

# Indonesian Phonological Interference with Japanese by Japanese Language Learners Undiksha

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## ABSTRACT

The reason for conducting this research was because of the emergence of the phenomenon of inappropriate pronunciation in Japanese pronunciation by Japanese Language Education Study Program students, Undiksha whose mother tongue is Indonesian. The research was conducted to test the hypothesis of whether the mother tongue influences the second language. The research method is qualitative descriptive with used the listening method with recording and note-taking techniques through the pronunciation of the text being read. The data analysis method used in this research matches the sorting technique. The result of this research shows that there is phonological interference between Indonesian and Japanese by students of the Japanese Language Education Study Program, Undiksha. This research aims to identify the influence of the mother tongue, Indonesian on Japanese by using spoken Japanese text. Phonological interference occurred in nasal pronunciation, long vowels or "chouon", post-alveolar consonants, additional phonemes, pronunciation of double consonants "sokuon", pronunciation of liquids, and phoneme reduction. These results were obtained using Weinreich's theory, which discusses language interference.

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## 1. INTRODUCTION

Language contact is a process of using more than one language at the same time, place, and conditions so that it can cause differences in the grammatical structure and phonological structure of the language used [1]. Language contact arises because of the process of using two languages by different people in the same place and time, differences in the grammatical structure and phonological structure of the language used are caused by the cognition process of the speaker in the process of language contact [2]. The cognitive process will proceed during second language learning with elements of the first language emerging because learners experience problems in the process of pronouncing vocabulary, therefore elements of mother tongue pronunciation are brought in and processed through the cognitive process so that cognition has an important role in [3].

The mother tongue has a strong influence on the second language. The influence of the mother tongue on the second language is found in the speaker's speaking ability or phonological structure and grammar when pronouncing the second language, so this will affect the process of learning a language [4]. A mother tongue that is different from the second language will make it difficult to learn the second language because the mother tongue can hinder the cognition process of the second language, on the other hand. A mother tongue that has similarities to the second language will make it easier for second language learners because the mother tongue

which has similar elements can support language cognition processes dan pembelajar perlu menyadari bahwa background linguistik Indonesia dengan bahasa Jepang berbeda [5].

In the process of language contact, there will be an influence of the mother tongue on the second language of a language learner, thereby creating errors that are considered a lack of attention by the speaker to a linguistic rule which means students cannot understand concepts in Japanese [6]. Errors also occurred in third-year Japanese Language Education Study Program students, Undiksha. This is shown in the pronunciation of vocabulary influenced by the mother tongue, such as [*koohi*], which is pronounced [*kohi*]. The phenomenon of Japanese pronunciation discrepancies by Japanese Language Education Study Program students, Undiksha with the hypothesis that the mother tongue, namely Indonesian of Japanese language learners influences the second language, namely Japanese. Therefore, it is necessary to investigate further whether this phenomenon is caused by the mother tongue of the two students being brought into a second language, resulting in interference and testing the hypothesis of whether the mother tongue, especially Indonesian, influences the second language, Japanese.

### **Language Interference**

Language interference is when learners bring elements of the first language into the second language so that deviations occur in the process of learning the target language or second language and damage the language communication system both verbally and in writing [7]. Language interference is the influence of one language on another language, language interference can be interpreted as the influence of the mother tongue on the second language, causing deviations from the linguistic rules of the second language which are caused by the impact of the linguistic rule of the mother tongue [8].

Interference has an impact on the second language learning process because language interference cannot be avoided for learners, the impact that occurs is communication that is not by the structure of the second language so misunderstandings will occur and language interference can be divided into three, namely phonological interference, lexical interference, and grammatical interference [9]. Phonology is the science of language in which each language has differences, especially in Indonesian and Japanese, such as varying phonemes and intonation. If Japanese language learners cannot limit the influence of their mother tongue, phonological interference will occur, namely disturbed pronunciation due to the habits of the mother tongue being brought into the second language [10]. This research will analyze phonological or sound interference found by two students of 5<sup>th</sup> semester in the Japanese Language Education Study Program, Undiksha.

### **Japanese as a Foreign Language**

Teaching pronunciation especially in Japanese is vital because it will result in communication that should be directed, but will be damaged if the pronunciation of vocabulary is not done, so paying special attention to pronunciation or phonology in a second language, Japanese is vital [11]. Someone who learns a language that is not their mother tongue can experience difficulties in using a second language so students need a good learning atmosphere, such as using technology to improve language skills, especially phonology [12]. This is because the phonology between Indonesian and Japanese is different, if the influence of the mother tongue is stronger because aspects of their mother tongue are used in the second language, then pronunciation will be disturbed. This is in line with the opinion [13] which states that a learner's mother tongue influences the student's second language, especially in mastering a second language. The ability to speak, especially in Japanese is more difficult and reading is considered to be in the easy category compared to speaking, so reading is a basic thing that must be mastered by foreign language learners, especially for learners whose mother tongue is not Japanese and learners of Japanese as a foreign language experience difficulty in pronouncing certain types of words because Japanese has a unique phonology and a different phonological form compared to Indonesian [14]. Apart from that, in communicating, paying attention to how to read each consonants and even vowel in a language is an important part of communication [15].

## **2. METHOD**

This research is qualitative descriptive because it examines the influence of the mother tongue on a second language, especially Japanese. Qualitative descriptive research is used to describe data without data manipulation [16]. The method used is the listening method with recording and note-taking techniques. The recording technique was carried out by recording the process of the emergence of sound in language, namely two students in the Japanese Language Education Study Program, Undiksha. The note-taking technique is carried out by recording data obtained from recordings.

The data analysis method used is the matching method with sorting techniques. This research consists of steps taken, namely deciphering Japanese sentences by two students of Japanese Language Education Study Program, Undiksha. The students' pronunciation of vocabulary spoken by Japanese Language Education Study Program students will be analyzed and identified as interference based on the theory used. The subjects used

were two 5<sup>th</sup> semester in the Japanese Language Education Study Program students, Undiksha. Listening to what was conveyed by the two students was carried out on October 5<sup>th</sup>, 2024, in the Japanese Language Education Study Program class, Undiksha. Data was obtained through text read by two Japanese Language Education Study Program students. The two students read the same text so there were no differences regarding the purpose of the reading text given to the two students. Likewise with the vocabulary that it is read. The two students in the Japanese Language Study Program, their first language is Indonesian and their second language is Japanese. In daily life use Indonesian. One of the students comes from NTT (East Nusa Tenggara) who uses Indonesian in daily life, even with family and friends. The second student comes from Karangasem, Bali who uses Indonesian same as student from NTT.

### 3. RESULTS AND DISCUSSION

Based on the data collection carried out, several data were found to be spoken by two students in the Japanese Language Education Study Program, Undiksha when reading a prepared script. These data are data that enter the phonological level between the mother tongue and the second language, namely Japanese.

#### 3.1 Nasal Pronunciation

*Sanbyaku*

[samb'aku] → [sanbyaku]

In Japanese, the word [sanbyaku] has a bilabial nasal pronunciation /m/, namely [samb'aku]. The speaker pronounces [sanbyaku] by pronouncing the vocabulary according to the letters, namely [sanbyaku] which should be pronounced [samb'aku] in Japanese. The speaker uses nasal /n/ rather than /m/. This occurs due to the influence of the mother tongue, namely Indonesian, on the pronunciation of the consonant /n/ in Japanese. Apart from that, readers read the words according to what is written in the text.

*San*

[saŋ] → [san]

The word “san” in Japanese is a nasal pronunciation, namely the consonant /n/, pronounced as /ŋ/, not /n/. This is because the /n/ in the word [san] is at the end, namely /s/, /a/, and /n/. However students learning Japanese pronounce the word [san] according to how it is written, namely “san” not “sang”. Therefore, students learning Japanese experience errors in understanding linguistic rules in Japanese due to the reading comprehension process according to the writing of the words.

*Jyogingu*

[dʒogingu] → [dʒogingu]

The word [dʒogingu] in Japanese is pronounced as [dʒogingu] which is by using /ŋ/ instead of /n/ and the vowel /u/ is read as /u/. This is because when pronouncing /u/ the mouth is rounded more when compared to the vowel /u/. The consonant /n/ is pronounced as /ŋ/ because in front of the consonant /n/ there is the consonant /g/. Japanese language learners, namely the two Japanese language learners pronounce [dʒogingu] which is read according to the text so that students pronounce it as /n/ not /ŋ/.

*Ichinen*

[itʃinen] → [icineŋ]

The word “ichinen” in Japanese is pronounced using the consonant /n/, not /ŋ/. The word [ichinen] must read as it is written in the text. However, both students pronounced /ŋ/ so that the consonant changed to /n/. It should still be read as /n/ because it is at the end of the word.

*Sanbyaku*

[samb'aku] → [sangbyaku]

In Japanese, the word [sanbyaku] has a bilabial nasal pronunciation /m/, [samb'aku]. The speaker pronounces [samb'aku] with the pronunciation [sanbyaku] which should be pronounced [samb'aku] in Japanese using nasal /m/. So, the word “sangbyaku” is not read as /ŋ/ but instead is read as /m/ even though the student concerned has read it not according to the writing, but the sound chosen still has an error.

*Tsunakatta desuga*  
[desuŋa] → [desuga]

The /g/ sound in Japanese is a burst consonant. However, the word [desuŋa] is pronounced with /ŋa/ or /nga/. The sound in /ga/ is sometimes pronounced nasally, namely /ga/ but in the word [desuga] it is pronounced as /nga/ so it falls into the velar nasal. The pronunciation of “*tsunakatta desuga*” in Japanese is pronounced with /ŋa/ not /ga/ as in Indonesian, namely [desuga] or /ga/. In Indonesian, especially Javanese, there is one word that uses the pronunciation /ŋa/, namely the word [ŋajait] whose initial word is [jait] [17].

This occurs due to the influence of the mother tongue, Indonesian which adds the vowel /ng/ to the pronunciation of the consonant /n/ in Japanese. The pronunciation of nasal in Japanese is also pronounced as /m/ because the following word after the nasal /n/ is a consonant, namely the letter “b”, so in Japanese the word pronounced as [samb'aku] by two Japanese Language Education Study Program students mentioning the word [sangbyaku] as in the words [nasi] and [bandung] but if it is at the end of a word it will be read as /ŋ/, like in the word [san] [18].

### 3.2 Pronunciation of the Long Vowel “*chouon*”

*Koohii*  
[ko:hi:] → [kohi]

The word [ko:hi:] in Japanese has the long vowel pronunciation “*chouon*”. The long vowel or “*chouon*” in the word [koohii] is [ko:hi:], while the speaker pronounces [ko:hi:] with the pronunciation [kohi] without involving a long vowel. The pronunciation of [ko:hi:] becomes [kohi] showing the influence of the mother tongue, namely Indonesian on the process of forming the phonological structure of the Japanese vocabulary [ko:hi:].

*Mo*  
[mo:] → [mou]

The word [mo:] is pronounced as [mo:] which is called a long vowel pronunciation. The long pronunciation in Japanese that is found in the vocabulary is generally the long vowel in the vowel /o/ and /u/, but Japanese language learners read according to the writing of the word [mo:], namely /m/, /o/, and /u/. Two Japanese language learners pronounce the word “*mou*” as an influence from their mother tongue, namely in Indonesian there is no long sound so it is read according to how it is written. The pronunciation of “*mo:.*” becomes [mou] by Japanese language learners due to the mother tongue, namely Indonesian, in the Japanese pronunciation process. In Indonesian there are no long pronunciations like in Japanese so the pronunciation process for long pronunciation of Japanese vocabulary will be the same as the Indonesian pronunciation process. The influence of Indonesian which does not contain vocabulary with long vowels will affect the pronunciation process of vocabulary with long vowels in Japanese. Japanese language learners assume that the pronunciation of long vowels is such as [mo:] which is correctly pronounced with [mou] due to the process of cognition and interference language.

*Ii*  
[i:] → [i]

The word “*ii*” in Japanese pronunciation is pronounced long or is called the long vowel pronunciation “*chouon*”. The two students read the word as [i] by removing one vowel /i/ or they read it by not lengthening the vowel or without a long vowel. The pronunciation of the word “*ii*” is by extending the long vowel without pausing the /i/ vowel and without changing the final vowel of the word. However, the two Japanese language learners pronounce it by eliminating vowels due to the influences of their mother tongue which does not have long vowel pronunciation so the influence of the mother tongue, namely Indonesian is still Japanese brought into the Japanese pronunciation process during interference language cognition process of these students.

*Ichido*  
[itʃido:] → [ichidou]

The word “*ichido*” in Japanese is also included in the long vowel pronunciation or “*chouon*”. The word [*itfido:*] is written, namely the vowel /u/ is added after the vowel /o/, but the two vowels are read as long vowels and the pronunciation of /u/ in this word is not clear. However, the two Japanese language learners pronounced the vowel /u/ clearly, namely with [*icidou*]. The reader pronounces it without length but instead pronounces the word [*itfido:*] according to how it is written in Japanese, namely “*ichidou*”. This is because it is influenced by the mother tongue, namely Indonesian. In Indonesian there are no long vowels. Therefore, it can be concluded that the correct pronunciation of the word [*itfido:*] is using the loan vowel rather than reading it based on the vowel /u/. The influence of Indonesian which does not contain vocabulary with long vowels will affect the pronunciation process of vocabulary with long vowels in Japanese. The pronunciation of long vowels, such as the pronunciation process of [*itfido:*] is not pronounced [*icidou*] so that the interference language process which is theorized to pronounce according to writing will affect the pronunciation process of Japanese vocabulary with long vowels.

*Meiji*

[*me:dzi*] → [*medzi*]

The word [*me:dzi*] in Japanese has a long pronunciation of “*chouon*” namely [*meiji*] or [*me:dzi*]. Meanwhile, the speaker pronounces [*me:dzi*] with the pronunciation of [*meji*] or [*medzi*] so that there is no long pronunciation of the word [*me:dzi*] by the speakers, proving that there is influence or interference from the mother tongue, namely Indonesian, in the process of forming the phonological structure of the Japanese vocabulary.

In Indonesia, it does not have a long sound or is called “*chouon*” which is different from Japanese which has a long sound this will result in using the vowel /o/ only or reading it short for Indonesian and reading according to the writing of the word [19]. Therefore, learners pronounce [*medzi*], [*mo:*], [*itfido:*], [*i:*], and [*ko:hi:*].

### 3.3 Pronunciation of Post Alveolar Consonant

*untenshite*

[*unten*]**[ite]** → [*untensite*]

The word “*untenshite*” in Japanese with a post-alveolar consonant, namely [*unten*]**[ite]**. The speaker pronounces “*shite*” like the way it is pronounced in Indonesian, namely “*si te*” or [*untensite*] while the correct pronunciation in Japanese is “*shite*” or [*unten*]**[ite]**. The emphasis on the vowel /i/ proves that there is an influence of the mother tongue namely Indonesian, on the pronunciation of the Japanese vocabulary “*shite*” instead of pronouncing it using /j/, the speaker reads with /si/ by Indonesian phonology. The consonant /j/ is a consonant that is read as /sy/ and the vocabulary that uses this consonant is generally a loanword from Arabic, such as the word [syukur] which uses /j/ [20].

*Shigoto*

[**j**igoto] → [sigoto]

The word “*shigoto*” is pronounced as [*jigoto*] using /j/. Japanese language learners read in the [*shigoto*] way, this is because in Indonesian phonology /j/ is read as /sy/ and it is especially an Arabic loan word. Therefore, the reader pronounces the word [*jigoto*] in the [*sigoto*] way, not following the pronunciation according to the phonology found in Japanese, namely the /sa/, /ji/, /su/, /se/, and /so/ groups. This shows the influence or interference of the mother tongue, Indonesian in the process of pronouncing Japanese words, namely the word “*shigoto*”.

### 3.4 Liquids Pronunciation

*Rirakkusu*

[**r**irakkusu] → [rirakkusu]

“*rirakkusu*” in Japanese is pronounced [*rirakkusu*], which involves the alveolar flap consonant /r/ and the back vowel is pronounced slightly differently to /u/, namely /u/ because it rounds out the mouth more during the pronunciation process. Meanwhile, the speaker pronounces [*rirakkusu*] with the pronunciation [*rirakkusu*], that is by fully involving /r/ thus focusing the phonological structure on the vowels /ri/ and /ra/. The “*rira*” in [*rirakkusu*] should be paired with /ri/ and /ra/.

*Renraku*

[renraku] → [renraku]

[renraku] in Japanese has the pronunciation [renraku] which involves the alveolar flap consonant or /r/, involving a different pronunciation/u/, namely /u/, with more rounding of the pronunciation process. Speakers pronounce [renra] like the way it is pronounced in Indonesian, namely [renraku] or [renra] while the correct pronunciation in Japanese is [renraku] with a soft alveolar flap consonant /r/. The pronunciation of /r/ in Indonesian and Japanese is different, because in Japanese the consonant /r/ falls into the group of tap or plate sounds like /r/ and /l/ compared to /r/ in Indonesian which falls into the group trill, like the words [rada] and [garang] [21]. Therefore, the correct pronunciation is [renraku] and [rirakkusu].

**3.5 Additional Phonemes***Koohii wa*

[wa] → [wak]

In the particle in the sentence [ko:hi: wa] it is written “ha”, but it is read as /wa/. However, Japanese language learners add the consonant /k/ at the end of the particle /wa/ which should not contain an additional consonant so learners experience errors in pronouncing the /wa/ particle sound due to the habits of their mother tongue, Indonesia.

*Ima*

[ima] → [imak]

The word “ima” in Japanese is pronounced clearly as [ima] without adding phonemes at the end of the word. This is because if it is written in Hiragana the writing is /i/, /m/, and /a/ without involving the consonant /k/. however, Japanese language learners pronounce the word [ima] by adding the consonant /k/ at the end of the word so that it becomes [imak]. This is considered an error because it is not supposed to be pronounced with the addition of phonemes and read according to the mora.

*Kanta na*

[na] → [nak]

In this word /na/ is pronounced according to the Hiragana letters in the text, that is without adding phonemes or subtracting phonemes as pronounced by two Japanese language learners, namely /na/ which is added with the consonant /k/ at the end of the word “kantana” so that the word becomes “kantanak”. This is an error experienced by readers as a result of entering consonants in a vocabulary that should be read as written, namely /k/, /a/, /n/, /t/, /a/, /n/, and /a/ without the consonant /k/ at the end of the word, even though in the mother tongue, Indonesian phonemes are often added to some word. However, this is also an error or mistake because it is not by the linguistic principles of the Indonesian language. Error occurs in the pronunciation process of Japanese vocabulary, namely /na/ become [nak], [ima] becomes [imak], [wa] becomes [wak], [mata] becomes [wak], [ga] becomes [gak], and [imakara] becomes [imakarak] is also caused by habits or adaptations in the mother tongue of Japanese language learners, namely Indonesian in the endings where the consonant /k/ is often added, such as [iya] becomes [iyak], and [suka] becomes [sukak] so that is habits influences the sound production process in Japanese pronunciation [22].

*Mata*

[mata] → [matak]

The word “mata” in Japanese is a word that is pronounced as it is written or without changing the sound and without adding phonemes. Japanese language learners pronounce the word [mata] as [matak]. Learners read by adding the phoneme /k/ in the word “mata”. Learners should read those that match the mora of the word, namely /m/, /a/, /t/, and /a/ without involving other consonants. Therefore, Japanese language learners experience errors in pronouncing the word [mata] as [matak]. This is also part of an error because it is not by the linguistic principle of Japanese or Indonesian. After all, the addition of phonemes is an error.

*Ga*

[ga] → [gak]

In this word, Japanese language learners also experienced errors due to adding the consonant /k/ at the end of the participle “ga” which is a particle. If in phonology /ga/ falls into the nasal group, namely /ga/, /gi/, /gu/, /ge/, go/. Therefore, the “ga” particle does not add the consonant /k/, and it is still read as [ga]. The two Japanese Language Education Study Program students did this as a result of the influence of their mother tongue, namely Indonesian. Japanese language learners carry the Indonesian habit of pronouncing “ga” as “ga” which occurs due to the adaptation of their mother tongue or Indonesian to Japanese.

*Arimashita*

[arima]ita] → [arimasitak]

In the word “*arimashita*” Japanese language learners again pronounce Japanese vocabulary by adding the phoneme /k/ at the end of the word “*arimashita*”. This is a form of error because the word “*arimashita*” must be read as it is written namely /a/, /t/, /i/, /m/, /a/, /ʃ/, /i/, /t/, and /a/. Without adding the consonant /k/. This occurs due to habits that are carried out in Indonesian or the mother tongue, such as in the informal language of Indonesian.

*Shimashita*

[ʃima]ita] → [simasitak]

The word “*shimashita*” should be pronounced as [ʃima]ita] instead of adding the consonant /k/ which becomes [simasitak]. The two Japanese language learners read with the pronunciation process adding the consonant /k/ at the end of the word so that the word “*shimashita*” is not pronounced correctly due to the interference of Indonesian with Japanese.

*Toki*

[toki] → [tokik]

The word “*toki*” also experienced a change in phoneme with the addition of consonant /k/ by two Japanese language learners, in the text which was read without adding the consonant /k/ and was the same as the previous data, namely it was read according to the writing of the word [toki] without the consonant /k/.

*Narimashita*

[narima]ita] → [narimasitak]

The word “*narimashita*” also experienced pronunciation errors but the two Japanese language learners for the same reason. Japanese language learners should not insert the consonant /k/ at the end of the word [narimashita] so that there will be no mispronunciation as [narimasitak]. Readers should read the word [narima]ita] according to how the word is written in the text without adding the phoneme or consonant /k/.

*Imakara*

[imakara] → [imakarak]

The word [imakara] in Japanese is pronounced as /ra/ unlike /ra/ in Indonesian which is classified as a trill and even the Japanese sound does not experience the addition of the consonant /k/ at the end of the word, like [imakarak]. The word must also be pronounced as it is written, namely /i/, /m/, /a/, /k/, /a/, /t/, /a/ without adding the phoneme or consonant /k/ at the end of the word.

Based on the data, several words also have been added such as in the names of food or drink. An example is the word [mie] which should be the word [mi] without involving the vowel /e/. Apart from that, the word [sədap] becomes [sədaap], which is the addition of the vowel /a/. Therefore, the addition of phonemes can occur by Japanese language learners as a second language and bring habits in their mother tongue, namely Indonesian to Japanese [23]. The strong rules or habits of the mother tongue resulted by two Japanese Language Education Study Program students experiencing errors in their second language, Japanese.

### 3.6 Pronunciation of Double Consonants “*Sokuon*”

*Chotto*

[tʃotto] → [coto]

The word “*chotto*” is pronounced as a *sokuon* or double consonant in Japanese. Double consonants in this word are the appearance of more than one consonant /t/ in a word, as in this word. However, Japanese language learners pronounce the word [t*f*otto] as [coto], namely by eliminating one of the syllables or consonant /t/ in the word [chotto]. This is due to the influence of the mother tongue, namely Indonesian which carries the habit of eliminating syllables due to difficulties in the pronunciation process of Japanese vocabulary and which is still carried over to the second language, namely Japanese. The occurrence of errors in pronunciation of Japanese vocabulary, namely [t*f*otto] as [coto] by Japanese language learners is caused by the influence or interference of their mother tongue Indonesian. In Indonesian, the number of double consonants is not as large as the number of double consonants in Japanese, so there is often a smoothing or lack of emphasis in the process of pronouncing double consonants in Japanese.

*Omotte*

[omotte] → [omote]

The word [omotte] in Japanese is pronounced as [omotte] with a double consonant in the form of the consonant /t/. However, the two Japanese language learners read by removing one of the consonants /t/ in the word so that it becomes [omote]. Readers carry out this pronunciation process as a result of the influence of their mother tongue in the form of the habit of eliminating syllables, especially double consonants if they experience difficulties. The occurrence of errors in the pronunciation of Japanese vocabulary, namely [omotte] as [omote] by Japanese language learners is caused by the influence or interference of their mother tongue Indonesian. In Indonesian, the double consonant is not as large as the number of double consonants in Japanese, so there is often a smoothing or lack of emphasis in the process of pronouncing double consonants in Japanese.

*Nemukatta*

[nemukatta] → [nemukata]

The word “*nemukatta*” in Japanese should be read with a double consonant, namely /t/. If written it will use a small っ or っ so the reader must read the word if there is a small っ or っ by paying attention to the letters given the small “*tsu*”. However, Japanese language learners read the word “*nemukatta*” using the pronunciation process of eliminating the consonant /t/ which in the text contains a small っ or っ. Therefore, readers experience errors due to errors in reading the word “*nemukatta*”.

Indonesian has the same double consonants as Japanese, but the types of double consonants between Indonesian and Japanese are different. In Japanese, double consonants or *sokuon* are marked with the small っ or っ, especially the consonants /k/, /t/, /p/, and /s/, in contrast to Indonesian, the double consonants are only /kh/, /ng/, /ny/, and /sy/ do not contain double consonants like in Japanese, namely in the word [nemukatta], [omotte], and [t*f*otto] [24]. Therefore, Japanese learners pronounce these four words by reducing one of the consonants. This is due to the habit of the learners in Indonesia which does not contain double consonants, especially the consonants /t/ which were brought into the second language.

### 3.7 Phoneme Reduction

*Minna*

[minna] → [mina]

The word [minna] in Japanese is pronounced with double consonants as if there are two consonants at once in the word [minna]. Even though the word [minna] has a pronunciation that should be pronounced with double /n/, it is not *sokuon*. This is because the writing is not marked っ or っ. Students learning Japanese as a second language pronounce the word [minna] by removing one of the consonants, namely /n/, so it becomes [minna]. This is because in Indonesia there are no double consonants of /n/, so Japanese language learners brought the influence of their mother tongue. Indonesia which does not have double consonants of /n/, the only double consonants in Indonesia are /kh/, /ng/, /ny/, and /sy/ [25].

## CONCLUSION

Based on the result of data analysis in research regarding the interference of Indonesian with Japanese for Japanese Language Education Study Program at Ganesha University of Education, it can be concluded that Indonesian, namely the mother tongue, has an influence on the pronunciation of Japanese which is the second

language for Japanese Language Education Study Program at Ganesha University of Education. The influences between the mother tongue and the second language at the phonological level between Indonesian and Japanese phonology so there is interference between Indonesian and Japanese phonology. These influences include the nasal pronunciation of /n/ if in Japanese it can be pronounced /ng/ based on the problems of two students in the Japanese Language Education Study Program, Ganesha University of Education the data obtained to 6 data, the pronunciation of long vowels which do not exist in Indonesia. The data obtained on the pronunciation of long vowels or *chouon* is 5 data, the pronunciation of post-alveolar consonant which is 2 data, liquids pronunciation of /s/ and /r/ between Indonesian and Japanese which is found to be 2 data such as [*renraku*] and [*rirakkusu*]. The influences of the mother tongue on the pronunciation of *sokuon* or double consonants in Japanese were found in 3 data. Even though Indonesian also has double consonants, students choose to read by eliminating one of the consonants in the words, [*chotto*], [*omotte*], and [*nemukatta*]. Phoneme reduction was found in 1 data in the word [*minna*]. The addition of phonemes also occurs in the interference of Indonesian with Japanese and the analysis results obtained are 10. This is because, in Indonesia, there is vocabulary which is the addition of phonemes and is often encountered. Thus influencing second language learning. For example in the word [*wa*], two students tend to add the consonant /k/ at the end of the word. Based on the result of the data analysis, two Japanese language learners experienced errors in Japanese pronunciation. This is due to the habit of using the mother tongue to pronounce the second language, namely Japanese, so the mother tongue influences the second language.

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