

ANALYZE THE PRONUNCIATION ERRORS OF ENGLISH CONSONANTS IN STUDENTS MAJORING IN ARABIC EDUCATION

¹Jihan Luthfi, ²Wulandari, ³Yani Lubis

¹²³Universitas Islam Negeri Sumatera Utara

e-mail: jihanluthfi05@gmail.com

ABSTRAK

Although the primary goal of learning English as a second language is to be able to communicate effectively in the target language, the language competency desired by learners and teachers is dependent on the reason for studying that language. The English language has 24 consonants, while Arabic has 28. English consonants are grouped based on where and how they are pronounced. In contrast to vowels, which are formed by allowing air to flow freely from the lungs via the lips, consonants are produced by forcing the airstream out and can be voiced or devoiced.

This study shows that although students have difficulty pronouncing words in English, they have a basic understanding of common words. Obstacles in learning English for Arabic students, especially in the context of consonant pronunciation, are the main focus. These findings give us an idea that English is a little difficult to understand, especially for Arabic students..

Keywords: *Consonant sounds, Pronunciation errors, Arabic student*

1. INTRODUCTION

Many English terms are mispronounced by Arabs, resulting in spelling and writing problems. Arabic speakers, in general, use direct transfer and interference from Arabic, as well as stress shifts in their pronunciation that are not recognized stress patterns in English. Furthermore, some English sounds have no equivalent in Arabic, resulting in vowel and consonant mistakes. This study reveals Arabic education students' pronunciation problems while pronouncing troublesome words to Arabs in general. The students made vowel insertion and confusion, orthography, stress, intonation, and mistake faults. Although the

primary goal of learning English as a second language is to be able to communicate effectively in the target language, the language competency desired by learners and teachers is dependent on the reason for studying that language.

The English language has 24 consonants, while Arabic has 28. English consonants are grouped based on where and how they are pronounced. In contrast to vowels, which are formed by allowing air to flow freely from the lungs via the lips, consonants are produced by forcing the airstream out and can be voiced or devoiced. This article discusses English pronunciation errors made by Arabic

education students. In general, Arabic speakers use direct transfer and interference from Arabic, as well as pressure changes in their pronunciation, which do not recognize English stress patterns.

Furthermore, some English voices do not have Arabic equivalents, resulting in vocal and consonant problems.

This research does not go into the causes of pronunciation problems, but rather gives some insight on the broad reasons behind them.

2. THEORETICAL BASIS

Zimmermann (2004) provided a word table containing the minimal pair /b/ and /p/ and explained that, in contrast to English, the voiceless stop consonant /p/ does not occur in Arabic. Similarly, Smith (2007, p.197) described the minimal pair /f/ and /v/. This explains the lack of the phoneme /v/ in Arabic, unlike the case with /p/, it is uttered on phonemes.

Al-Shuabi (2009) Arabs have difficulty pronouncing terminal consonant clusters, reduction, substitution, and deletion, according to research on phonological problems. The author determined that these are the three most important components in the pronouncing process.

Gordon (2005) reported that Ethnologue contains 4,444 Arabic words in 35 varieties. These Arabic versions are not limited to Arab countries, although they are spread across 21 countries. They cross borders with other countries such as Afghanistan, Cyprus, Malta and Uzbekistan. There are four dialects in Saudi Arabia: the Gulf dialect, the Hijazi dialect, the Najdi dialect, and the standard spoken Saudi dialect.

According to Selinker (1996) The concept of fossilization describes how language programs, grammatical rules, and language subsystems associated to the target language in interlanguage become established regardless of the ages of learners or the quantity of the taught target language. In addition, Richards et al. (2000) emphasized that improper language features are always accompanied by the

language learners' creation in oral and written forms, and an accent is indicative of fossilization in pronunciation.

Abdulwahab (2015) notes that some English consonants such as *هـ*, *هـ*, and *هـ* do not exist in Arabic, and are similar to some Arabic consonants such as /t/ and /k/. It says that even these visible consonants are not the same, but different. Even the way and place of articulation. He said that the English /t/ is gingival, aspirated in the first position of the word, followed by a vowel like tea /ti:/, but the Arabic /t/ is gingival; I explained that the words are not attracted in the same word position as follows /ti:N/.

Al-Hattami (2010) highlighted the phonetic discrepancy between English and Arabic. The author gave several examples of contradictions. /p/ is an English phoneme, but not Arabic. /t/ is alveolar in English, but dental in Arabic. /d/ is alveolar in English, but dental in Arabic. /c/ is a phoneme in English but does not exist in Arabic. Also, /v/ is a phoneme in English, but not in Arabic.

Researchers who investigated Arabic learners' English consonant pronunciation difficulties relied on the Contrastive Analysis Hypothesis (CAH) and the Critical Period Hypothesis (CPH) in their studies. Overall, these studies support the conclusion that differences in Arabic background and dialect lead to differences in English mispronunciation. In an ESL context, Barros (2003) investigated the pronunciation difficulties of her six native Arabic speakers who came to the United States after adolescence. Research has shown that /η/, /p/, /v/, /d/, and /dʒ/ are the most commonly pronounced consonants; however, due to differences in L1 dialects, learners' pronunciation may vary. The level of difficulty varied depending on the learner. In the Jordanian context, al-Saidat found that Arabic learners of English tended to insert short vowels between the first and last consonants of certain English syllables. On the other hand, a

study by Na'ama (2011) found that Yemeni universities had difficulty pronouncing the final third and fourth consonant clusters of English words. This is because these clusters do not appear in the Arabic segmental features. Finally, Hassan (2014) found that Sudanese English learners were able to express consonant contrasts such as /z/ and /ð/, /s/ and /θ/, /b/ and /p/, and /ʃ/. I discovered that I have difficulty pronouncing the words and /tʃ/.

3. METODE PENELITIAN

Dabbs in Berg (2001:2) shows that the idea of quality is important for nature. Quality refers to the context of the what, how, when, and where of the essence of "something". At the same time, it includes elements of that "something" atmosphere. So qualitative research will refer to: concepts of meaning, definitions, characteristics, metaphors, symbols and other things related to description. The study was conducted at the Islamic State University of North Sumatra on students of Arabic education. This major was chosen as a field of study because of the presence of English courses in the Arabic language education major, so I could identify problems in finding the difficulty level of English pronunciation in Arabic education students more easily. The data (pronunciation errors) collected by the researcher were then analyzed. Data are obtained through the subject's own pronunciation and experience sheet.

4. RESULTS AND DISCUSSION

English consonant sounds can change based on accent and circumstance. In English, consonants generally fall into two categories: voiceless and voiced. A voiced sound is one that is generated with vocal cord vibration, whereas a voiceless sound is one that is produced without vocal cord vibration. The voiceless sounds /p/, /k/, /t/, /f/, /s/, and /h/ are examples. The sounds /b/, /g/, /d/, /v/, /z/, and /l/ are examples of voiced.

For instance, it is challenging to pronounce the letters in English since the typical Arabic students tongue finds it tough. This can serve as an example of how learning to read the hijaiyah letters in the Iqro book or Al-Qur'an will be particularly challenging when studying consonant letters with a British accent. This is because Arabic students have a habit of

pronouncing the letters "R" and "T" in words differently than other languages, so it will be particularly challenging to use a British accent that does not require these two letters and reflects other consonant letters. It's hard to say.

For Arabic students, pronouncing words correctly in English is a challenge. Pronunciation mistakes are common in English, particularly with consonants. In several instances, the challenges stem from the language's erratic writing, which exacerbates the difficulty of pronouncing words. The 28 letters that make up the written languages of Arabic and English are pronounced differently. There are around 33 distinct sounds in Indonesia, comprising 6 vowels, 4 diphthongs, and 23 consonant sounds. There are 44 distinct spelling sounds in English, comprising 5 vowel letters that produce 20 sounds and 21 consonant letters that produce 24 sounds.

The results of this study show that the results of the analysis have been conducted on of the three people who have been interviewed, only one person knows what a consonant sounds in English. only one person has never felt it difficult to mention consonants, because he thinks that consonant colours are just a sound consonance, not a paragraph. Two people have had difficulty in mentioning consonants, because they're confused with vocal voices, vocal sounds in English are difficult and many while vocals in Arabic are simple and not many. the three of them found it easier to learn

Arabic because they thought Arabic was easier to mention, they said it was more easy to say, the language of Al-Qur'an. If English was a little difficult because the writing with pronunciation sometimes different.

Based on the answers included above, it can be concluded that some Arabic students find it difficult to mention the sounds of consonants in English, they are still confused with the existing writing but different pronunciation when reading.

It can be noticed that the Arabic learner goes from imitating the Arabic mother tongue (pronounce as spelled) Arabic pronunciation is highly consistent by giving one sound to one letter, while English has a lot of words with

unspoken letters. Also Arabic has some consonants that do not exist in English, and vice versa.

5. CONCLUSIONS AND RECOMMENDATIONS

This study shows that although students have difficulty pronouncing words in English, they have a basic understanding of common words. Obstacles in learning English for Arabic students, especially in the context of consonant pronunciation, are the main focus. These findings give us an idea that English is a little difficult to understand, especially for Arabic students.

The main difference between Arabic and English pronunciation lies in phonology, or the sound system used in both languages. The English language has 24 consonants, while Arabic has 28. English consonants are grouped based on where and how they are pronounced. In contrast to vowels, which are formed by allowing air to flow freely from the lungs via the lips, consonants are produced by forcing the airstream out and can be voiced or devoiced.

The results of this study show that Arabic students struggle and mistake vowel sounds with other one or two phonemes vowel sounds such as the /e/ with /i/, /ie/, /æ/ the /i/ sound with /ai/, /ei/, /ai/ and the /a/ sound with the /e, æ/. In addition, pupils struggle with missing sounds in Arabic, such as the /p v/ sounds, and frequently substitute them with the /b f/ English sounds. Furthermore, the pupils entirely ignored the emphasis or intonations on two or more syllabus words and replicated the Arabic /r/ sound by emphasizing the English /r/ sound.

BIBLIOGRAPHY

Abderrazak Mohammed Saeed Chouchane.

“PRONUNCIATION DIFFICULTIES FOR ARAB LEARNERS OF ENGLISH”. 2.9 (2016): 205-215

Islam Ababneh, (PhD). “English Pronunciation Errors Made by Saudi Students”. (2018): 244- 261

Alzinaidi, M. H., & Latif, M. M. (2019). Diagnosing Saudi Students' English Consonant Pronunciation Errors. Arab World English Journal, 10(4), 180-193.

Baker, A., & Goldstein, S. (2008). Pronunciation pairs: an introduction to the sounds of

English. New York: Cambridge University Press.

Barros, A. M. D. V. (2003). Pronunciation difficulties in the consonant system experienced by Arabic speakers when learning English after the age of puberty.

Chakma, S. (2014). Difficulty in pronunciation of certain English consonant sounds. Sripatum Chonburi Journal, 10(3), 110-118.

Simarmata, D., & Pardede, H. (2018). Error analysis of students' pronunciation in pronouncing English vowels and consonants. Lampung: Journal Smart, 4(1), 1-38.

Sao Bui, T. (2016). Pronunciation of Consonants/ð/and/θ/by Adult Vietnamese EFL Learners. Indonesian Journal of Applied Linguistics, 6(1), 125-134.