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ARABIC PHONOLOGY

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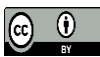
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ABSTRACT

The study of language has a significant impact on human existence. Like two sides of a coin, language and life are inextricably linked phenomena. Words are a system of arbitrary sound symbols that people use to talk to one another. Language is a system with both systemic (subsystem) and systematic (methodical) properties. Phonology is one of the subsystems. One of the branches or levels of linguistics that covers all things relating to sounds is phonology. Words There are two categories for this language's sounds: phonetics and phonemic. As a subfield of phonology, phonetics examines related language sounds that do not alter meaning, whereas phonemes examine language sounds that do This essay aims to investigate Arabic phonology, namely the phoneme component. For Arabic language learners, the first thing they need to acquire is the language's sound. As a result, studying phonology is crucial for language acquisition and proficiency (foreign language). As a result, it becomes crucial to comprehend phonological research, or *al-Aswat*, in order to gain a thorough comprehension of Arabic language sounds, each of which naturally has a unique meaning.

Keywords: *Phonemes, Aswat, and Phonology*



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Introduction

The presence of language as a subject of linguistic study is very important for human life. Language and life are inseparable, language becomes very important to fulfill the needs and continuity of interaction in life. We must realize that the language used in this paper is a spoken or spoken sound system. Language naturally consists of spoken sounds. This applies to all languages spoken by humans, especially Arabic. Sounds that a person knows or recognizes and assembles into utterances that have meaning.

Language is a system of selected sound symbols that humans use to communicate with each other. Language has a systematic (methodical) and systemic (subsystem) nature. Phonology, linguistics and lexical. The study of phonology (sound) and semantics (meaning) connects the three aspects (subsystems) according to Yayat Sudaryat. The three subsystems meet with sound and meaning (Amrullah, 2016) .

Sound is part of language due to the vibration of the vocal cords through air currents. Certain speech organs are located in the oral or nasal cavity, where certain language sounds are made. The place where language sounds occur is called the "place of articulation", and the process that occurs is called the "articulation process". The tools used to perform this process are also called "articulators". Language is made up of sounds. The vibrations of the vocal cords are passed through air currents and passed on to specific speech organs in the oral or nasal cavity, which produce the sounds of language. The place of sound in language is called the place of articulation, and the process of its occurrence is called the articulation process. The tool used to produce this sound is called an articulator (Hamid, 2017)

Many problems are faced by teachers when teaching Arabic alphabets because the letters are very different from Latin letters. One of them is how students imitate or repeat the letters, as well as how they try to distinguish between the letters. almost the same sound A method for teaching Arabic letter material and listening skills are needed to overcome the difficulty of learning the sounds of these letters (Hamid, 2017)

The study of Arabic must understand the science of sounds and users to get the best results. If he is not proficient in sound science, he will get poor and unsatisfactory results, because language is first of all sound. In addition, to Knowledge of sound science (phonetics) and help learners who want to learn a second language through language investigation methods. This knowledge includes three analyses, *First*, discover the previously unknown nature of sound; *Second*, organizing methods for learning them and their methods, as well as the changes seen in certain linguists' opinions on sounds; *Third*, reinforces some of the truths that have been conveyed by imitating or copying.

Perspectives relating to the previously mentioned truths Phonology, not the material spoken through the treatment, is the basis of the conversation in this field of acoustic phonetics. This can be achieved by knowing that ancient languages preclude elements of pronunciation, so that learners cannot identify pronunciations that correspond to past work (Hamid, 2017). As such, lessons on letter sounds should be taught separately in their own lesson hours and should not be combined with other linguistic material. As shown in Arabic textbooks, Arabic letter-sound material has been included in Arabic textbooks for use in primary, secondary and tertiary schools. However, Arabic language teachers still do not provide sufficient support to convey the sound material of Arabic letters, and seem to be ignored. As a result, students will have difficulty listening, speaking, and writing (Hamid, 2017).

Research Methods

Researchers use library research methods by collecting and analyzing literature, as well as journals, theses, articles, books, and others. Literature review, according to Cooper in (Engel, 2014) work that aims to study theories and concepts relevant to the subject to be studied. One of the purposes of the literature study is to find sources of data that we may not have known before. The researcher checked the data directly with some of the necessary references. The researcher used Google Scholar, an online search tool, to collect data.

Result and Discussion

Although it is considered the language of the holy book, Arabic does not affect students' attitudes and learning achievements. Therefore, Arabic should be studied by people who master it and understand the academic and pedagogical methods for its learning. In addition, teachers should understand the problems of teaching Arabic so that they can find the best way to teach. One of the most challenging problems that need to be solved in Arabic language learning is the seriousness of students' learning and the seriousness of teachers in teaching. (Destiny, 2020)

Two words from Greek, "phone" and "logos", are derived from the term "phonology", which means "sound" and "order" or "science." This explanation of phonology is given by several experts, as in Abdul Chaer states that phonology comes from the words "phon" (sound) and "logi" (science). In terminology, phonology is a field of linguistics that studies, analyzes, and talks about the series of sounds in language (Amrullah, 2016)

This definition shows that the science of sound or phonology in Arabic is called the science of *al-Aswat*. The science of *al-Aswat* is a field that investigates the formation, transfer, and reception of language sounds. that linguistic studies specifically discuss phonology, namely the series of language sounds (Amrullah, 2016). Based on the explanation of phonology above, we can

understand that phonology is a field of linguistics that discusses language sounds. Language sounds are divided into two categories, phonetics and phonemics. Phonetics is a subfield of phonology that discusses the relationship between sounds and language sounds without affecting their meaning, while phonemes discuss language sounds that affect their meaning (Masyhur, 2022) .

Phonetics is a field that investigates the sounds in language without considering their role in distinguishing meaning. The field of linguistics called phonetics specifically investigates and analyzes the speech sounds used in speech and how the human speech apparatus produces these sounds (Masyhur, 2022). Phonetics is a subdiscipline of linguistics that studies the "physical" basis of language sounds. Phonetics is one of the specialized subdisciplines of sound science that talks about sounds without considering their meaning. Linguists divide phonetics into three types: acoustic phonetics, auditory phonetics, and organic or articulatory phonetics.

Acoustic phonetics describes how speech sounds are shaped into sound waves that travel through the air to the listener's ears. This method is used in the field of physics It requires electronic devices to assist it. This method cannot be applied without the help of such devices Auditory phonetic studies investigate the sounds of language received by the hearing device of the person being spoken to. This method is very subjective because it is influenced by other people.

The sounds of language received by the hearing organs of the person being spoken to are studied in auditory phonetics. This method is very subjective as it is heavily influenced by the person listening to the sounds. Organic or articulatory phonetics studies the sounds made by human speech. This method is considered practical and easy to use because speech tools such as the tongue, mouth, lips, and others can be seen. In terms of this organic phonetics, it is important for us to understand the speech tools used to phonate the sounds of language and what sounds they produce. (Masyhur, 2022)

Language consists of a series of sounds created through spoken symbols through gestures of the human body that are absorbed by the five senses. Therefore, vocal symbols or speech sounds can be considered as a component of language because it is a free communication system. Language consists of two parts: the first is the vowel sounds produced by the human speech organs that produce meaning, and the second is the relationship between the vowel sounds and the objects or things they hear. These sounds can generate vibrations in the human hearing device, which is our ear.

A. Purpose and Urgency of Teaching Phonetics

Language learners hear the sounds of language for the first time. He begins to hear the different sound systems in accentuation, rhythm and intonation that he has never heard before. This is where knowledge of this science is very important. In addition, phonetics aims to help foreign language

learners overcome the difficulty of pronouncing the sounds of Arabic. This will help them listen, speak, read and write correctly.

Non-Arabic-speaking learners of Arabic usually face the following difficulties with language sounds: Distinguishing between long and short sounds, for example: كتب-كاتب

- a. Pronouncing the sound of a letter with a tashdid, for example: استقر هذب -
- b. Talking about al-Syamsiyah and al-Qomariyah, for example: LO_FEDرC↔السالككتاب-
- c. To distinguish letters that have the same properties, such as (س-ص) or adjacent machrajs (هـ ح).
- d. According to Tanwin, for example: كتابٌ جديد هذا
- e. and to distinguish letters that use long sound marks in expression and consonant sounds at the same time, such as (ي and و), for example: يبيع and صوم and يصوم
- f. Stop with the last letter of the word, such as "depart", and the last letter of the sentence, such as "المسافر اليوم وصل".

One of the ways that teachers can overcome the difficulty of saying the sounds of Arabic letters is by doing a lot of drills. The difficulty in speaking Arabic letters is due to the influence of the mother tongue (Indonesian language). Two factors influence the mother tongue (Indonesian) habits of Arabic learners, Some first language habits (Indonesian) can help students learn Arabic, even though both languages have the same machraj of letter sounds.

Some habits of the first language (Indonesian) sometimes make it difficult for students to learn some Arabic letters, which has an impact on the following aspects, sometimes Arabic learners face difficulties to pronounce some Arabic letters, for example, the popping sound near the tip of the upper tongue and the thowilah sound, which is pronounced as in Indonesian. Arabic learners sometimes hear unfamiliar Arabic letters, which are considered the same as the mother tongue Indonesian (Hamid, 2017) Sometimes, students use accent or stress on the new words they learn like they speak Indonesian. It is suggested that it is very important to pronounce the word with the correct accent because Arabic rules prohibit using a high accent as much as once in one word. Muhammad Ali Al Khuli says that there are three levels of Arabic accent: high accent, low accent, and weak accent (Hamid, 2017)

Thus, the pronunciation of words with the correct accent is as important as the pronunciation of Arabic letters. However, learners of Arabic often perform high accents on syllables that are not learned as they should be. As in the case of the short vowel "صام" being lengthened to pronounce "صاما", this pronunciation is incorrect and changes the meaning. Moreover, pronouncing high accent more than once in a syllable contradicts the rule which states high accent only once in a word. In addition, the application of the high accent system in Arabic as a substitute for the mother tongue.

Phases of language sound teaching The process of learning language sounds consists of several stages: *First*, listening stage before repetition; *Second*, the repetition stage before productive activities, and *Third* the productive activity stage, in which the Arabic teacher should perform the following steps: introduction, imitation, and repetition, as well as the next difference, applying (Hamid, 2017)

B. Phonetic Learning Strategy Analysis

One aspect of language that must be learned first when learning a language is phonetics, or the sound system, because words and sentences are made up of sounds. Therefore, it is said that language is sound (Lundeto, 2018). There is probably little specific and in-depth discussion about phonetic teaching techniques. So far, the discussion has focused on general teaching methods, which pay attention to the importance of mastering the language sound system to gain language proficiency. Therefore, this discussion will look for elements of such phonetic teaching approaches from existing language teaching approaches.

Francis Mackey states that there are fifteen language teaching methods in use today: direct method, natural method, psychological method, phonetic method, reading method, grammar method, translation method, translation method, electric method, unit method, language control method, mim-mem method, theory practice method, cognate method, and bilingual method (Lundeto, 2018).

In this excerpt, the element of hearing is important in imitation. Although hearing acuity determines the quality of imitation, correct decoding and the physical condition of the ear also matter. This excerpt does not explain how the sound is deciphered. From the description above, it can be concluded that the method of teaching phonetics, including Arabic phonetics, is "imitation", namely imitating the pronunciation of the sounds of the foreign language being studied. as people who use the language pronounce it, either orally or through recordings. The quality of imitation is greatly influenced by memory of the sounds of the language. While attention, clarity of description, and frequency of repetition contribute to the quality of memory. Props, such as pictures of the process of articulating language sounds, and comparative analysis of two language sound systems, help to explain how the articulation of a language sound is done (Lundeto, 2018).

C. Arabic and Indonesian Phonetic Systems

Part of phonology, which investigates sounds without considering the function of sounds as distinguishing meaning, is phonetics, which investigates the sound system of language that forms language units such as words, phrases, and sentences (Salis Hilda Yoviyani & Yeti Mulyati, 2023). Sounds are picked up on the speech side by phonetics. Correct speech helps the listener understand what is being said, while inappropriate speech can lead to incomprehension or even

misunderstanding. Phonemes serve as word distinctions, even though they have no meaning. For example, the phonemes /y/ and /m/ are used to distinguish the meanings of the words "wood" and "you", denoting "the hard part of the trunk of a tree, commonly used for building materials" and "the pronominal person spoken to" respectively.

Sound scientists look at how language sounds interact with synchronous and diachronic time. The study of specific language sounds in a specific, infinite time is called synchronic. Diachronic phonetics studies the sounds of a language in terms of its development over the time recorded during the history of language sounds. There are several opinions that this is called synchronic phonetics (Salis Hilda Yoviyani & Yeti Mulyati, 2023). Some linguists believe that descriptive phonetics consists of synchronic and diachronic phonetic groups. By studying phonology, it cannot be separated from whether we can find the sounds of language made by instruments (articulation). Next, the author will talk about articulation that produces certain sounds that have meaning.

a. Articulation

People often use the term "articulation" to describe various intents; politicians often say "articulate the will of the people", and artists often say "the singer has articulate ability. Thus, this word often has a broader meaning, even a change in meaning from the original meaning of the word to avoid different wrong interpretations, especially between the author and you, the following meaning of articulation contained in this section (Aprilia, 2024)

The sounds of language that are heard come from the speech organs. Note that the flow of waves is simple and produces the effect of the language sound, such as the movement of the mouth with other members. Language sounds say that the speech organs must be placed in certain and limited places. We will examine the sound of language which has many aspects, such as physiology (articulation), acoustics, or physics. In the first part, we will discuss the articulation, position, and vibration of language sounds. In addition, the second component, namely the graphic influence of language sounds heard in the air, affects the language sounds heard by the listener. It produces a certain language sound influence.

Language sounds are discussed in linguistics (phonology) to study the sounds of language, their characteristics, and features. even gain a good understanding of the phonology displayed by articulation so that the auditory organs can understand it. In the science of language (phonology), the sounds of language are discussed to study the sounds, their characteristics, and idiosyncrasies and even become a useful fan of phonology that enters through articulation so that the hearing organ can capture it.

In the field of articulation science, our task is not only to explain or describe the organs of articulation; we must also match the organs with their functions. Therefore, matters relating to sound will be briefly outlined below:

Sound instrument (Gihaz al-nutqi), Sound outlet (Makhariju al-Aswati), Sound nature (Sifatu al-Aswati), Intonation (Tangim), Sound tool (Tihaz al-nutqi). The sound apparatus is the anatomical part of the mouth, nose, and throat cavity that is responsible for producing the sounds of language to emit language sounds, but it also does other things such as eating, drinking, chewing, biting, breathing, and so on (Mu'izzuddin, 2002).

b. Sound division

Linguists agree that language sounds are made up of two parts: Consonant sounds (al-Aswatus-samitah), Vowel sounds (which are marked with a harkat). The nature of language sounds and their characteristics are discussed in this section, with attention to two features, namely the way the vocal cords and air exit from the throat, mouth, and nose. Consonants are sounds that are pronounced by the throat cavity while blocking other speech organs, both voiced and voiceless. While vowels are language sounds that are easily understood or do not interfere with other speech tools.

Arabic has the following consonants: hamzah, alif, ba', ta', sa', jin, ha, kha', dal, zal, ra', zai, sin, shin, sad, dad, ta', za', 'ain, gain, fa', qaf, kaf, lam, nun, wawu, ha', and ya'. In Arabic, harkat consists of three parts, namely fathah, kasrah, and dammah, which sound a, i, and u Harkat can be pronounced short or long (Mu'izzuddin, 2002).

Conclusion

One branch of linguistics known as phonology studies the sounds of language. Language sounds are categorized into two categories, one of which is discussed in this paper is phonemic Language sounds affect meaning in phonemes. In linguistics, or phonology, sounds are studied to know the sounds of language, their properties, and idiosyncrasies. even gain a good understanding of the phonology displayed by articulation so that the auditory apparatus can understand it. Linguistics (phonology) is a field that studies the sounds of language to learn about the sounds, their properties, and idiosyncrasies. They also become fans of the phonology that comes through articulation so that the hearing organs can pick up on it. There are two aspects of sound science studied: the physiological aspect (articulation) and the acoustic aspect. The physiological aspect discusses the articulation, position, and vibration of language sounds. The acoustic aspect discusses how language sounds are affected by the graph of language sounds heard in the listener's ear.

Linguists created a specialized field of linguistics that studies sounds because of their importance. Phonetics is a specialized field of linguistics that investigates and analyzes the speech sounds used in conversation and the methods used to produce those sounds with the human speech

apparatus. Acoustic phonetics describes how the sound waves made by the speech apparatus reach the listener's ears; auditory phonetics examines the language sounds received by the hearing apparatus of the person being spoken to; and organic or articulatory phonetics examines the language sounds made by the human speech apparatus. As a result, phonology is very important to learn when learning a language (foreign language). Therefore, it is imperative to understand the study of phonology, or al-Aswat, in order to gain a thorough understanding of the sounds of the Arabic language, with the sense that each sound has a different meaning.

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