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ANALYSIS AND CRITICAL REFLECTION OF ACEHNESE LANGUAGE PHONOLOGY

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ABSTRACT: *The uniqueness of any language arises because of its distinct phonetic system. For one to learn a new language and effectively communicate in it, he or she will have to incorporate new intonation patterns, new grammar rules and new sounds among other skills. The number of local languages spoken in the Indonesian province of Aceh is significantly high. Acehnese, which is popular in the northern part of Sumatra, is one among them. Acehnese is identified to share several phonemes with languages such as English and Arabic. However, some of its sounds cannot be established in both languages. The current study principally aims to evaluate and critically reflect on the phonology of Acehnese, for instance by describing it in detail. Zulfadli Aziz, who is a native Acehnese speaker pursuing a Ph.D. at Adelaide University, provided the data used in the research. By using IPA symbols, the researcher noted and transcribed all the language instances. Several similarities and differences are identifiable between Acehnese and English, and a large number of Acehnese words originated from Arabic. The current study identifies the challenges that native Arabic and English speakers are likely to encounter in learning Acehnese. Additionally, the paper proceeds to provide several practical techniques that can be employed to ease the experience that foreign-language learners go through while learning Acehnese.*

KEYWORDS: Acehnese, Phonology, Consonant, Vowels, Consonant Clusters.

INTRODUCTION

Every language has its own phonetic system that makes it unique. Learning a new language means incorporating new intonation patterns, new sounds and grammar rules, as well as other skills, in order to become an effective communicator. There are a considerable number of local languages spoken in the province of Aceh in Indonesia. One of these languages is Acehnese, which is spoken in the northern part of Sumatra, Indonesia, and comprises about three and a half million speakers (Lewis 2009). Acehnese is not widely used in official contexts like media, work, and administration because the official language in Indonesia is Bahasa Indonesia; however, it is still used in informal contexts, especially in urban areas like Banda Aceh (Alamsyah et al. 2011). Unfortunately, few studies of this language have been conducted. The data and sounds of Acehnese presented here have been elicited from one Acehnese speaker, Zulfadli Aziz, a Ph.D. student at Adelaide University.

The purpose of this paper is to analyze and produce a critical reflection on the Acehnese language, based on the researcher's own experience, with a strong contrastive linguistics focus. It will also address the following: (1) An analysis of Acehnese phonetic system, (2) the difficulties that speakers of English or similar linguistics backgrounds might have in learning Acehnese, (3) the relationships between Acehnese and Arabic language, and (4) recommendations for facilitating the learning of Acehnese for speakers of other languages.

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AN ANALYSIS OF ACEHNESE PHONETIC SYSTEMS

Phonology

The term phonology means the study of how sounds are used and organized in natural languages. It includes an inventory of sounds and their pragmatic rules and features that specify how sounds interact with each other. In addition, phonology is concerned with which how sounds combine and change in combination and how sounds can contrast to produce differences in meaning (McMahon 2011). Linguists have devised a phonetics system known as the International Phonetic Alphabet (IPA) in order to collect all the possible sounds in all of the world's languages in one table. The IPA can assign a unique and unambiguous symbol to each consonant and vowel. This section will focus on the phonology of Acehnese-like consonants, consonant clusters, and vowels sounds in detailed description.

Consonants

In the phonetics system, consonants are speech sounds that are produced by partly or completely stopping the air from proceeding through the mouth, particularly by closing the lips or touching the teeth with the tongue (McMahon 2011). For instance, the sound /p/ is pronounced with the lips; /f/ is pronounced by forcing air through a narrow channel; and /m/ is a nasal sound that is created with air flowing through the nose. In this paper the Acehnese consonants sounds will be described based on the place of articulation, voicing, and manner of articulation. First of all, the place of articulation refers to an area in one of the resonating cavities (larynx and mouth) where the articulators oppose some kind of stricture or obstacle to the passing of air. Second, the aspect of voicing concerns the character of voiced and voiceless consonants. If the vocal cords vibrate when a sound is produced, it is a voiced consonant; if they do not vibrate, it is a voiceless sound. Lastly, the manner of articulation refers to the way the articulators are set so that the resonance effect is possible (McMahon 2011; see Table 1).

Table 1: Acehnese consonant and place of articulation.

IPA Place of Articulation	
Place	*Description*
Palatal	Produced by front of the tongue and the hard palate, like /ɲ/, /c/, /ɟ/, /j/.
Alveolar	Produced by blade of the tongue and the Alveolar gum, like /n/, /d/, /t/, /S/, /l/, /r/.
Bilabial	Produced by lower and upper lips, like /m/, /w/, /b/, /p/.
Velar	Produced by back of the tongue and the velum, like /ŋ/, /g/, /k/.
Glottal	Produced in the epiglottis, like /ʔ/ and /h/.

- **Nasals:** A nasal sound occurs when the velum is lowered and allowed air to escape easily through the nose (McMahon 2011). The set of nasal sounds found in Acehnese includes /m/, /n/, /ɲ/ and /ŋ/. Table 2 provides richly illustrated examples of these sounds.

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Table 2: Acehnese nasal sounds.

	Phoneme	*Voicing*	*Manner of Articulation*	*Acehnese Word*	*Meaning*
1.	/m/	Voiced	**Labial**	/maɲaʔ/	Small
2.	/n/		**Alveolar**	/nʌm/	Six
3.	/ɲ/		**Palatal**	/maɲaʔ/	Small
4.	/ŋ/		**Velar**	/KɔSɔŋ/	Zero

- **Stops**: A stop is a kind of consonant sound that results from a stopping effect on the air stream (McMahon 2011). The Acehnese language has a set of stops such as /b/, /p/, /d/, /t/, /c/, /k/, /ɟ/, /ʔ/ and /g/, as illustrated in Table 3. Acehnese also utilizes /ɟ/, a less common sound worldwide, which is produced by a palatalized, voiced velar stop.

Table 3: Acehnese stops sounds.

	Phoneme	*Voicing*	*Manner of Articulation*	*Acehnese Word*	*Meaning*
1.	/p/	Voiceless	**Labial**	/puɥt/	For
2.	/b/	Voiced	**Labial**	/bui/	Pig
3.	/t/	Voiceless	**Alveolar**	/tæθiː/	Taxi
4.	/d/	Voiced	**Alveolar**	/dɒktʊər/	Doctor
5.	/c/	Voiceless	**Palatal**	/cicem/	Bird
6.	/ɟ/	Voiced	**Palatal**	/ɟah/	Suit
7.	/k/	Voiceless	**Velar**	/KɔSɔŋ/	Zero
8.	/g/	Voiced	**Velar**	/gət/	You
9.	/ʔ/	Voiceless	**Glottal**	maɲaʔ	Small

- **Fricatives**: A fricative indicates the manner of articulation used in producing the set of sounds like /h/. It is produced by blocking the air stream and pushing the air through a very narrow opening (McMahon 2011). As an illustration, if a person puts his or her open hand in front of their mouth when making a sound like /f/ the person can feel the stream of air being pushed out. Acehnese language has a set of fricatives such as /S/ and /h/ (see Table 4).

Table 4: Acehnese fricatives sounds.

	Phoneme	*Voicing*	*Manner of Articulation*	*Acehnese Word*	*Meaning*
1.	/S/	Voiceless	**Alveolar**	/Sa/	One
2.	/h/		**Glottal**	/hɔm/	No/ I don't know

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- **Approximants**: The sound of approximants is produced when the tongue glides or moves to the position of a nearby vowel (McMahon 2011). Here is a set of approximant sounds found in the Acehnese: /j/ and /w/ (see Table 5).

Table 5: Acehnese approximant sounds.

	Phoneme	*Voicing*	*Manner of Articulation*	*Acehnese Word*	*Meaning*
1.	/j/	voiced	**Palatal**	/jɛə/	Shark
2.	/w/	voiced	**Labial**	/ɯŋkot/	Fish

- **Trill**: Trills are consonantal sounds produced by vibrations between the place of articulation and the articulator (McMahon 2011). Acehnese has only one trill, which is /r/ (see Table 6). The sound of /r/ in Acehnese is an alveolar trill and it sounds like the Standard Spanish /rr/ as in *perro*.

Table 6: Acehnese trill sounds.

	Phoneme	*Voicing*	*Manner of Articulation*	*Acehnese Word*	*Meaning*
1.	/r/	voiced	**Alveolar**	/ri:mu:/	Tiger

- **Laterals:** A lateral is represented in Acehnese with the /l/ sound, which is produced when the tip of the tongue is raised against the roof of the mouth so that the airstream proceeds along the sides of the tongue (McMahon 2011) (see Table 7).

Table 7: Acehnese lateral sounds.

	Phoneme	*Voicing*	*Manner of Articulation*	*Acehnese Word*	*Meaning*
1.	/l/	voiced	**Alveolar**	/lon/	I

Table 8: Acehnese consonant sounds.

Acehnese Consonants						
Manner	**Voicing**	**Place of Manner**				
		Labial	**Alveolar**	**Palatal**	**Velar**	**Glottal**
Nasal	Voiced	m	n	ɲ	ŋ	
Stop	Voiceless	p	t	c	k	ʔ
	Voiced	b	d	ɟ	g	
Fricative	Voiceless		S			h

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Approximant	voiced	w		j		
Lateral	voiced		l			
Trill	Voiced		r			

Consonant clusters

There are twenty-two consonant clusters that are used initially in Acehnese. They are in the following groups: Consonant cluster with /h/ /r/ /l/ as the second (see Table 9).

Table 9 Acehnese consonant clusters.

Consonant Clusters with	Examples
/h/	/kh/ /bh/ /ph/ /th/ /dh/ /jh/ /gh/ /lh/ /rh/
/r/	/kr/ /br/ /dr/ /jr/ /gr/ /pr/ /tr/ /cr/
/l/	/pl/ /cl/ /kl/ /bl/ /gl/

Vowels.

In phonetic materials, vowels are speech sounds produced without blocking the flow of air from the lungs so that the breath stream escapes easily through the mouth (McMahon 2011). However, there are about twenty-nine vowel sounds in the Acehnese language divided into monophthongs and diphthongs. A monophthong consists of only one vowel sound, which is not changed during its articulation. In addition, these are called pure vowels, simple vowels, or stable vowels. This paper has discovered ten vowel sounds and seven nasal sounds, namely /ɯ/, /u/, /i/, midhigh /e/, /ə/, /o/, midlow /ʌ/, /ɔ/, /ɛ/, and low /a/ (see Table 10). In addition, Acehnese has seven nasal monophthongs that are similar to the oral ones except that there are no midhigh nasal vowels. They are as follows: high /ĩ/, /ɯ̃/, /ũ/, low-mid / ɛ̃/, /ʌ̃/, /ɔ̃/, and low /ã/ (see Table 11). However, Acehnese has a considerable number of diphthong vowels in its phonetics system. A diphthong consists of two components; the tongue changes position to produce the sound of two vowels (McMahon 2011). There are twelve diphthongs in Acehnese. They are /iə/, /ɯə/, /uə/, /ɛə/, /ʌə/, /ɔə/, /əi/, /ui/, /ʌi/, /oi/, /ɔi/, and /ai/ (see Table 12).

Table 10: Acehnese vowels monophthong.

	Vowel	Acehnese Word	Meaning
1.	/i/	/i/	Water
2.	/ɯ/	/Sɯmɯgroh/	Barking
3.	/u/	/umɔ/	Age
4.	/e/	/kɑɯe/	Fishing
5.	/ə/	/balət/	To wrap
6.	/o/	/talo/	Loss
7.	/ɛ/	/kəɟɛa/	Wood
8.	/ʌ/	/tahʌ/	Spaced out
9.	/ɔ/	/mɔtɔ/	Car
10.	/a/	/ŋan/	Friend

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Table 11: Acehnese nasal monophthong.

	Vowel	Acehnese Word	Meaning
1.	/ĩ/	/ĩʔ/	Urine
2.	/ɯ̃/	/mɯ̃ʔɯ̃/	To crawl
3.	/ũ/	/mũʔũ/	To plow
4.	/ɛ̃/	/paʔɛ/	Lizard
5.	/ʌ̃/	/məɯʌ̃/	Rose
6.	/ɔ̃/	/mɯ̃ʔɔʔ/	Having sex
7.	/ã/	/pəʔãʔ/	Stupid

Table 12: Acehnese diphthong sounds.

	Vowel	Acehnese Word	Meaning
1.	/iə/	/iə/	Water
2.	/ɯə/	/ɟɯə/	Nut
3.	/uə/	/huə/	Pull
4.	/ɛə/	/aSɛə/	Dog
5.	/ʌə/	/pɑlʌə/	Hammer
6.	/ɔə/	/təlɔə/	Rope
7.	/əi/	/həi/	To call someone
8.	/ui/	/ləbui/	To hit
9.	/ʌi/	/ləgʌinə/	Very
10.	/oi/	/kəʔoi/	Vow
11.	/ɔi/	/bɔinəh/	Property
12.	/ai/	/mɯhai/	Expensive

The difficulties that speakers of other languages might have in learning Acehnese.

Many aspects affect our ability to learn other languages; most important is the effect of our mother language. Different errors in sounds depend on the native language of the speaker. Phonetic perception and pronunciation can contribute to the majority of difficulties speakers have. Without paying attention to these problems, learners may continue to make the same mistakes and may never pronounce the sounds of a new language vocabularies properly. However, English and Arabic speakers may face a considerable number of difficulties, such as unfamiliar consonants, new vowels, voiced and voiceless sounds, and hushing sounds. Each challenge will be illustrated separately.

UNFAMILIAR CONSONANTS

English speakers' challenges

The consonant chart in Acehnese seems complicated in comparison to the English consonant system. Although Acehnese consonants are much simpler than those in English, an English speaker may have a trouble in pronouncing some Acehnese consonants. Table 13 shows that English has twenty-five consonant phonemes; Table 14 shows that Acehnese has only nineteen.

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The two phonetic systems share some consonants, and the only consonants that English does not have are /r/, /c/, /ʔ/, /S/, / ɟ/ and /ɲ/. Thus, English speakers are likely to have some difficulties in pronouncing these sounds correctly. Some English speakers may have a problem with the consonant /r/, which is known as an alveolar trill in the International Phonetic Alphabet (IPA) and produced by directing air over the articulator. /r/ as an alveolar trill can be confused with /r/ as post alveolar. The sound of /r/ in Acehnese is like the standard Spanish /rr/ in *perro*, which differs slightly from the consonant /r/ as post alveolar. Improper pronunciation and/or incorrect meaning could result in contrast with Acehnese speakers. The next unfamiliar consonant is /ʔ/, which is known as a glottal stop on the IPA chart. It is produced by blocking airflow in the vocal tract. Although quite capable of pronouncing the /ʔ/ consonant sound, English speakers may find it hard to distinguish it when pronouncing or hearing it properly in spontaneous speech.

Another notable challenge for English speakers is the consonant /S/, which is a laminal alveolar fricative wide channel area. This sound seems for English speakers to be the *th* in *things*, but there is a difference. /S/ is produced by holding the tongue tip in the position for English \θ\ and then, without moving the tip, raising the back part of the blade until it forms a constriction against the alveolar ridge. To simplify this sound for English speakers, it is like a mix between the /s/ with dental wake-turbulence but a narrow channel area (at the alveolar ridge) and /θ/ which has a wide channel area (at the teeth). English speakers can be confused easily if this sound is not considered correctly. Another unfamiliar consonant sound for English speakers is /ɟ/, which considered a voiced palatal stop. This sound does not exist in the English chart of phonemes. As a result, English speakers sometimes find it difficult to distinguish between the /ɟ/ as in suit (=/ɟah/) and /dʒ/, which is a voiced postalveolar affricate as in job (= /dʒɒb/). The correct way to pronounce this sound is to touch the hard palate only by the tongue without touching the back portion of the alveolar ridge. Incorrectly pronouncing this consonant could cause unintended meaning, confusion, or a characteristic foreign pronunciation.

The last challenge that English language speakers encounter is the /ɲ/, which is a type of consonant and known as a palatal nasal on the IPA chart. It is voiced and produced by blocking airflow in the vocal tract. In English, the glottal stop is not represented and sometimes is difficult for English speakers to produce; they may need additional time to grasp the sound. English speakers can easily become confused if these consonant sounds are not taken into account. They may find it difficult to pronounce such sounds without practice.

Table 13: English consonants.

Table of English Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ		(x)	h
Nasal	m			n			ŋ	
Lateral				l				
Approximant	w				r	j		

Source: Unknown 2014. English consonants. [image] Available at: <https://www.llas.ac.uk/materialsbank/mb081/images/pic005.jpg> [Accessed 9 Nov. 2014].

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Table 14: Arabic consonants.

Acehnese Consonants						
Manner	**Voicing**	**Place of Manner**				
		Labial	**Alveolar**	**Palatal**	**Velar**	**Glottal**
Nasal	Voiced	m	n	ɲ	ŋ	
Stop	Voiceless	p	t	c	k	ʔ
	Voiced	b	d	ɟ	g	
Fricative	Voiceless		S			h
Approximant	voiced	w		j		
Lateral	voiced		l			
Trill	voiced		r			

Arabic speakers' challenges.

Acehnese consonants are not that simple for Arabic speakers. Arabic is a consonant-heavy language compared to Acehnese, so Arabic speakers may find it difficult to pronounce some of the Acehnese consonants. Tables 15 and 16 demonstrate that the two languages have many consonants in common. The only consonants that Arabic does not have are /p/, /c/, /ŋ/, and /ɲ/. The consonant /p/ is a voiceless bilabial stop used in many languages, such as English. Although the /p/ consonant is very common cross-linguistically and a number of languages have at least a plain /p/, and some distinguish more than one variety, Arabic does not have this sound in its chart. Arabic speakers can easily be confused with this sound because they do not have the /p/ sound in their language. They may encounter a problem distinguishing between /b/ and /p/ because both are made by putting the two lips together and then opening them to release a small puff of air. The difference between them is that /p/ is a voiceless sound, which makes a bigger puff of air. For example, by putting a sheet in front of the mouth and making the /p/ sound, there is a big puff of air. Now by putting a sheet in front of the mouth and making the /b/ sound, the voiced sound, there is only a little puff of air. Another tricky consonant that Arabic speakers may face is /c/. The consonant /c/ is a voiceless palatal stop, and it is considered a type of consonantal sound. For speakers of Arabic, it may be difficult to tell the difference between the sound /c/ and the consonant /ʃ/, especially at the beginning of words. The next new consonant sound for Arabic is /ŋ/, which is a velar nasal sound and is considered a type of consonantal sound. This sound could be confusing for Arabs because they do not have it in their language, and a special technique is required to allow air to escape through the nose, as is required for a nasal sound.

The last challenge that Arabic language speakers may encounter is the /ɲ/, or palatal nasal on the IPA chart. The glottal stop is not represented in the Arabic chart of phonemes. So Arabic speakers may have difficulty pronouncing it correctly, and they may need some time to grasp the concept. Arabic speakers should pay attention to the bilabial stop, palatal fricative, velar nasal, and palatal nasal in order to overcome these challenges in the future and pronounce the consonants of Acehnese properly. In addition, they may need to pronounce such sounds repeatedly in practice.

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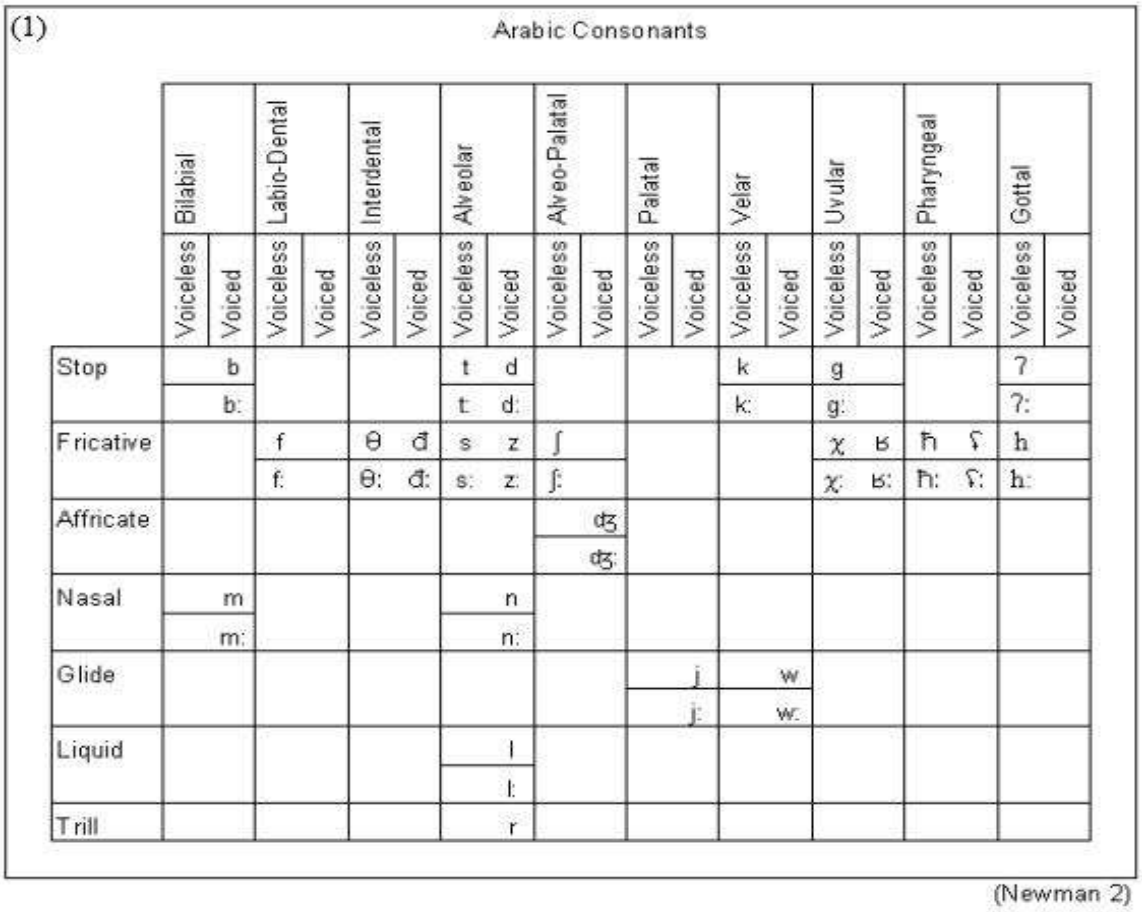
Table 15: Acehnese consonants.

Acehnese Consonants						
Manner	**Voicing**	**Place of Manner**				
		Labial	**Alveolar**	**Palatal**	**Velar**	**Glottal**
Nasal	Voiced	m	n	ɲ	ŋ	
Stop	Voiceless	p	t	c	k	ʔ
	Voiced	b	d	ɟ	g	
Fricative	Voiceless		S			h
Approximant	voiced	w		j		
Lateral	voiced		l			
Trill	voiced		r			

Table 16: Arabic consonants.



Source: Unknown 2014. Arabic consonants. http://www.linguisticsgirl.com/wp-content/uploads/2011/11/Arabic-14.jpg. [image] [Accessed 9 Nov. 2014].

New vowels

English and Arabic speakers will be unfamiliar with Acehnese vowels. There are some sounds exclusive to Acehnese that other languages speakers have difficulties pronouncing or

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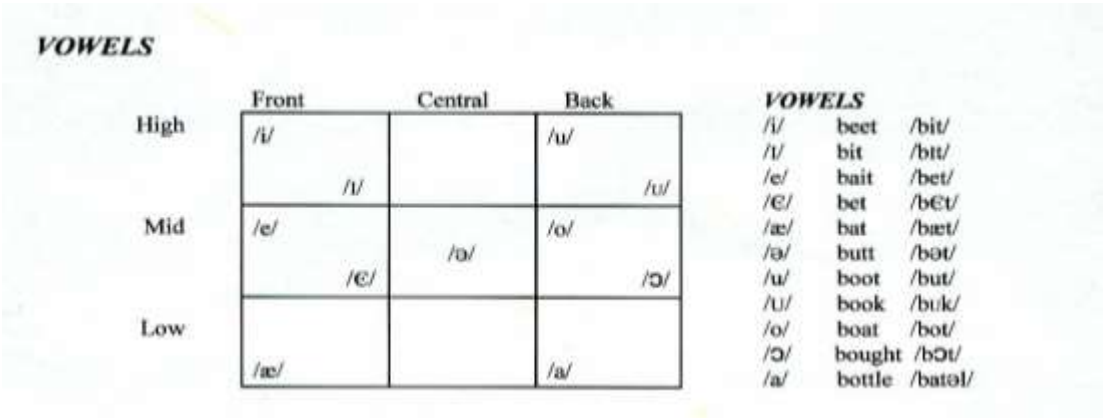
transcribing. Many vowel sounds are pronounced differently and with a different intonation. Some Acehnese vowels can be tricky for both Arabic and English speakers, especially at the end of words. English speakers may have trouble with the terminal sound in some words in Acehnese and wonder if it a consonant or vowel sound. Because most Acehnese vowels do not exist in some other languages like English and Arabic, each case will need to be dealt with individually and differently. The field linguistic session demonstrated that native English speakers have difficulty with some Acehnese vowels. They may have trouble distinguishing vowel pairs like /ɛ/ versus /e/ and /ɪ/ versus /i:/. They may hear both /ɛ/ and /e/ as /e/. Although English has some of the Acehnese vowels, its speakers could face some challenges in pronouncing Acehnese vowels correctly. In addition, they may encounter special difficulties discriminating between a pair of vowel sounds in Acehnese.

Arabic speakers have many trouble with Acehnese vowels because they have only three vowel sounds in their language's phonetic system (see Table 18). As an illustration, Arabic has only three main vowels: high back rounded /u/, high front unrounded /i/, and low back unrounded /ɑ/, which can be either short or long. Thus, the Acehnese vowel system seems complicated in comparison to the Arabic vowel system. Acehnese has approximately twenty-nine vowel sounds, including diphthongs, while Arabic has only three. So beginning learners might fail to differentiate between some of the words they hear, like bad/bed or seat/set and may encounter challenges saying such words properly. They may create improper pronunciation as well as incorrect meaning. Thus, Arabic speakers typically have difficulty distinguishing new vowels in Acehnese.

Table 17: English vowels.



Source: Unknown 2011. English vowels. [image] Available at: <http://wwwp.cord.edu/faculty/sprunger/e315/ipachart.jpg> [Accessed 13 Nov. 2014].

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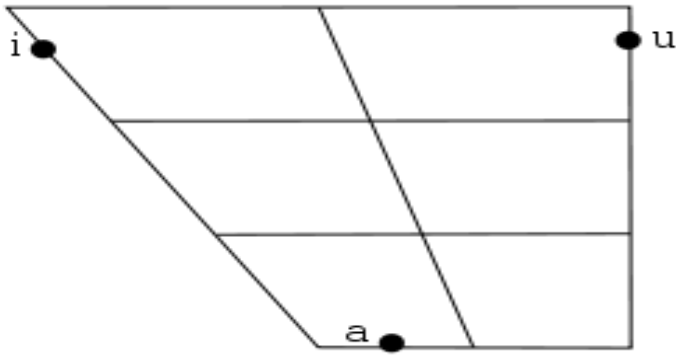
Table 18: Arabic vowels.



Source: Unknown 2010. Arabic vowels. [image] Available at: <http://upload.wikimedia.org/wikipedia/commons/4/45/Arabic_vowels_%28Monophthongs%29.png> [Accessed 13 Nov. 2014].

Voiced and voiceless sounds.

Another difficulty that Arabic and English speakers may encounter in learning Acehnese is voiced and voiceless sounds. Both English and Arabic speakers could find challenges to discriminating between voiced and voiceless consonants, especially at the end of the word. Voicing seems an unusual process for native speakers of English to practice, particularly at the end of the word. Often, when a voiceless consonant is in the final position, native speakers of English still pronounce it as voiced. For example, the word for "to walk in Acehnese is /ɟah/, which both speakers pronounce as /ɟaʔ/ by adding the /ʔ/ vowel sound. This voiced sound at the end can change the meaning of the word because /ɟaʔ/ means "shirt" in Acehnese. It seems that when consonants like /h/ appear at the end of a word, both English and Arabic speakers pronounce it as voiced. Another example is the word /pɯtaʔ/, which means "go away"; Arabic and English speakers are likely to pronounce it as /pɯtah/, with an /h/ voiced sound. This voiced sound at the end changes the meaning of the word because /pɯtah/ means "mouse trap" in Acehnese. Voiced and voiceless sounds could be a difficult concept for Arabic and English speakers to grasp. It is hard for them to adhere to the voicing rules in Acehnese easily because they are not familiar with it.

The relationships between Acehnese and Arabic.

The transcription session demonstrated that the influence of Arabic was most profound in Indonesian cities, which are dominated by Islam or Islamic power. In other words, Arabic influence is more pervasive in the Acehnese language, especially in vocabulary, due to the presence of Islamic rule. Arabic language is considered a major source of vocabulary for Acehnese languages, as well as other languages in Indonesia where these languages are spoken. For example, the Arabic word for السلام (*/salaam/* = peace) is used in most Indonesian languages. In addition, there are many vocabularies that Acehnese has borrowed from Arabic, including academic terms like كتاب (/kitab/ = book), religious terminology like إمام (imam/ = prayer leader), and everyday words like السلام (*/salaam/* = peace). Another example is the names of days, for example, such as *Sabtu* (from Arabic: السبت *as-sabt* = Saturday) except = *Minggu*. There are some loanwords from Arabic that Acehnese speakers preserve spelling for while adapting pronunciation to Acehnese. The word /al-Fātihah/ الفاتحة means "the first chapter of the holy book." Because Acehnese speakers do not have the /f/ in their language chart, they

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replace the sound /f/ with /b/ to become /al-bātihah/. Another instance is, the word /*xabar*/ خبر which means "news" in English, the speakers of Acehnese replace /x/ with /k/ because /x/ does not exist in their phonetic system. The table below presents a list of some loanwords from Arabic.

Table 19: loanwords from Arabic.

Acehnese loanword	Original Arabic word	Meaning in English
iklan	*ʔɪlan*	Advertisement
kabar	*xabar*	News
Kursi	*kursiiy*	Chair
salam	*salam*	A greeting
jumat	*jumʕa*	Friday
ijazah	*ijāza*	Vacation
kitab	*kitab*	Book
tertib	*Terti:b*	Orderly
kamus	*qāmūs*	Dictionary
imām	*imām*	Leader
aman	*aman*	Safe
salat	*salat*	Prayer
jamā'a	*jamā'a*	Group
dunia	*dunia*	the present world
ɟilbab	*ɟilbab*	Jilbab

Best ways to facilitate learning of Acehnese for other language speakers.

Arabic and English speakers may have difficulties learning Acehnese. One of these is the correct production of Acehnese sounds, which commonly causes a great deal of difficulty for learners from many language backgrounds. But if these pronunciation issues are practiced, learners will improve and no longer make errors and mistakes. There are many beneficial methods to facilitate the learning of Acehnese sounds for other language speakers. Both students and teachers should follow the following techniques in order to make learning Acehnese easy.

First of all, learners should learn the IPA chart system in order to have a basic background of the phonetics system or sounds system. Some learners may face some complications with Acehnese sounds as it has many unique and new sounds. Additionally, they may struggle to detect differences between different sounds; they may commonly report that they are confused about Acehnese pronunciation. Thus, in order to reduce confusion for new learners, teachers should teach them with a comprehensive overview of the IPA sound system. It will much better if the chart includes some detail on the airflow and position of articulators. Students should be shown the difference between a voiceless sound and a voiced sound. This method may provide a clear and simple explanation of the sounds described in the chart.

Secondly, learners should discriminate between the sound they are using incorrectly and the target sound they need to learn. For instance, /c/ and /ʃ/ sound very similar, as do /ɟ/ and /dʒ/. Teachers should reduce confusion by showing learners that there is a clear difference by pronouncing the two sounds in front of them. Moreover, tutors should clearly demonstrate the required position of the tongue because some learners do not want to poke their tongue out.

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Teachers should show the learners the direction and nature of the air stream because some students tend to bite their tongue too hard and therefore cut the air stream off. In addition, learners should make a list of minimal sets in order to distinguish between the confusing sounds.

Finally, learners should pay particular attention to and practice any sounds with which they are unfamiliar or that do not exist in their native tongue. For instance, it is a good idea for students to make a list of all consonants and vowels that they are confused with. Once students hear the sounds or the words of Acehnese, they should listen to them on their own as many times as possible until they feel that they can identify each sound in the language consistently. Then, try to pronounce the word more than one time in order to pronounce it correctly.

These techniques will be helpful in learning Acehnese properly and simply. Learners will produce some Acehnese sounds that do not exist in their native language and speak Acehnese language in a way that is readily understood by native speakers.

CONCLUSION

Each language has its own unique phonetic system and common features. Although Acehnese shares some phonemes with other languages like Arabic and English, it has some sounds that do not exist in either. This article provides a simple analysis of Acehnese phonology. These aspects have been explored in detail. For instance, the vowel and consonant phonemes of Acehnese have been compared with Arabic and English, making it clear where and how they are identical and different. Acehnese and English have spectacular similarities as well as differences. And Acehnese has borrowed many words from Arabic, particularly religious terms. After a critical reflection of Acehnese, the researcher has identified the challenges that speakers of English and Arabic background might face in learning Acehnese. Lastly, this article offers constructive techniques to simplify the learning of Acehnese for foreign language learners.

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