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SIMILARITIES AND DIFFERENCES BETWEEN INDONESIAN AND ENGLISH

PHONOLOGY: IMPLICATIONS IN TEACHING ENGLISH PHONOLOGY TO STUDENTS

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ABSTRACT

This research describes the phonological comparison between Indonesian and English, both their similarities and differences, as well as their essence for language teaching and learning. This research uses contrastive analysis. The results of the analysis show that Indonesian and English show striking similarities and differences in their phonology, thus influencing language mastery and communication for students. This shows that Indonesian has a simpler structure than English, which influences the arrangement and pronunciation of sounds in this language. Despite these differences, the same phonological foundation offers significant advantages for learners, facilitating proficiency in both Indonesian and English phonology. Effective teaching of English phonology to Indonesian students involves addressing the similarities and differences between the two languages. Teachers should increase awareness of shared phonological features such as the Latin alphabet and common consonants/vowels, while focusing on unique English concepts such as long and short vowels and complex spelling patterns.

INTRODUCTION

Communication is an important thing in human life. This is in line with the opinion of Yuliati & Unsiah (2018) who say that everyday life cannot be separated from the sounds of language as a means of communication between humans. Almost every human activity,

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from waking to sleep, definitely requires language sounds as a means of communication. Language plays an important role in forming good relationships between humans. Language functions as a communication tool that can be used to express opinions, and views, and help people understand each other so that communication can be successful (Ekasani, 2016). As an important aspect of life, language continues to develop and spread because there are speakers who convey speech and spread the language (Al Faris, et al., 2024). According to Safitri et al. (2023), language is a form of communication activity that is based on the use of a system of symbols to transmit and understand meaning between individuals or groups. In this context, speaking includes the use of words, phrases, and sentence structures to convey ideas, information, or emotions.

Language is a sound system. According to Ulfiatussalwa et al (2023) language acts as a system that is formed from certain rules, conventions, and patterns. The study of language or sound science is generally called phonology. Language is a sound system. The science of sound is generally called phonology. The term phonology comes from the Greek words phone (sound) and logos (knowledge). Phonology is a branch of linguistics that teaches the sounds of language in general. The study of phonology is divided into two parts, namely phonetics and phonemics. Phonetics is a branch of phonology studying sound systems without their relation as a differentiator of meaning, while phonemics is a branch of phonology that studies sound systems with their relationship as a differentiator of meaning.

Phonology is a branch of linguistics that studies the system of sounds or phonemes in a language as well as the patterns that occur in the pronunciation and organization of these sounds. Phonology includes the sounds of language, both about sound formation, sound as air vibrations, and audible sounds (all three are studied by phonetics) as well as about the function of sound in communication (Nafisah, 2017). It involves analyzing the sounds in language, how they interact, and how they form complex phonological systems. Phonology also looks at how sounds are influenced by linguistic context, such as position in words, accent, and intonation. By understanding the phonology of a language, we can understand more deeply how the language functions and how understanding these sounds affects communication.

Each language has its unique characteristics that reflect the cultural, historical, and linguistic aspects of the community that uses it. The differences between speaking

Indonesian and English do not only include differences in vocabulary. Many Indonesian words have distinctive meanings, often reflecting cultural values and local concepts that may not have direct equivalents in English. In addition, these differences reflect variations in the way people view and convey information. Language is not only a means of communication but also a reflection of the cultural identity and worldview of a group or community. Therefore, learning and understanding these two languages not only opens the door to the world of communication but also becomes a window to understanding cultural diversity and different global perspectives.

Students may often face some difficulties in learning English phonology (Fitria, 2023). One of them is the difference between English phonology and their mother tongue. If a student's native language has a different phonological system, such as pronunciation patterns, vowels, or consonants that do not exist in English, they may have difficulty adjusting. Additionally, some consonants or vowels in English may be difficult for students to understand or pronounce correctly, especially if those sounds do not exist in their native language. Other problems may arise from phonetic features typical of English, such as the pronunciation of diphthongs or consonants that require complex oral motor coordination. In addition, the differences between pronunciation and writing in English, where some sounds can be written in different ways, can also confuse students. Finally, the habit of speaking and listening in English in everyday contexts is also an important factor in understanding and mastering English phonology, and this can be a challenge for students who are not regularly exposed to English language environments.

The study of phonology is important because it is the key to a deeper understanding of the structure of language and its production processes. Understanding phonological similarities and differences between Indonesian and English is crucial for students, offering a deeper comprehension of both languages. Recognizing similarities aids in identifying common sound patterns, and facilitating mastery of speaking, listening, and writing skills. Moreover, grasping phonological distinctions helps students avoid pronunciation and comprehension errors, enhancing their communication abilities. Additionally, comprehending the phonological variances between the languages enables students to grasp the unique linguistic aspects of each, fostering a broader understanding of linguistic and cultural diversity. In essence, this comprehension not only enhances language proficiency but also expands insight into the broader linguistic landscape.

There are previous studies related to phonology. First, Rahimpour & Dovaise (2011) explain the similarities and differences of the sound systems of Kurdish and English. Kurdish possesses thirty consonant phonemes, whereas English has twenty-four. Both languages share certain consonant sounds, but Kurdish includes sounds not found in English, such as /q, ç, ʔ, γ, x, ĥ, l̂/, while English lacks sounds like /θ, ð/ present in Kurdish. Second, Andi-Pallawa & Alam (2013) analyzed on phonological systems of English and Indonesian languages. The phonological structures of both languages (L2 = English and L1 = Bahasa Indonesia) exhibit both resemblances and variations in terms of phonemic contrasts and phonetic attributes. Third, Sartika (2013) analyzes the similarities and differences of English and Indonesian diphthongs, identifying. The result shows English has more diphthongs than Indonesian, with some shared diphthongs like [ai], [au], and [ei]. However, English diphthongs like [oi], [iə], [eə], [uə], [ɔi], [əu] are absent in Indonesian. Conversely, Indonesian lacks certain diphthongs found in English. Fourth, Mulyaningsih (2014) demonstrates similarities and differences between Indonesian and Mandarin phonetics. The contrasting factor lies in Mandarin's utilization of tones, which significantly affect semantics, alongside regional discrepancies and methods of enunciating Mandarin sounds. Both Indonesian and Mandarin suprasegmental phonemes underscore parallels that have been operative at the level of sentences. Fifth, Pratika (2014) describes the similarities and disparities in vowel, consonant, diphthong, triphthong, and cluster formations between Ngaju Dayaknese and English, alongside an exploration of sound alteration phenomena observed in English pronunciation by native speakers of Ngaju Dayaknese. Ngaju Dayaknese exhibited 4 vocals, 18 consonants, 5 diphthongs, and 3 clusters, which evolved through an informalization process. Conversely, English showcased 14 vocals, 24 consonants, 8 diphthongs, 5 triphthongs, and 15 cluster patterns. Siregar (2016) writes a contrastive analysis of vowel sounds in Indonesian, English, and French. Siagian (2016) wrote a contrastive analysis of Indonesian and English vowel sounds. (Ulfayanti & Jelimun, 2018) explain that the English language and Indonesian contain vocal phoneme differences and similarities. Similarities may aid learners in developing their proficiency in spoken English, whereas the distinctions may occasionally result in challenges related to pronunciation. English language encompasses vocabularies that share similarities but differ in meaning by a single letter; these are referred to as "minimal pairs.". Sixth, Sumarti et al. (2021) describe

the differences in the phonological structure of Indonesian and Vietnamese. The distinctions in the phonological makeup of Indonesian and Vietnamese encompass variations in (1) the arrangement of syllables and tonal structures, (2) the construction of bisyllabic and monosyllabic syllables, and (3) the quantities of vowels, consonants, and diphthongs. Seventh, Putrayasa & Susandhika (2022) states that BI has six phonemes, namely i, u, e, o, a. Even though the types of vowel phonemes are not much different, but there are differences in terms of variations. In BI it was found that the vowel phoneme i, u, e, o each have allophones I, U, E, O, but in BJ allophones are found vowel phoneme i, namely I. In terms of consonant phonemes, both languages have the same consonants. Eighth, Pratama et al. (2023) reveals that Malay and Indonesian exhibit nearly identical patterns of stress, tone, intonation, and duration in the pronunciation of lexical sounds.

Ninth, Jahrani et al. (2023) explain the phonological differences between Indonesian and German may be observed in the number of vowel and consonant phonemes. The vocal system of Indonesian consists of five vowel phonemes. German exhibits a comparatively greater range of vowel variations compared to other languages, with a total of 15 distinct vowels. The distinction between Indonesian and German consonant phonemes is evident in the absence of the phonemes /ɔ/u/, /ɛ:/, /ɛ/, /ø:/, and /oe/ in Indonesian. Tenth, Sena et al. (2023) explain the Indonesian and Javanese exhibit both divergences and convergences in the field of comparative language study. One similarity is in the vowel phonemes. Indonesian and Javanese both possess five fundamental vowels, specifically /a/, /i/, /u/, /e/, and /o/. Indonesian and Javanese languages possess a total of 10 consonants.

Based on the previous studies, there is a research gap in exploring the phonological similarities and differences between Indonesian and English using contrastive analysis. While studies are comparing phonological systems of English with other languages like Kurdish, Indonesian, Vietnamese, Malay, Javanese, and German, there is limited research specifically focusing on a detailed comparative analysis between Indonesian and English phonology. Existing studies have explored various aspects such as consonant and vowel phonemes, diphthongs, tonal structures, stress patterns, intonation, and duration, but there is a need for a comprehensive examination of these aspects in the context of Indonesian and English phonological systems. Such research could provide valuable insights into the challenges faced by Indonesian learners of English and

contribute to the development of more effective language teaching methods and materials tailored to address these challenges.

METHOD

This research uses a contrastive analysis approach to compare and analyze the similarities and differences in Indonesian and English phonology, as well as their implications for teaching English Phonology. This approach allows researchers to highlight significant differences in morphology between these languages and understand their implications for teaching and learning. In contrastive analysis, differences and similarities between Indonesian and English will be noted and analyzed to identify general patterns. Linguistic studies are very interesting to research, especially contrastive analytical studies that compare several languages in the world (Siregar, 2016). Contrastive analysis is a synchronic method in language analysis to show the similarities and differences between languages or dialects to find principles that can be applied to practical problems, such as language teachers regarding phonetics (Siagian, 2016).

This research method include a literature study to collect articles and books related to the phonology of both languages, as well as document analysis to explore understanding of the topic. of English Phonology teachers will be conducted to gain additional insight. The data collected will be analyzed qualitatively to identify emerging patterns, themes, and trends while comparing and analyzing data from both languages to highlight phonological similarities and differences. The results of the analysis are be interpreted to understand the practical implications of teaching English Phonology, including the identification of effective learning strategies and appropriate approaches to overcome phonological differences between Indonesian and English.

FINDINGS AND DISCUSSION

Findings

A. Similarities and Differences in Indonesian and English Phonology

1. Similarities in Indonesian and English Phonology

The phonological similarities between Indonesian and English encompass various aspects, shedding light on their linguistic parallels and differences such as using the Latin alphabet, same letters, similar consonants, similar vowels, differences in pronunciation,

and differences in vowels. Firstly, both languages utilize the Latin alphabet for writing and pronunciation, simplifying the learning process for students as they grasp the fundamental structure of words in both languages. Additionally, there are shared letters, such as A, B, C, to Z, facilitating recognition and comprehension of written words across languages. Moreover, Indonesian and English exhibit similarities in consonants like /k/, /t/, and /s/, enhancing learners' ability to construct words fluently. Similarly, they share common vowels such as /a/, /i/, and /u/, aiding students in mastering pronunciation. However, despite these resemblances, disparities in pronunciation exist, particularly regarding long and short vowel sounds unique to English. Furthermore, variations in spelling and pronunciation of certain consonants necessitate learners' understanding to avoid errors.

The fundamental phonological similarities between Indonesian and English provide great benefits for learners. First, this similarity makes the learning process easier for students who are studying both languages. They can use the knowledge they have in one language to understand and master similar aspects of phonology in another language. Second, phonological similarity accelerates the acquisition of speaking and listening skills, because students can more quickly adapt to sounds and sound patterns that are similar between the two languages. Third, knowledge of phonological similarities can help in mastering writing skills, because students can apply similar rules in spelling words in both languages. Fourth, understanding phonological similarities also enriches understanding of the basic structure of language, thereby facilitating the overall language learning process. Thus, the phonological similarities between Indonesian and English provide various benefits for students, both in terms of accelerating learning, improving language skills, and broadening understanding of the two languages as a whole.

2. Differences in Indonesian and English Phonology

Differences in phonology between Indonesian and English encompass various aspects that affect pronunciation, spelling, and intonation, as follows:

a. Phoneme Systems

The phoneme system is the organization of sounds in a language that can differentiate the meaning of one word from another. In linguistics, phonemes are the smallest units that can differentiate meaning between words. In other words, phonemes

are a collection of sounds that are considered variations of the same sound unit in a particular language. The phoneme system contains all the phonemes used in a language, both vowels and consonants, along with the rules governing their use. Indonesian possesses a simpler phoneme system compared to English. In Indonesian, there are only five vowel phonemes, which are the distinct sounds that differentiate word meanings, represented by the symbols /a/, /i/, /u/, /e/, and /o/. These vowel phonemes are relatively consistent and straightforward. However, English has a more complex vowel system with a greater variety of vowel phonemes. In addition to the basic vowels, English includes long and short phonemes, denoted by symbols such as /i:/ and /ɪ/. These long and short vowel distinctions are crucial in English because they can change the meaning of words. For example, the pronunciation difference between "beat" (/bi:t/) and "bit" (/bɪt/) is determined by the length of the vowel sound, showcasing the significance of understanding and distinguishing between long and short phonemes in English pronunciation.

b. Pronunciation Patterns

Pronunciation patterns are rules or conventions that regulate the way sounds in a language are pronounced. In this case, a comparison between English and Indonesian shows that the pronunciation rules in English tend to be more complex than in Indonesian. One example of such complexity is in the pronunciation of consonants in English, where certain sounds can vary depending on their position in the word. This means that a consonant may be pronounced in different ways depending on whether it is at the beginning of a word, the middle of a word, or the end of a word. English has more complex pronunciation rules compared to Indonesian. One example given is the variation in the pronunciation of consonants in English, which can differ depending on their position in a word. For example, in English, consonants can be pronounced differently depending on whether they are at the beginning of a word, the middle of a word, or the end of a word. This shows that the pronunciation of consonants in English depends more on the context of the word. In Indonesian, as exemplified by the word "kakak" (/ka.'kak/), consonants have a relatively stable pronunciation, where each consonant is pronounced consistently, not influenced by position in the word. Therefore, these differences indicate additional complexity in English pronunciation, where understanding the rules of pronunciation must take into account the context of the word in determining the correct pronunciation.

c. Spelling Patterns

Spelling patterns are certain patterns or rules that determine how to write a word in a particular language. This spelling pattern includes the arrangement of letters in words, including the use of vowels and consonants and the order of certain letters. Spelling patterns influence how words are written and form the basis for the readability and comprehension of written language. In the context of a comparison between English and Indonesian, differences in spelling patterns can be seen in the way words are written and how the phonemes in the words are represented by letters. For example, spelling patterns for English words may include the use of combinations of letters to represent the same sound or changes in spelling based on the word's origin or morphological structure.

In English, the relationship between spelling and pronunciation is often less straightforward, with numerous exceptions to spelling rules. This complexity leads to many words that don't follow the expected pronunciation based on their spelling. The example provided, "knife," illustrates this point. While the word is spelled with the letters "k-n-i-f-e," the "k" is silent, and the word is pronounced as /naɪf/. This discrepancy between spelling and pronunciation is a common feature of English and can pose challenges for learners and native speakers alike. In contrast, Indonesian spelling tends to adhere more closely to pronunciation, with words typically pronounced as they are spelled, as demonstrated by the word "buku" (/bu.ku/), where each letter corresponds to a distinct sound in the pronunciation.

d. Accent and Intonation:

Accent and intonation are two important aspects of language phonology that influence the way a person speaks and understands language. An accent refers to a distinctive sound pattern recognized as characteristic of a person's dialect or geographic origin. This includes variations in the pronunciation of vowel sounds, consonants, and speech rhythm. For example, American and British accents have different sound characteristics and can be distinguished from each other. Accents can also be influenced by a person's ethnic, social, and cultural background

Differences in accent and intonation between Indonesian and English are notable aspect of cross-linguistic communication. In terms of accent, Indonesian pronunciation tends to be softer, with less emphasis on consonants and vowels compared to English. For instance, while the "r" sound in Indonesian words like "pagi" is

often pronounced softly, it may be more pronounced in English. Stress patterns also differ, with Indonesian typically placing stress on the first syllable of words, whereas English stress can vary depending on context. Intonation patterns further distinguish the two languages. In Indonesian, rising intonation may indicate a question, as seen in the phrase "Kamu suka kucing, bukan?" On the other hand, in English, rising intonation often occurs on the main auxiliary verb or pronoun in a question, as in "You like cats, don't you?" Additionally, emphasis on keywords varies between the languages, with Indonesian often emphasizing the verb or object, while English emphasizes words based on context and meaning. These accent and intonation differences pose challenges for learners transitioning between the two languages but are essential for effective communication across linguistic contexts. While intonation is the melodic pattern or tone of voice when speaking. This includes the rise and fall of voice pitch in a sentence or conversation, which can affect the meaning or significance of what is said. For example, rising intonation at the end of a sentence often indicates a question, while falling intonation indicates a statement or conclusion. These two aspects play an important role in verbal communication, as they help convey nuance, emotion, and meaning in conversations. An understanding of accent and intonation also allows one to more effectively interact with native speakers of the language and adapt their speaking style to suit the communication context. In this example, the intonation in the Indonesian sentence "Saya sedang belajar Bahasa Inggris" may be different from the intonation in the English sentence "I am learning English." Even though the two sentences have the same meaning, the intonation used to emphasize certain words or phrases can vary between Indonesian and English.

e. Word Stress

Word stress is the emphasis placed on one of the syllables in a word to mark that syllable as the most powerful or phonetically important. In English, word stress often determines the meaning of a word and helps the speaker convey a message.

In English, syllable stress patterns often determine the overall meaning of a word. For example, the word "permit" can have two different emphases: /pə.r.'mɪt/ (noun) meaning permission, and /'pɜːr.mɪt/ (verb) meaning permit. In this case, the difference in emphasis determines whether the word is a noun or a verb. On the other hand, in Indonesian, syllable stress tends to be distributed more evenly within a word. For example, the word "walk" has uniform stress on each syllable: /bər.'ja.lən/. In this word, there are no

differences in stress that significantly affect the meaning of the word, because the stress across the syllables is relatively uniform.

f. Use of Specific Phonemes

The concept of specific phonemes refers to distinctive speech sounds that are used in a particular language to convey meaning. In English and Indonesian, some phonemes are unique to each language, meaning they exist in one language but not the other. For instance, English includes voiced and voiceless dental fricatives represented by the symbols /ð/ and /θ/, as heard in words like "this" (/ðɪs/) and "thin" (/θɪn/). These sounds are produced by the tongue touching the upper front teeth (for /ð/) or being near them (for /θ/), creating a distinctive sound quality. However, these phonemes are absent in the phonetic inventory of Indonesian. In Indonesian, the absence of /ð/ and /θ/ means that words from English containing these sounds may be challenging for Indonesian speakers to pronounce accurately, as they may substitute similar sounds from their native phonological repertoire. Conversely, Indonesian has a unique set of phonemes that are not present in English. By understanding these differences in phonemic inventory, language learners can better grasp the distinct pronunciation patterns and challenges associated with each language.

B. Implications in Teaching English Phonology to Students

Teaching English phonology plays a pivotal role in effective language instruction for several reasons. Firstly, it helps learners enhance their pronunciation skills, enabling them to articulate English words accurately and fluently. This proficiency in pronunciation is crucial for clear communication and comprehension. Additionally, understanding English phonology aids learners in comprehending spoken English by familiarizing them with different sounds and intonation patterns, thereby improving their listening comprehension skills. Moreover, phonology instruction enhances learners' spelling and reading abilities by teaching them the relationship between sounds and spelling patterns in English words. This understanding contributes to improved literacy skills and overall language proficiency. Furthermore, proficiency in English phonology enhances learners' communication skills, allowing them to communicate effectively with native speakers and other English learners. It also assists in accent reduction, enabling learners to sound more like native speakers and improving their intelligibility and communication with others. In summary, teaching English phonology is essential for

learners to develop proficiency in pronunciation, listening comprehension, spelling, reading, communication, and accent reduction, thereby facilitating effective language teaching and learning. Based on the similarities and differences in phonology between Indonesian and English, methods for teaching English phonology to students need to be adjusted to be effective.

1. Introduction to Similarities and Differences

Teaching methods need to start with an introduction to phonological similarities between Indonesian and English, such as the use of the Latin alphabet and similar consonants and vowels. Furthermore, differences in the pronunciation of long and short vowels as well as complex spelling patterns should also be introduced to students. Overall, introducing similarities and differences between Indonesian and English phonology provides learners with a foundational understanding of English sound structure while also acknowledging the unique aspects of both languages. This awareness sets the stage for effective phonological learning and helps learners navigate the challenges of acquiring English pronunciation and intonation. Besides, teachers should consider several aspects including:

- a. **Awareness of Similarities.** Being aware of the phonological similarities between the two languages can help Indonesian students understand the sound structure in English better. This can help them identify similarities and differences in pronunciation and spelling between the two languages. For instance, both languages use the Latin alphabet, which facilitates understanding of basic spelling and pronunciation. Similarly, there are shared consonant and vowel sounds between the two languages, such as /k/, /t/, /s/, /a/, /i/, and /u/. By emphasizing these similarities, Indonesian learners can recognize familiar sounds and patterns, making it easier for them to grasp English phonology.
- b. **Focus on Differences.** Teachers can direct students' attention to fundamental phonological differences between Indonesian and English, such as the pronunciation of long and short vowels in English that do not exist in Indonesian. By being aware of these differences, students can improve their pronunciation and avoid common mistakes. It is also important to address the differences in phonology between Indonesian and English. For instance, Indonesian lacks

certain vowel sounds found in English, such as the long and short vowel sounds (/i:/ and /ɪ/). Introducing these differences helps learners understand the distinct phonetic features of English and enables them to differentiate between similar sounds that may be pronounced differently in English. Additionally, differences in stress patterns and intonation should be emphasized to enhance learners' pronunciation accuracy and fluency in English.

2. Using Specific Exercises to Improve Pronunciation and Spelling

Teaching methods should include specific exercises designed to help students improve proper pronunciation and spelling in English. In teaching English phonology to Indonesian learners, specific exercises tailored to improve pronunciation and spelling play a crucial role in enhancing their phonological proficiency. These exercises can be implemented effectively to enhance English phonology skills among Indonesian learners. Firstly, targeted pronunciation practice should focus on challenging sounds in English, such as distinguishing between similar vowel sounds or mastering consonant clusters. Providing audio recordings or model pronunciations aids learners in accurately reproducing these sounds. Secondly, spelling drills reinforce the connection between sounds and spelling patterns, employing word puzzles or dictations to engage learners and solidify spelling rules. Thirdly, minimal pair activities utilize word pairs differing by a single sound to help learners discern subtle pronunciation variations. Dictation exercises further hone listening and spelling skills, incorporating challenging phonetic features for practice. Lastly, interactive pronunciation tools offer real-time feedback on learners' pronunciation, encouraging independent practice outside of class. By integrating these exercises, Indonesian learners can systematically enhance their pronunciation and spelling proficiency, while gaining insights into the phonological disparities between Indonesian and English. Regular practice and targeted feedback play pivotal roles in reinforcing phonetic concepts and bolstering learners' confidence in English communication.

3. Structural and Conceptual Approach

Teaching should emphasize phonological concepts that are unique to English, such as the pronunciation of long and short vowels, different spelling patterns, as well

as word stress which can affect the meaning of words.

In teaching English phonology to Indonesian learners, adopting a structural and conceptual approach can enhance their understanding of the phonological principles unique to English. First, teaching English phonology to Indonesian learners should highlight unique concepts like long and short vowels, spelling patterns, and word stress. Second, adopting a structural and conceptual approach can enhance their understanding of these principles. Third, educators can start by focusing on fundamental phonological concepts specific to English, illustrating differences from Indonesian rules. Fourth, breaking down the English phonological system into its structural components helps learners identify and analyze elements like phonemes and stress patterns. Fifth, learners should be encouraged to compare and contrast phonological features between Indonesian and English, recognizing similarities and differences. Sixth, fostering a conceptual understanding of English phonology involves exploring underlying principles governing sound patterns and rules. Seventh, learners should apply their understanding in contextually relevant situations, reinforcing comprehension through practice. Eighth, error analysis and correction activities help learners identify and rectify pronunciation errors, guiding them to improve pronunciation accuracy. By employing this approach, Indonesian learners can develop a comprehensive understanding of English phonology, enabling effective communication and language comprehension.

4. Contextual Approach

Integrating phonological learning in communicative contexts that are relevant to students' daily lives can help them see direct applications of the phonological concepts they are learning. This can help increase student motivation and engagement in phonology learning. Learning material must be presented in a relevant and situational context so that students can see how phonological concepts are applied in everyday life. For example: using dialogue or conversation that displays the use of different intonation patterns in English.

In teaching English phonology to Indonesian learners, a contextual approach involves integrating phonological learning into real-life communicative contexts that are relevant to students' daily experiences. First, educators should provide

opportunities for learners to practice English phonology in authentic communication situations, such as engaging in dialogues, role-plays, or discussions on familiar topics. Second, incorporating English phonology into everyday language use scenarios that resonate with Indonesian learners' experiences reinforces phonological concepts. Third, integrating cultural elements into phonological learning materials enhances learners' understanding and appreciation of English pronunciation norms within cultural contexts. Fourth, selecting learning materials and activities that align with students' interests and cultural backgrounds enhances motivation for phonological learning. Fifth, utilizing authentic audiovisual materials exposes learners to various English accents and speech styles, improving listening skills. Sixth, designing task-based learning activities requires learners to apply their phonological knowledge to accomplish meaningful tasks, such as transcribing dialogues accurately. Seventh, fostering interactive learning environments promotes collaborative learning and authentic language use among learners. By adopting this contextual approach, Indonesian learners can develop a deeper understanding and practical application of English phonology, ultimately enhancing their ability to communicate effectively in English.

5. Utilization of Technology

In the realm of teaching English phonology to Indonesian learners, the utilization of technology plays a pivotal role in enhancing the learning experience and promoting effective phonological acquisition. First, educators can incorporate interactive online platforms, mobile applications, and computer software tailored for teaching English phonology. These platforms offer engaging exercises and interactive lessons that cater to diverse learning styles. Second, integrating phonetic pronunciation tools and resources provides learners with instant feedback on their pronunciation accuracy such as online dictionaries with audio pronunciation guides or phonetic transcription tools. These tools provide learners with instant feedback on their pronunciation accuracy and help them refine their phonetic skills by comparing their pronunciation to native speaker models (Fitria, 2023). Third, exploring immersive learning experiences using VR and AR technologies allows learners to engage in virtual conversations and simulations that require accurate pronunciation. Fourth, accessing

online tutorials, webinars, and instructional videos focused on English phonology offers valuable insights and tips for improving phonetic skills. Fifth, utilizing digital language laboratories equipped with specialized software facilitates phonological practice and assessment in a controlled environment. Sixth, leveraging online speech recognition tools provides learners with real-time feedback on pronunciation errors and stress placement. Seventh, fostering collaborative learning through online platforms and social media groups encourages peer interaction and support in phonological learning endeavors. By embracing these digital resources and platforms, educators can create dynamic and engaging environments for teaching English phonology, enhancing learners' phonetic proficiency and communication skills.

The use of technology and digital resources can enrich the learning experience by providing interactive exercises tailored to individual student needs. Interactive English learning apps and software can help students gain a better understanding of phonological concepts. By utilizing the power of technology in teaching English phonology, Indonesian learners can access a wealth of resources, interactive tools, and immersive learning experiences that enhance their phonological proficiency and foster effective communication skills in English. Technology-enabled learning environments offer opportunities for personalized instruction, self-directed practice, and collaborative learning, empowering learners to achieve their phonological learning goals effectively.

6. Drills and Practicums:

Doing specific drills and practicums to improve pronunciation and spelling in English can help students adapt to different phonological rules and patterns. These exercises should be designed to help students strengthen their phonological skills through repeated practice. In the context of teaching English phonology to Indonesian learners, drills and practicums are essential components aimed at improving pronunciation, phonetic accuracy, and overall phonological proficiency. First, drills involve repetitive practice of specific phonological elements, reinforcing learners' understanding of phonetic rules and muscle memory for correct pronunciation. Second, drills allow learners to isolate and focus on challenging phonological features or sounds, such as minimal pair exercises to distinguish between similar sounds not present in

Indonesian. Third, practicums provide structured opportunities for learners to apply phonological concepts through guided activities like tongue twisters and word stress drills, enhancing their oral communication skills. Fourth, instructors can offer immediate feedback and correction on pronunciation accuracy and errors, helping learners become aware of mistakes and make necessary adjustments. Fifth, drills and practicums can be designed with progressive difficulty levels to cater to learners' proficiency levels, from basic exercises to more complex tasks. Sixth, incorporating authentic materials like native speaker recordings exposes learners to natural English pronunciation, aiding in developing listening comprehension skills. Seventh, interactive formats such as pair work and group discussions promote active engagement and collaborative learning, encouraging practice in a communicative context and peer interaction. These strategies maximize the effectiveness of drills and practicums in improving learners' phonological proficiency.

7. Use of Relevant Learning Materials

Choosing learning materials that pay attention to the phonological similarities and differences between the two languages can help students understand these concepts better. For example, using material that highlights the rules for pronunciation of long and short vowels in English and their differences from Indonesian. In teaching English phonology to Indonesian learners, the use of relevant learning materials plays a crucial role in facilitating effective instruction and promoting learners' understanding of phonological concepts. Below is how the use of relevant learning materials can be beneficial:

First, incorporating culturally relevant learning materials can enhance engagement and motivation in phonology instruction by making the learning process more meaningful and enjoyable for Indonesian learners. Second, materials that explicitly compare Indonesian and English phonological features enable learners to identify similarities and differences between the two languages, aiding in their understanding of how these differences impact English pronunciation. Third, utilizing interactive multimedia resources allows learners to actively engage with phonological content in dynamic ways, practicing pronunciation and receiving immediate feedback. Fourth, authentic audio samples of native English speakers expose learners to natural

pronunciation and intonation patterns, helping them improve their listening skills and internalize correct pronunciation models. Fifth, learning materials with phonetic transcriptions aid in developing phonemic awareness and accuracy by illustrating the correspondence between English spelling and pronunciation. Providing learning materials with phonetic transcriptions of English words or sentences helps learners develop phonetic awareness and accuracy. Phonetic transcriptions allow learners to see the correspondence between English spelling and pronunciation, aiding in the recognition and production of English sounds (Fitria, 2023). Sixth, materials with practical application exercises encourage active participation and fluency in spoken English, reinforcing phonological learning through real-life language use. Seventh, customization and adaptation of learning materials address learners' specific phonological needs, providing targeted support for their development. These strategies ensure relevance and effectiveness in teaching phonology to Indonesian learners.

Overall, the use of relevant learning materials in teaching English phonology to Indonesian learners enhances engagement, promotes cultural relevance, facilitates language comparison, and supports the practical application of phonological concepts. By incorporating diverse and contextually appropriate materials, instructors can create enriching phonology lessons that effectively address learners' needs and promote their proficiency in English pronunciation and phonological skills.

Discussion

Both Indonesian and English share several similarities in their phonology, which contribute to facilitating language learning for students transitioning between the two. Firstly, both languages employ the Latin alphabet for writing and pronouncing words, simplifying the process of understanding their basic structure. Additionally, they feature identical letters, from A to Z, aiding learners in recognizing and comprehending written words. Moreover, Indonesian and English share similar consonants, such as /k/, /t/, and /s/, enabling learners to navigate word formation more seamlessly. Similarly, both languages possess analogous vowels, including /a/, /i/, and /u/, enhancing learners' ability to articulate words accurately. However, despite these parallels, differences in pronunciation exist, particularly in English's utilization of long and short vowel sounds absent in Indonesian. Furthermore, disparities in spelling and pronunciation of certain consonants necessitate learners' awareness to prevent

errors in written and spoken language. Nonetheless, these shared phonological foundations offer significant advantages for learners, facilitating a quicker and more effective mastery of both languages. Understanding these similarities empowers learners to navigate the intricacies of Indonesian and English phonology with greater ease and proficiency.

Differences in phonology between Indonesian and English encompass various aspects that significantly influence pronunciation, spelling, and intonation. Firstly, Indonesian has a simpler phoneme system compared to English, with only five vowel phonemes (/a/, /i/, /u/, /e/, /o/), while English boasts a more extensive range, including long and short phonemes like /I :/ and /I/. For instance, in Indonesian, "satu" is pronounced (/ˈsatu/), whereas in English, "seat" is articulated as (/si:t/). Pronunciation patterns in English tend to be more complex than in Indonesian, with the pronunciation of consonants often varying depending on their position in a word. This complexity is evident in words like "cat" (/kæt/) and "school" (/sku:l/). Moreover, English presents a more convoluted spelling pattern, with numerous exceptions to the rules, as seen in words like "knife" (/naɪf/). Additionally, accent and intonation in English differ from Indonesian, with English speakers often exhibiting a distinct accent and intonation pattern. For example, "Saya belajar Bahasa Inggris" is pronounced (/sa.ja bæ.'la.jar ba.'ha.sa 'iŋ.gris/) in Indonesian but (/aɪ æm 'lɜ:.nɪŋ 'iŋ.gli/) in English. Word stress patterns in English, which can determine the meaning of a word, also contrast with Indonesian, where stress tends to be more evenly distributed. For instance, "permit" is pronounced (/pə:'mɪt/) or (/pɜ:r.mɪt/) in English, showcasing the importance of stress in conveying meaning. Moreover, specific phonemes present in English, such as /ð/ and /θ/, are absent in Indonesian, further highlighting the disparities between the two languages. These differences underscore the importance of grasping the phonology of each language for effective communication and language acquisition. This finding is similar to the research written by Safitri et al. (2023) that there are striking differences between the structure and sentences of Indonesian and English. Indonesian tends to have a simple sentence structure, focusing on subjects, predicates, and objects. In contrast, English displays a more complex and flexible sentence structure, with a wide variety involving clauses, phrases, and auxiliary verbs. In addition, there are differences in the use of pronouns and word order between the two languages. Differences are also visible

in the way Indonesian and English differentiate between singular and plural numbers. Indonesian generally uses certain words or prefixes to differentiate between singular and plural, while English often adds the suffix -s or -es to form the plural. The rules for using singular and plural words in English are also more complex than in Indonesian. The basic word categories in Indonesian and English also show differences. Indonesian has simple words with one changeable root word, while English often forms diverse categories of root words through phrases and combinations. Even though they use the same Latin alphabet, Indonesian and English have differences in the use and combination of certain letters. Some additional letter combinations that are common in English may not exist in Indonesian, and vice versa. In addition, the pronunciation patterns of Latin letters, especially vowels and consonants, also differ between the two languages. Vowels in Indonesian tend to be short and stable, while in English they have more complex variations depending on the context of the word. Finally, differences can be seen in the way Indonesian and English adopt loan words. Indonesian often adapts the spelling and pronunciation of loan words, while English may retain the original form.

Students need to understand the phonological similarities and differences between Indonesian and English as this provides a deeper understanding of both languages. By knowing similarities, students can identify similar sound patterns in both languages, making it easier for them to master speaking, listening, and writing skills. In addition, understanding phonological differences helps students avoid errors in pronunciation and comprehension, and enriches their communication skills. By understanding the phonological differences between the two languages, students can also understand the unique linguistic aspects of each language, increasing their understanding of linguistic and cultural diversity. Thus, understanding the phonological similarities and differences between Indonesian and English not only enriches students' language skills but also broadens their insight into the linguistic world as a whole.

It is also important for students to learn the phonology of the English language because a solid understanding of the language's sound system impacts their overall communication abilities. First of all, phonology helps students overcome the often incompatible differences between writing and pronunciation in English, such as different pronunciations for the same words and the same pronunciations for different words. By studying phonology, students can understand the patterns underlying English

pronunciation rules and become more competent in clear and precise pronunciation. Additionally, phonology helps students understand accents and variations in English pronunciation, which is important in the context of globalization where various accents frequently converge. This helps students become more flexible in communicating with a variety of native and non-native English speakers. Furthermore, understanding English phonology is also useful in understanding word structure and helps students in the process of learning vocabulary and grammar. Thus, understanding English phonology is not only important for speaking and listening proficiency but also for writing and reading proficiency, helping students become more effective language learners and more skilled communicators in English.

Furthermore, teachers need to teach English phonology because understanding the sound system of this language is a strong foundation for students' ability to communicate effectively in English. By teaching phonology, teachers help students understand the relationship between the letters of the alphabet and the sounds they represent. This helps students read fluently and understand how to pronounce new words they encounter. Apart from that, understanding phonology also helps teachers in providing the correct emphasis in teaching grammar and vocabulary, because emphasis can influence the meaning of a word or sentence in English. Furthermore, by teaching phonology, teachers help students understand the variations in accents and pronunciation in English, which is important in an increasingly global connected world. It prepares students to communicate with native and non-native English speakers more confidently and effectively. Finally, understanding phonology also assists teachers in adapting their teaching methods according to students' needs, enabling them to provide more inclusive and effective learning. Thus, teachers' teaching of English phonology not only helps students become more competent language learners but also prepares them for success in communicating in English in an increasingly global and connected world

The teaching of English phonology for Indonesian students must be tailored to address both similarities and differences between the two languages. Firstly, teachers should raise awareness of these similarities, such as the use of the Latin alphabet and shared consonants and vowels, aiding students in grasping the basic sound structure of English. However, equal attention should be given to differences, particularly focusing on unique English phonological concepts like long and short vowels and complex spelling

patterns. Specific exercises targeting pronunciation and spelling improvement should be incorporated, emphasizing repeated practice on challenging sounds. Additionally, a structural and conceptual approach is essential, highlighting English-specific phonological concepts and their implications for word stress and meaning. Integrating phonological learning into relevant communicative contexts fosters student engagement and motivation. Technological resources, including interactive apps and software, offer further opportunities for personalized learning. Drills and practicums reinforce phonological skills through targeted practice, while the selection of appropriate learning materials enhances understanding of phonological concepts. By employing these strategies, teachers can create effective learning experiences that equip students with the necessary phonological skills to communicate proficiently in English.

The implications of the phonological similarities and differences between Indonesian and English in teaching English phonology to students are very important. First, awareness of the phonological similarities between the two languages can help students understand the sound structure of English better. However, focus is also needed on fundamental phonological differences, such as the pronunciation of long and short vowels in English that do not exist in Indonesian. Exercises and lab work adapted to the phonological rules of each language can help students improve pronunciation and spelling. The use of relevant learning materials and contextual learning is also needed to help students see the direct application of phonological concepts in everyday life. By paying attention to phonological similarities and differences, teachers can design effective and relevant learning experiences, helping students develop the phonological skills necessary to communicate better in English.

CONCLUSION AND SUGGESTIONS

Both Indonesian and English exhibit notable similarities and differences in their phonology, influencing language acquisition and communication for learners. While they both utilize the Latin alphabet and share identical letters, aiding in written comprehension, their phoneme systems differ. Indonesian has a simpler system with fewer vowel phonemes, whereas English presents a wider range, including long and short phonemes. Pronunciation patterns in English are more intricate, often varying based on word position, while Indonesian maintains a more straightforward approach.

Additionally, English has more exceptions to spelling rules, contributing to its complexity compared to Indonesian. Differences in accent, intonation, and word stress patterns further distinguish the two languages. English speakers may exhibit distinct accents and intonation, impacting pronunciation. The differences in language structure between Indonesian and English also contribute to their phonological differences. Indonesian has a simpler structure than English, which also influences the arrangement and pronunciation of sounds in the language. Understanding these disparities is crucial for learners to navigate the nuances of each language effectively. Despite these differences, the shared phonological foundations offer significant advantages for learners, facilitating proficiency in both Indonesian and English phonology.

Effective teaching of English phonology for Indonesian students involves addressing both similarities and differences between the two languages. Teachers should raise awareness of shared phonological features like the Latin alphabet and common consonants/vowels, while also focusing on unique English concepts such as long and short vowels and complex spelling patterns. Specific exercises, a structural approach, contextual learning, technology integration, drills, and relevant materials enhance phonological skills development. By employing these strategies, teachers can create engaging learning experiences that equip students with essential phonological abilities for English communication.

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