connect a grammatical unit with other units in a sentence, clause or phrase. After all, all languages use tones, it's just that in tone languages (tonal languages) the tone is already in the field of words or morphemes. On the other hand, intonation or non-tonal language also uses tone, but the tone is only distinctive in clauses or in sentences (Keraf, 1990:42-46; Alwi, et.all, 2003; Muslich, 2014).

Bisyllabic and Monosyllabic Structures

In addition, the type of language can be seen from the syllables as well. A syllable is a part of a word that has a loudness peak and consists of phonemes or phoneme units that are part of the word. The main elements that make up the syllables of a language are vowel and consonant phonemes. Words in Indonesian consist of one or more syllables, for example, ban, assist, assist, assist. No matter how long a word is, the syllables that make it up have a simple structure and formation rule. Syllables in Indonesian can consist of V, VK, KV, KVK, KKV, KVKK, KVKKK, KKVK, KKVKK, KKKV, and KKKVK.

Here are examples of the eleven kinds of syllables above.

(1) V	a-mal
(2) VK	ar-ti
(3) KV	pa-sa
(4) KVK	pak-sa
(5) KVKK	teks-til
(6) KVKKK	Korps
(7) KKV	slo-gan
(8) KKVK	kon-trak
(9) KKKV	stra-te-gi
(10) KKKVK	struk-tur
(11) KKVKK	kom-pleks

The Vietnamese language type is an isolated language type which expresses changes/additions of meaning and syntactic relationships plainly without any internal modifications and without affixation processes (Parera, 1991: 140). This means that the type of isolation language is a language whose words are formed from a single morpheme and do not experience affixation. According to Kridalaksana, isolative language or analytical language is a type of language that expresses various grammatical aspects, especially with separate words and word order.

In addition, based on the number of syllable patterns in Vietnamese, there are 16 syllable patterns, namely V, VV, VVV, VK, VVK, KV, KVV, KVK, KVVK, 1/2KV, 1/2KVK, 1/2KVV, K1 /2KV, K1/2KVV, K1/2KVK and K1/2KVVK. The following are examples of the various syllables above.

(1) V	¡ (ya)
(2) VV	áo (baju)
(3) VVV	y¿u (lemah)
(4) VK	ác (jahat)
(5) VVK	ýÛt (basah)
(6) KV	cá (ikan)
(7) KVV	tai (telinga)

(8) KVK cát (pasir)
(9) KVVK výÝn (taman)
(10) 1/2KV oa [wa] (wah)
(11) 1/2KVK oan[wan] (ketidakadilan)
(12) 1/2KVV oai [wai] (ngeri)
(13) K1/2KV hoa [hwa] (bunga)
(14) K1/2KVV quai [qway] (tali)
(15) K1/2KVK quên [qwen] (lupa)
(16) K1/2KVVK quyÁn [qwie̯n] (hak)

Vietnamese belongs to the Austro-Asian language family which literally means "South Asia". Vietnamese is one of the Mon-Khmer languages spoken by approximately 80 million people in Vietnam. Linguists argue that the basic words of the Austronesian bisyllabic are two syllables, while the Austro-Asian languages use the first syllable, for example Proto-Austronesian/ Proto-Mon-Kmer (Austro-Asia) mata 'mata'/ *m¯t ' mata / (Fuad and Sumarti, 2017:5).

Indonesian and Vietnamese Consonants, Vowels and Diphthongs

Indonesian sounds consist of 6 vowels, 21 consonants, 2 semi-vowels, 3 diphthongs with vowels and consonants. According to the articulation, consonants in Indonesian can be

Table 1. Indonesian consonant sounds

Manner of Articulation \ Place of Articulation		Bilabial	Labiodental	Dental/ Alveolar	Palatal	Velar	Glotal
closure	voiced unvoiced	[b] [p]		[d] [t]		[g] [k]	[?]
Frikatif	voiced unvoiced		[f]	[z] [s]	[ʃ]	[χ]	[h]
Afrikat	voiced unvoiced				[j] [c]		
Nasal	voiced	[m]		[n]	[ñ]	[ŋ]	
Trill	voiced			[r]			
Lateral	voiced			[l]			
Semivokal	voiced	[w]			[y]		

categorized based on three factors, namely (1) the state of the vocal cords, (2) place of articulation, and (3) manner of articulation (Alwi, et.all, 2003; Chaer, 2013).

This can be seen in table 1 of the following Indonesian consonant sounds. The pronunciation of the Indonesian consonant sounds is described according to the way of articulation, the area of articulation, and the state of the vocal cords. Meanwhile, Vietnamese has 17 consonants (b, c, d, , g, h, k, l, m, n, p, q, r, s, t, v, x) and 11 ligatures (ch, gh). , gi, kh, ng, ngh, nh, ph, qu, th, tr). All consonants and ligatures in Vietnamese can be the initial consonant of a syllable. There are 23 consonant sounds and 2 semivowels in Vietnamese. This can be seen in table 2.3 of the following Vietnamese consonant sounds.

Table 2. Vietnamese consonants sounds

Manner of Articulation \ Place of Articulation		Bilabial	Labiodental	Alveolar	Retrofleks	Palatal	Velar	Glotal
Closure	voiced unvoiced aspirasi	b [b] p [p]		đ [d] t [t] th [t‘]	tr [t]	ch [c]	c, k,q [k]	
Frikatif	voiced unvoiced		v [v] ph [f]	d [z] x [s]	r [r] s []	gi [ʒ]	g/gh [g] kh [χ]	h [h]
Nasal	voiced	m [m]		n [n]		nh [ñ]	ng/ngh [ŋ]	
Lateral	voiced			l [l]				
Semivokal	voiced	[w]				y [y,i]		

The pronunciation of Vietnamese consonants is described according to the way of articulation, articulation area, and state of the vocal cords.

Indonesian Vowel Sounds

In Indonesian, there are six vowels, namely /i/, /e/, /Y/, /a/, /u/, and /o/ which are based on the parameters of high-low and front-back of the tongue at the time of its formation, whereas There are ten vowel sounds, namely [i], [I], [u], [U], [e], [5Ø¼Ý], [Y], [o], [T] and [a]. The following is a table of Indonesian vowel sounds

Diphthongs or multiple vocoids relate to the sonority or loudness of a sound. When two vowel sequences are spoken with one breath of air, the sonority dissimilarity occurs. One vowel sound must have a higher sonority than another vowel

Table 3. Indonesian vowels

tongue position	Front	Middle	Back		Structure
	no round	no round	Round	Netral	
on HIGH under	I I		U U		closed semi-closed
on SEDANG under	e c	ə	o ɔ		semi-cloded
LOW		A		A	opened

sound. Vowels with lower sonority are more directed or resemble non-vowel sounds. This occurrence of rising and falling sonority is called diphthongs (Muslich, 2014: 69). The Indonesian diphthong sound is an ascending diphthong which includes three diphthongs, namely [ai] in use, cleverness, or value; [oi]. in amboi, breeze; and [aU] in sibling, past, palau, or muddled. Vietnamese has six (6) main vowels and six (6) variations of vowels. In terms of phonetics,

Vietnamese has thirteen (13) monophthongs and three (3) semi-vowels [i] and [u]. The two semi-vowels [i] (i/y) and [w] (u) play a special role depending on their position. In addition, Hòang (2018) describes Vietnamese as a language with eleven vowels, namely /a/ [a:], /ã/ [a], /â/ [Y], /e/ [[], /ê/ [e], /i, y/ [i], /o/ [T], /ô/ [o], /õ/ [Y:], /u/ [w], /ý/ [o]. Meanwhile, nine of the eleven vowels appear in all contexts except [a] and [Y] which only appear in closed syllables. These vowels [a] and [Y] are also described as short vowels. In addition, non-rounded vowels are [i], [e], [[], [Y:], and [o], and rounded vowels are [u], [o], and [T].

Table 4. Vietnamese vowels

position tongue	Front no-round	middle no-round	back round	striktur
high	I	ɯ /ɯ/	w /u/	closed
middle-on	e /ê/	ə: /ơ/	o /ô/	semi-closed
middle-under	ɛ /e/	ə /â/	ɔ /o/	semi-closed
low		a: /a/, a /ă/		opened

Furthermore, in addition to diphthongs, Vietnamese has triphthongs. This is of course very different from Indonesian which does not have a triphthong.

Similarities in Phonological Structure of Indonesian and Vietnamese

Besides the differences in the phonological structure of Indonesian and Vietnamese, there are also similarities between the two languages. This equation is universal because in particular, these two languages are typologically different so there is very little in common between them. Similarities between Indonesian and Vietnamese phonological structures use tone as a demarcative or expressive function; have vowels, consonants, diphthongs, and vowel sequences; and has a cluster sound from a foreign language.

Due to the difference in phonological structure between Indonesian and Vietnamese, Vietnamese speakers find it difficult to pronounce certain Indonesian consonant sounds, namely [p], [d], [?], [s], [j], [m], [n] , [K], [r], and [l]. Meanwhile, Indonesian consonant sounds that are easy to pronounce or according to Indonesian articulators are [b], [t], [k], [g], [f], [÷], [h], [c], [ñ].], [w], and [y].

The findings of this study can be implicated in learning BIPA from Vietnamese speakers as an approach to preparing speaking skills teaching materials. Based on Standardization of Language Program Indonesia for Foreign Speakers (BIPA) in the Context of Improving Language Functions The country has seven levels in the competency standards of learning graduates speaking which determines the ability to acquire skills speak (Permendikbud 2017; Liliana, 2019). Knowing the similarities and differences in phonological structures as the findings of this study will facilitate Vietnamese-speaking BIPA teachers in anticipating the difficulties in pronouncing Indonesian sounds experienced by Vietnamese students. BIPA teachers, especially speaking skills, can emphasize drill method training (Nunan in Sumarti, 2019) on language sounds that are considered difficult for Vietnamese speakers to

pronounce.

Learning to speak BIPA in the Darmasiswa Program at the University of Lampung has been carried out on the basis of language typology in 2017 (Fuad and Sumarti, 2017). In the speaking lesson, the BIPA teacher conducts Indonesian sound drill for BIPA students from Japan and Vietnam. This is done because the phonological structure of Indonesian is very different from their language. Therefore, as a follow-up to the results of this study, a design of teaching materials for learning to speak BIPA from Vietnam can be drawn up based on the results of contrastive analysis of phonological structures.

Thus, in the future foreign language learning, in this case BIPA learning, can use the translation method. As an implementation, there are differences in phonological structure between Indonesian and Vietnamese. Vietnamese learners can't help but translate the phonological structure of Indonesian in order to speak Indonesian well. Although many studies have proven that the foreign language learning strategies that are most often used are metacognitive, compensatory, and cognitive strategies. However, the grammar translation method as a foreign language learning strategy has been shown to be significantly successful (Putrawan, et al, 2019).

■ CONCLUSIONS

Contrastive analysis of the phonological structure of Indonesian and Vietnamese is needed for the design of learning to speak BIPA. The similarity of the phonological structure of Indonesian and Vietnamese is to use tone as a demarcative or expressive function; have vowels, consonants, diphthongs, and vowel sequences; and has a cluster sound from a foreign language. The differences between the phonological structure of Indonesian and Vietnamese are a) the use of distinctive tone in Indonesian for expression at the syntactic level, while tone in Vietnamese is distinctive at the morphological level and b) Indonesian has 6 vowels, 21 consonants, 2 semi-vowels, and 3 diphthongs. , while the Vietnamese language consists of 6 main vowels and 6 vowel variations, from a phonetic perspective, Vietnamese has 13 monophthongs and 3 semi-vowels. This difference has an impact on the difficulty of Vietnamese speakers to pronounce Indonesian consonants, namely [p], [d], [?], [s], [j], [m], [n], [K], [r], and [l].

■ REFERENCES

Adiantika, H. N. (2020). Contrastive analysis between Indonesian and English declarative sentences. *ELT in Focus*, *3*(1), 15-25.

Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. M. (2003). *Tata Bahasa Baku Bahasa Indonesia* [Standard Indonesian Grammar]. Jakarta: Balai Pustaka.

Chaer, A. (2013). *Fonologi Bahasa Indonesia* [Indonesian Phonology]. Jakarta: Rineka Cipta.

Fuad, M. & Sumarti. (2017). *Pembelajaran Berbicara BIPA Berbasis Tipologi Bahasa Program Darmasiswa di Universitas Lampung* [BIPA Speaking Learning Based on Language Typology of Darmasiswa Program at Lampung University]. Malang: Prosiding Konferensi Internasional Pengajar BIPA XI, Jilid II, pp 2—7.

Hidayat, N. S. (2015). *Analisis kesalahan dan kontrastif dalam pembelajaran Bahasa Arab* [Error and contrastive analysis in learning Arabic]. *Jurnal Penelitian, Sosial, dan Keagamaan*. *17*(2), 160-174.

Hasan, Q. (2021). *Phonological evidence for the division of thegÝlÝtdialects of iraq intoðrûgiand non-ðrûgi. Kervan Journal*, 21(1), 51-61.

Hoàng, P. (2018). *Të ĐiÃn Ti¿ng ViÇt (Kamus Bahasa Vietnam)*. Đà Nµng:HÓng Đéc

Keraf, G. (1990). *Linguistik Bandingan Tipologis* [Typological Comparative Linguistics]. Jakarta: Gramedia.

Kridalaksana, H. (2008). *Kamus Linguistik* [Linguistic Dictionary]. Jakarta: Gramedia.

Liliana. M. (2019). *Bahasa Indonesia Bagi Penutur Asing: Acuan Teori dan Pendekatan Pengajaran* [Indonesian Language for Foreign Speakers: Reference Theory and Teaching Approach]. Jakarta: Yayasan Pustaka Obor Indonesia.

Maharani, T. (2018). *Pemerolehan Bahasa Kedua dan Pengajaran Bahasa dalam Pembelajaran BIPA* [Second Language Acquisition and Language Teaching in BIPA Learning]. *Jurnal Bahasa Lingua Scientia*, 10(1), 121- 142.

Misdawati. (2019). *Analisis Kontrastif dalam Pembelajaran Bahasa* [Contrastive Analysis in Language Learning]. *A Jamiy: Jurnal Bahasa dan Sastra Arab*, 8(1), 53-66.

Mulyaningsih, D.H. (2014). *Perbandingan Fonologi Bahasa Indonesia dan Bahasa Mandarin* [Comparison of Indonesian and Mandarin Phonology]. *Jurnal Bahtera: Jurnal Pendidikan Bahasa dan Sastra*. 1—10.

Muslich, M. (2014). *Fonologi Bahasa Indonesia: Tujuan Deskriptif Sistem Bunyi Bahasa Indonesia* [Indonesian Phonology: Descriptive Objectives of the Indonesian Sound System]. Jakarta: Bumi Aksara.

Nikmah, K. (2019). Interogative Sentence: A Contrastive Study of Arabic and Indonesian. *Journal of Arabic Language Teaching, Linguistics, and Literature*, 2(3), 35-52

Permendikbud. (2017). *Standardisasi Program Bahasa Indonesia bagi Penutur Asing (BIPA) dalam Rangka Peningkatan Fungsi Bahasa Negara* [Standardization of Indonesian Language Program for Foreign Speakers (BIPA) in the Context of Improving State Language Functions].

Putrawan, G. E, Mustika, I. W. & Bambang R. (2019). A Study on EFL Learners' Belief about Translationas a Learning Strategy in Indonesia. *Kervan Journal*, 23(1), 235-248.

Raswan. (2018). *The Implementation of Contrastive Analysis Based Arabic Learning*. *Journal of Arabic Linguistics and Education*, 4(1), 48-66.

Rizzo, L. (2021). On the morphology of the word tawriyaaccording to al-Safadi. *Kervan Journal*, 21(1), 31-50.

Rohim, M. (2013). *Analisis Kontrastif Bahasa Indonesia dan Bahasa Arab Berdasarkan Kala, Jumlah, dan Persona* [Contrastive Analysis of Indonesian and Arabic Based on Kala, Jumlah, and Persona]. *Jurnal Sastra Indonesia*, 2(1), 27-38.

Song, J. J. (2018). *Linguistic Typology Oxford Textbooks in Linguistics*. Oxford. Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* [Quantitative, Qualitative, and R&D Research Methods]. Bandung: Alfabeta, CV.

Sumarti. (2019). *Strategi Pembelajaran Pelafalan Bunyi Bahasa* [Language Sound Pronunciation Learning Strategy]. Prosiding Seminar Nasional Pendidikan Universitas Lampung, Bandar Lampung.