



Sundanese, Arabic and English Phonology: Introducing a Classless Linguistic Learning

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Abstract

The uniqueness of teaching phonology in English Literature, *UIN Sunan Gunung Djati* —located in Pasundan, West Java, Indonesia is the integration among sounds of native (Sundanese), daily prayer (Arabic) and foreign (English) as the main courses. These three sound systems are used frequently in daily activities in the campus. As time flies, the method of teaching adapts the condition of the era. The method of teaching gets many changes; beginning from using chalk and blackboard, then board marker and white board, then using laptop, projector and screen then now transformed to the latest version: android. When the lecture provides the materials in android, all students could easily access it anytime, anywhere. By doing so, the students can follow and attend the lecture fully without any reason of being absent or having other activities outside of the class. This teaching of phonology today is aided by today's technology development. Besides having been completed all materials, videos and other multimedia, the lecturer and the students can develop other creative task in order to reach the peak of the learning goals. In other words it could be said that the subject of this phonology serve the students digitally by using the apps provided at playstore to have the experience of the classless linguistic learning.

Keywords: *Sundanese, Arabic, English, Sound System.*

1. Introduction

The interaction among Sundanese, Indonesia and Arabic language has been established for a long time in West Java. As a native language, Sundanese is acquired and used in everyday life. Before getting on to the formal school, some Muslim children learn Arabic through informal institutions such as play group, kinder garden or mosque. Although they do not realize the complexity of sound productions, they are exposed to have the various sounds of Arabic, since they have to begin to pray using Arabic sound system. When they are going to the study formally in elementary school, they are also exposed to bahasa Indonesia. It means that before learning lingua franca, bahasa Indonesia, they learn foreign language (Arabic) for their early need to pray. Moreover, still in elementary school they are also exposed to learn English. It can be said that before going to the junior high school, some Muslim children of Sundanese have four sound systems: Sundanese, Arabic, Bahasa Indonesia and English.

The researcher also has this experience, namely learning Arabic for the need of pray before having formal education in elementary school. This description still happens up till now, especially in West Java, Indonesia. In one side, it is good to transform sound literacy by exposing various sounds for various meaning. In another side, however, it is a challenge for the language trainers to transform the sound correctly. It has to be done because in fact they learn other languages, especially the sound system by producing the sound with native language, namely Sundanese.

2. Institution's vision to lecture's content and method

As the vision of the campus is to show local wisdom, Islamic value then the core material, the subject of phonology taught in English Literature of the State Islamic University is developed by enriching the local sounds of Sundanese, the prayers sound of Arabic then the core material, the sound of English phonology. Since theses sounds are complex, the android system is built to assist the learner to have the correct sounds that can be access anytime and anywhere. By developing the android system, the complexity of these sound will easily aided. This application is technologically advanced in order to have similar sound like native. At least the learner will learn based on native sounds.

Arabic has a feature of long vowels or double consonants as phonemes that distinguish meaning each other. Unconsciously the language of prayer used in our daily worship is also a language that is very close and pronounced with high and constant frequency. Some Muslims recite Arabic at least five times a day at least in the obligatory prayer service. So that this application also helps Sundanese people to learn Arabic sound systems to have better sound produce in their performing prayers. Although English does not have double consonants in the pronunciation, English has also double



vowels (long vowels) that Sundanese does not. By doing so, the application also helps Sundanese people to learn these features in order to master the vowels and consonants well. From the perspective of the content, the lecture of Sundanese, Arabic and English phonology has been done in the way of application. So that application can bring the lecture to be classless language learning. It is one of the alternatives for the learners to learn these three sound systems.

3. Android applications bring the content to support classless linguistic learning

The following is the description of the application of Sundanese, Arabic & English Phonology.

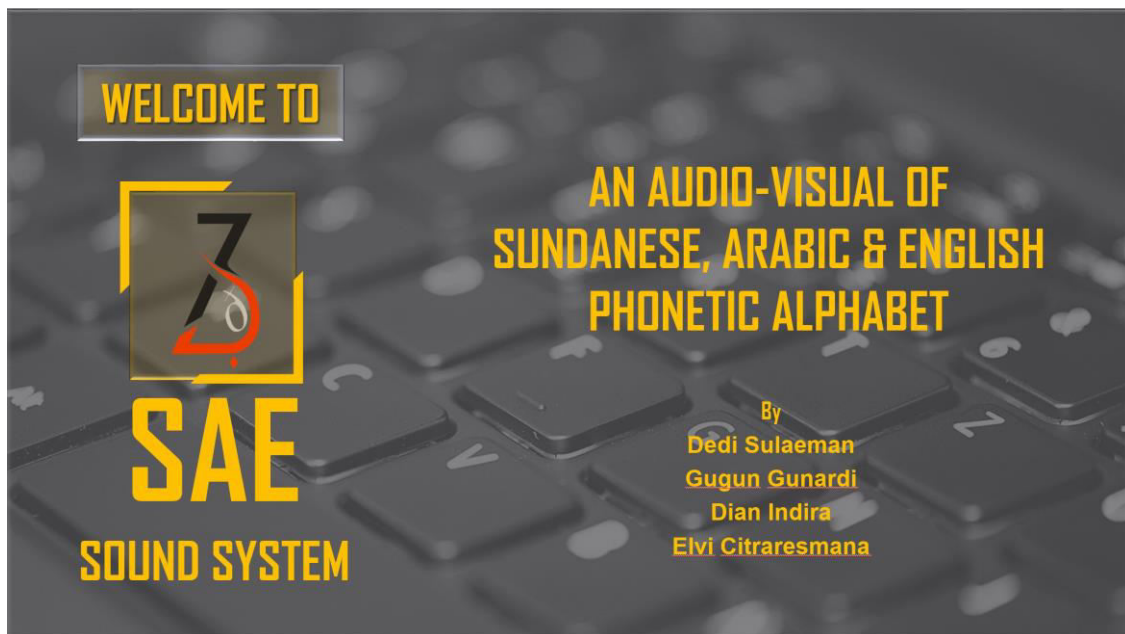


Fig. 1 The first screen of the application

The first screen of the application shows the title of the application. It welcomes the readers to the SAE (Sundanese, Arabic & English) sound system. After a while, the next screen will appear. It shows the contents of the application. Here are the screen.

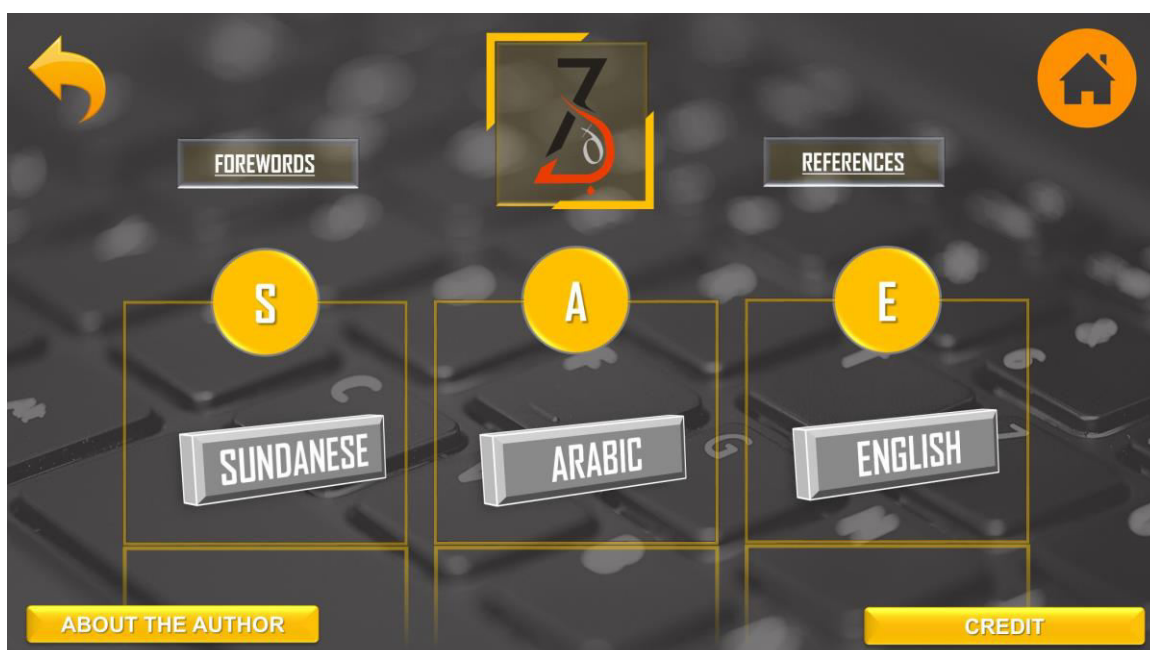




Fig. 2 The second screen of the application

This second screen consists of forewords, references, about the author and credit. In the middle of the screen, it shows the three icons of each sound system, namely S for Sundaneses, A for Arabic and E for English. The button of foreword links to the first edition of the application. It is about how the application is made and how to use it. The button of reference refers to the books, the source, and the other previous applications from android and play store. The button about the author tells about the short biography of the creator of the application. The button of credit that conveys gratitude to those who help the application. The button of letters SAE links to each language sound systems. When the users touch the button S, the screen will appear like bellow.

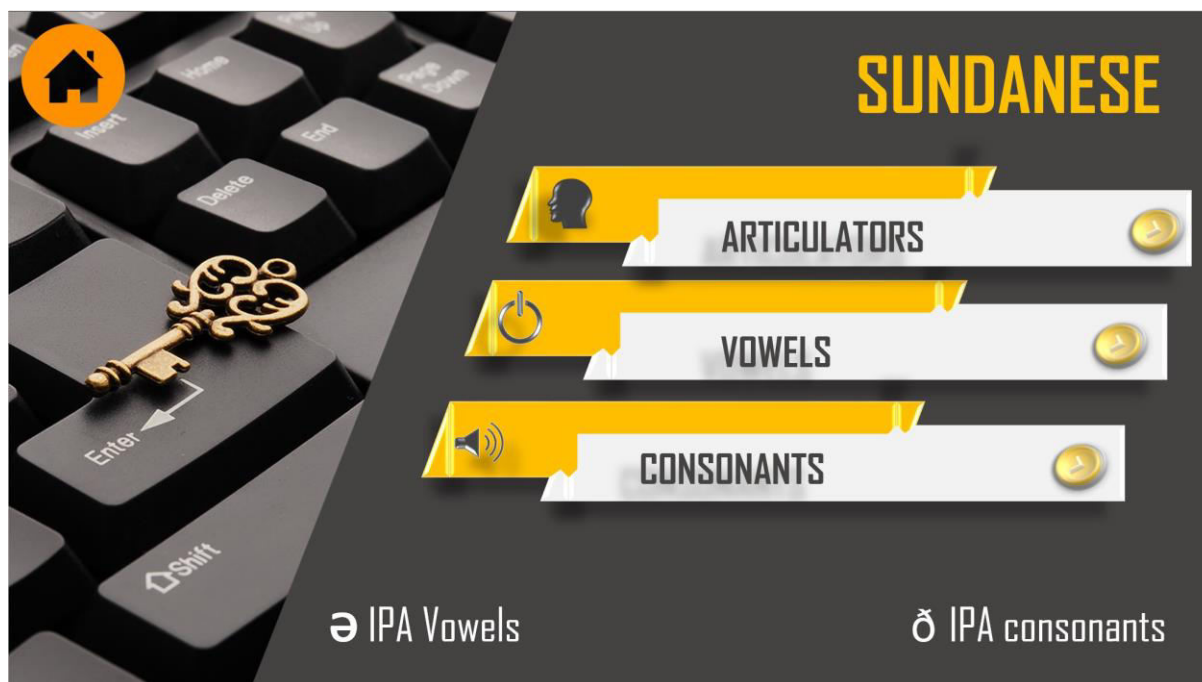


Fig. 3 the third screen of the application, Sundanese sound system

This menu shows the content of Sundanese sound system. It consists of five buttons, namely articulators, vowels, consonants and direct link to IPA vowels and IPA consonants. The articulators' button links to the human organ of speech and its names. The vowels button links to the Sundanese vowels and its way to produce each. As Djajasudarma [1] states that the number of phonemes of Sundanese vowels are bigger to the Indonesian vowels. The number of Sundanese vowels are seven, they are [a], [ɪ], [ʊ], [e], [o], [ə], and [ɛ:]. Besides, there is also nasalized vowel [ã]. She emphasizes also that [2] Sundanese has eighteen consonants phoneme that is produced when there is closure of the air in the mouth as there is collision of the tools of speech. There are three aspects affect the quality of sound that creates the consonants, the cords or vocal cords statement, the place of articulation, and the manner of articulation. Regarding to those aspects, the eighteen consonants phoneme of Sundanese are [h], [n], [c], [r], [k], [d], [t], [s], [w], [l], [p], [j], [y], [ŋ], [m], [g], [b], [ŋ]. The consonants button links to the Sundanese consonants and its way to produce each. In order to know and compare to the sounds internationally, the IPA button helps the users to link to the IPA complete with its sound to produce each vowels, as well as The IPA consonants button. The screen for Arabic and English sound systems are similar to Sundanese screen.

Different from Sundanese, Arabic [3] consists of six vowels, i.e. [a], [a:], [ɪ], [i:], [ʊ] and [u:] and twenty six consonants, namely [b], [t], [θ], [j], [h], [x], [d], [ð], [r], [z], [s], [ʃ], [ʒ], [d], [t], [ʁ], [f], [q] [k], [l], [m], [n], [w], [y], [ħ], [ʕ]. The following is the screen for the Arabic sound system.

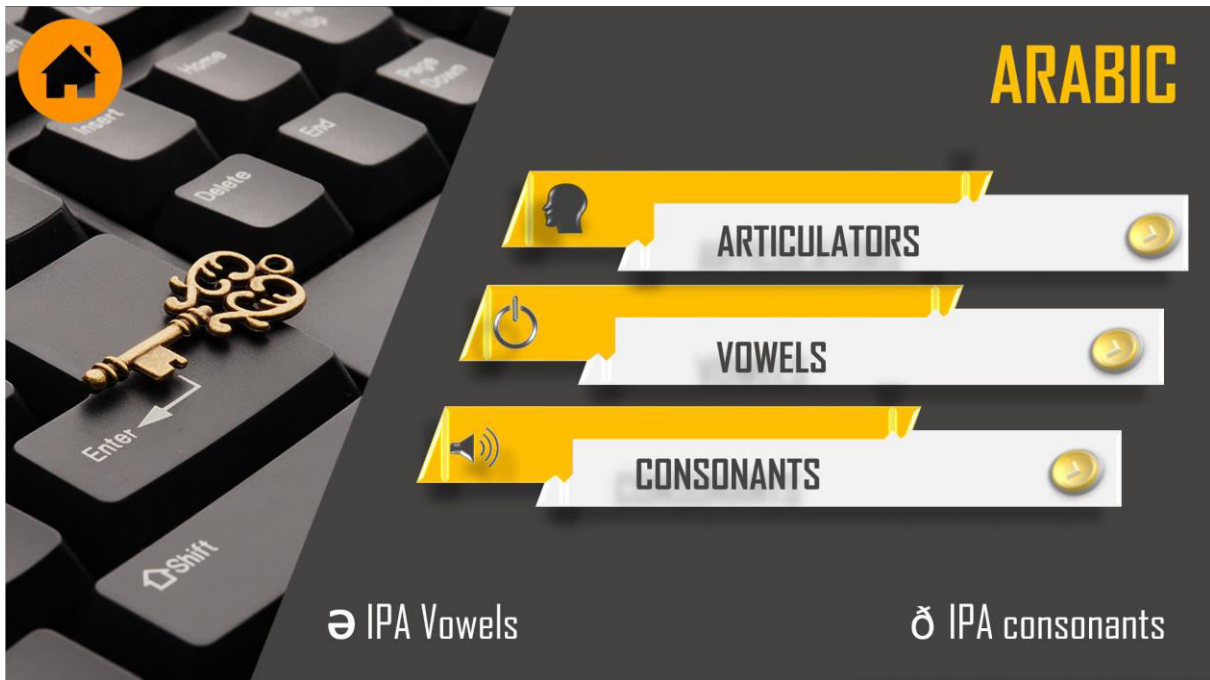


Fig. 4 the third screen of the application, Arabic sound system

Then the last is English sound system. English consists of twelve vowels and twenty four consonants. Roach [4] states that English consists of short vowels and long vowels. They are [a], [ɪ], [ʊ], [e], [o], [ə], [ɛ:], [a:], [i:], [u:], [æ], [ɑ]. He [5] further describe the twenty four consonants are [p], [b], [f], [v], [m], [θ], [ð], [n], [t], [d], [s], [z], [l], [c], [j], [ʃ], [ʒ], [r], [ɹ], [k], [g], [w], [h], [y]. The following screen for English sound system.

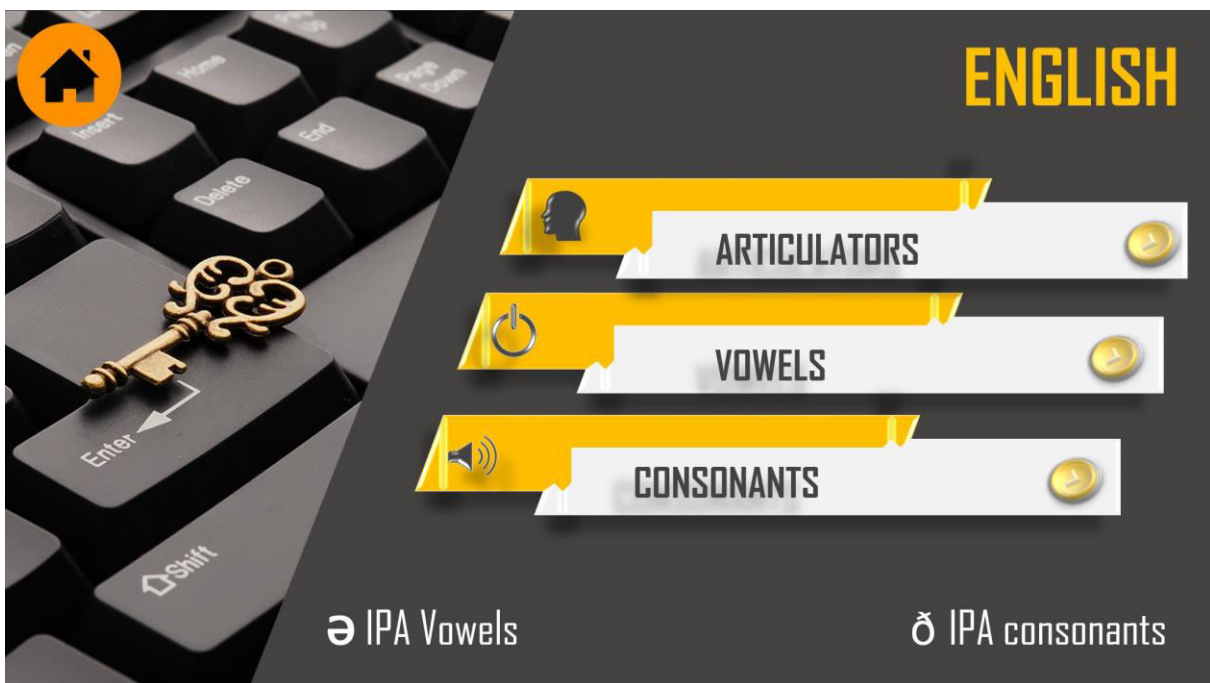


Fig. 5 the third screen of the application, English sound system

The following is the example screen of the consonant sound.

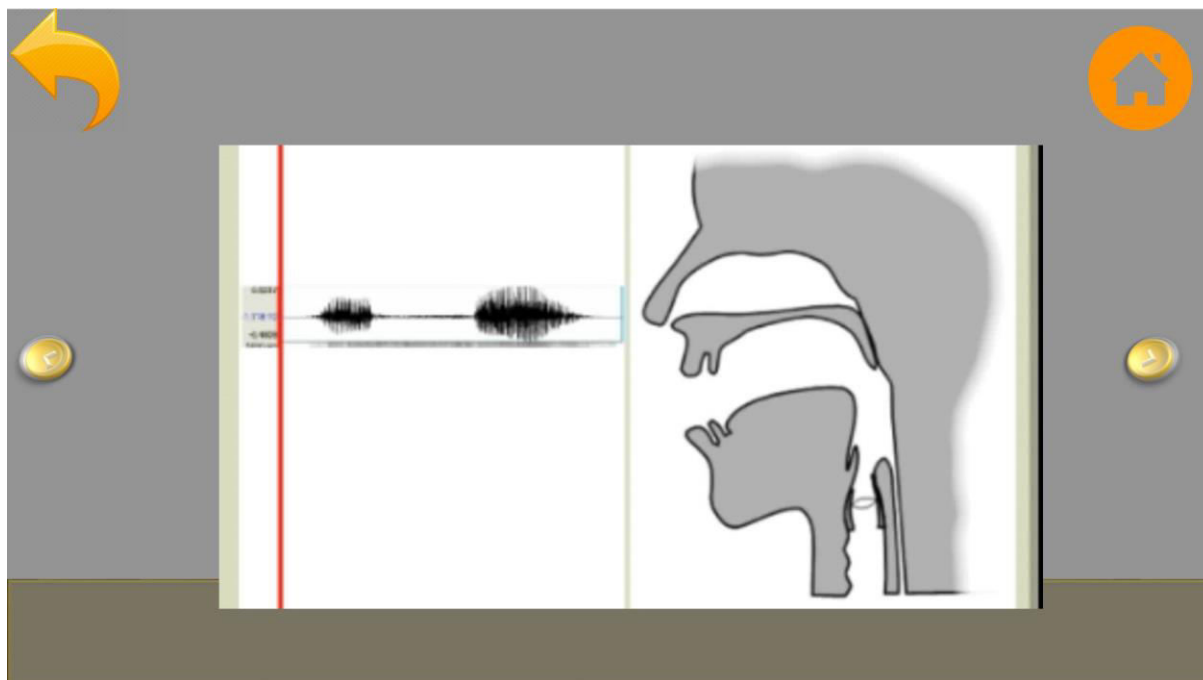


Fig. 6 the screen of the application, consonant sound

This screen shows the example of a consonant sound. It consists of animated video that can be played by the user by clicking the button play under the screen video. The video also shows the graph of the sound. The graph functions to measure the standard of the particular sound. So that the users can compare the result of the sound produce by the user and the application.

4. Closing

Beside these differences of sound systems, other interesting features are the videos. The videos tells about all terms and the explanation of the related topic discussed in the syllabus. It can be concluded that by developing the android application, the user can implement a classless linguistic learning.

References

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