CHAPTER II

LITERATURE REVIEW

In this chapter explains more about *makhorijul huruf* and English pronunciation. It also contains the previous studies that similar with this study.

A. Theoris

1. Tajweed Science

The meaning of the language of *tajweed* science is pervert or embellish something. Meanwhile, according to the term *tajweed* is reciting each letter of makhroj correctly and fulfill the right of every good letter in terms of usual I-characteristics or I-aridzah characteristics. *Tajweed* science is a discipline that describes and learn how to read the Al- Qur'an properly and correctly. Among the discussed in the science of recitation is the *makhorijul al-huruf* (place out letters), *ahkam al-huruf* (relationship between letters), *ahkam al-maddi wa al-qasr* (about the length and shortness of speech), *ahkam al-waqf wa al-ibtida* (how to start and stop the recitation). The law of studying tajweed is fardhu kifayah or is a collective obligation, but the law of reading the Al- Qur'an with using the rules of recitation is fardhu 'ain or obligation for each individual. Al-Qur'an must be read using the recitation because of Allah. Allah said in surah Al Muzammil verse 4

وَرَ تِّلِ اَلْقُرْاَنَ تَرْتِيْلاً

Meaning: Read the Al-Qur'an with tartil, namely by wearing recitation.

Based on above verse, Allah commands us to read the Al-Qur'an with the true *tartils*, not reading the Al-Qur'an randomly. In order to be able to read the Al-Qur'an with the real *tartils*, a muslim is required to learn the recitation of the Al-Qur'an properly

2. *Makhorijul Huruf*

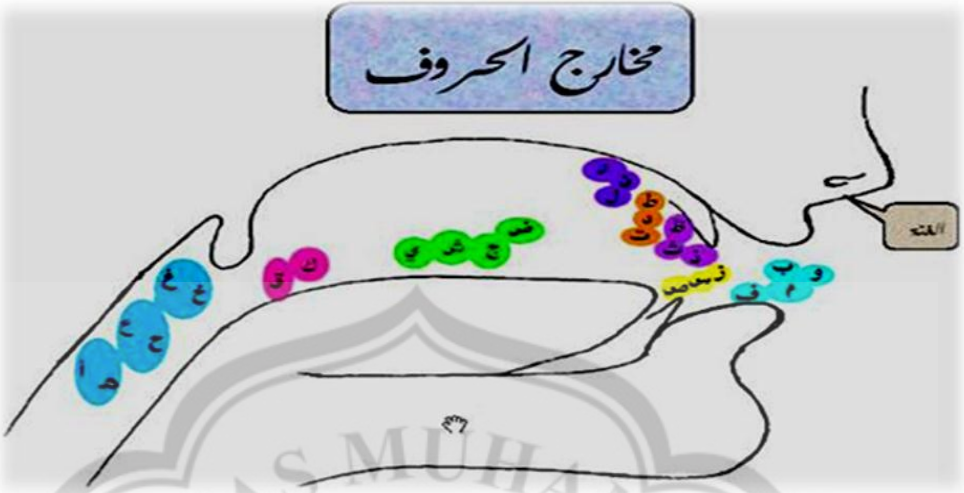
Makhroj in terms of morphology comes from *fi'il madli*: جَرَخَ which means out. The plural form is مَخاَ رَجٌ because of that the *makhorijul huruf* (مَخَارِجُ اَلْحُرُوْفِ) which in Indonesian becomes *makhroj huruf* that means the place where the sounds come out. In language, *makhroj* means a place to come out. Meanwhile, according to the term *Makhroj* is a place of name where the letter is formed or spoken.

According to the *lughot* expert, the letters in Arabic are 28 letters and lined up as follow:

ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن و ه ى

Meanwhile, according to the Ulama's *Qiraat*, the rows of the letters depend on its *makhroj*. Most of the *Qiraats* said that there are seventeen (17) places of *makhorijul huruf* and those are located at 5 mawzi:

a. موضع الجوف : makhraj that located in oral cavity
b. موضع الخلق : makhraj that located in throat
c. موضع اللسان : makhraj that located in tongue
d. موضع اشفتين : makhraj that located in two lips
e. موضع الخيشوم : makhraj that located in base nose



Here are 17 *makhorijul huruf* and are complemented by the practice of pnonouncing them:

a. Oral Cavity الجوف

Makhroj is located in the mouth and the middle throat. The letters that come out of the oral cavity are the mad letters. Those are و-ا-ي in the word نُوْحِيْهَا

Example

تَابَ	عَشِيرَتُهُمْ	وَقُوْدُ
سَبِيْلِهِ	حُصُوْنَهَمْ	مَلَكُوْتَ

b. Throat الخلق

The letters that comes from the throat. Those are خ ح غ ع ه ء. ء and ه letters come out of the lower throat. ع and ح letters come out of the middle throat and خ and غ letters come out of the upper throat.

Example

اِلَيْكَ	وَأَنْتُمْ	ء
مِنْ اَهْلِكَ	لَعَلَّهُمْ	ه
وَرَعْدٌ	فَعَلَرَبُّكَ	ع
مُصْلِحُوْنَ	حَيْثُ شِئْتُمَا	ح
غِلْمَانً	يَرْغَبُ	غ
اَخْلَدَهُ	خَيْرٌلَكَ	خ

c. Tongue اللسان

The letters that come out from the tongue. Those are ق ك ج ش ي ض ل ن ر ط د ت ظ ث ذ ص ز س.

- The sound of the letter ق comes out from the base of the tongue close to the esophagus that is squeezed into the roof of the back mouth.
- The sound of letter ك is like letter و , but the base of the tongue is lowered.
- The sound of the letter ج ش ي come out from the middle of the tongue that meet that adhering to the upper ceiling.
- The sound of the letter ض comes out from both side of the tongue or one of them that meets the molar teeth
- The sound of the letter ل comes out by moving all the tongue and meets the end of the ceiling.
- The sound of the letter ن comes out from the tip of the tongue beneath the character of the letter ل
- The sound of letter ر comes out from the tip of the tongue, as same as insert the back of the tongue

- The sound of letter ط د ت come out from the tip of the tongue that meets with the upper teeth
- The sound of letter ص ز س come out from the nearly tip of the tongue that meet the lower front teeth
- The sound of letter ظ ث ذ come out by sticking out the tip of the tongue slightly and attaching it to the tip of the upper front teeth

Example

مُقْتَدِرًا	وَأَقِيْمُوْا	ق
قَرَارِمَّكِيْنٍ	وَكَوَاعِبَ	ك
اَجْرٌعَظِيْمٌ	جَهَّزَهُمْ	ج
مُشْرِكِيْنَ	بَشِيْرًاوَنَذِيْرًا	ش
اَيَةً بَيِّنَةً	مَايُفْعَلُ	ي
يَصْحَكُوْنَ	لِيُضِيْعَ	ض
عَلِمْتَ	اَلَمْ يَعْلَمْ	ل
وَنَحْنُ	مَا نَنْسَخْ	ن
سَرِيْعُ	خَرَجْتَ	ر
خَطْبُكُمْ	طَيِّبَةً	ط
لَمْ يَلِدْ	يَدَاكَ	ذ
كُشِطَتْ	تَتَنَزَّلُ	ت
يَنْظُرُ	ظَهِيْرِ	ظ
وَاِذْنَتَقْنَا	لَذُ و عِلْمٍ	ذ
ثُلَّةٌ	كَثِيْرًا	ث
صُدُ و رُهُمْ	يَعْتَصِمْ	ص
وَلْتَسْمَعُنَّ	رَسُوْلَهُ	س
بِعَزِيْزٍ	عَزَمْتَ	ز

d. Two Lips اشفتين

The letters that come from two lips. Those are ف و ب م. The letter ف comes out from the inner lip that meet the tip of the upper teeth. The letter ب and م come out by sticking two lips together while و by pursing two lips.

Example

لاَ تُخْلِفُ	وَفِيْكُمْ	ف
حَسْبُنَا	بَصِيْرٌ	ب
مُرْسَلاً	وَنِعْمَ	م
عَدُوٌّمُّبِيْنٌ	وَهَّاجًا	و

e. Base Nose الخيشوم

The letters that come out from the nasal cavity is ghunnah (buzzing). Ghunnah is found in seven places, those are idghom bighunnah, iqlab, ikhfa' haqiqi, ikhfa' syafawi, idghom mitslain, letters مّ and نّ , and idghom mutajanisain

Example

وَاَنَّاكُنَّا	مَّنَّاعٍ لِّلْخَيْرِ	نّ
ثَمَّ اَمِيْنِ	أَجَلٌ مُّسَمًّى	مّ
أَنْ يَكُوْلَ	لَنْ نَّصْبِرَ	ادغام بغنّة
يُنْبِتُ لَكُمْ	قَوْمًا بُوْرًا	اقلاب
يُنْصَرُوْنَ	فَرِقًا تَقْتُلُوْنَ	إخفاء حقيقي
مَالَهُمْ بِهِ	عَلَيْهِمْ بِصِحَافٍ	إخفا شفوي
اَنَّهُمْ مَّا نِعَتُهُمْ	عَلَيْهِمْ مُّؤْصَدَةٌ	إدغام مثلي

3. Pronunciation

Pronunciation is one of the elements of English. The target of learning a new language is to intelligibly communicate in the target language. Thus, the existence of pronunciation must be considered. Consequently, the nature of pronunciation needs to be clearly defined. According to Elmaksoud (2013, in Nakin and Inpin, 2017: 186) and Yates (2002 in Gilakjani 2016: 2) pronunciation is the production of sounds that is used for making meaning. Pronunciation is learned by repeating, imitating, and correcting. Thus, pronunciation must look at

how the speech sounds are produced by the human speech organs. According Richard and Schmidt (2002, in Gilakjani, 2016: 2) pronunciation is a method of producing certain word. Further, Ottlowski completes the definition of pronunciation as the way of uttering a word in an accepted manner (in Gilakjani, 2016: 2). Thus, the production of speech sounds is organized by the movement of human speech organ.

4. Factors that affects the learning of pronunciation

A study from Gilakjani (2011). They are as follows:

1) Motivation and exposure

Along with age at acquisition of a language the incentive of the learner to learn the language and the cultural community that the learner knows and spends time helping to assess whether the learner can acquire native-like pronunciation. Research has found that the need and desire for native-like pronunciation can be affected by having a personal or professional target for learning English. Furthermore, familiarity with and optimistic language orientation seems to be significant factors in the production of native-like pronunciation. Therefore, teachers may want to enable learners to speak English outside the classroom in addition to concentrating on pronunciation and accent in class, and provide them with assignments that organize those interactions.

2) Exposure to Target Language

When we talk about a learner's exposure to the target language, it will come in the context of their current everyday life as well as the amount of previous instruction received by a learner in the target language.

3) Attitude

Some learners appear to be more adept at learning successful pronunciation. There is always a significant difference between the pronunciation capacity of the students, even within one homogenous classroom. This phenomenon has led many researchers to study the personal characteristics of learners that lead to their foreign language acquisition. There is a statement that students who were more active than students with less positive attitudes were inspired to learn with positive attitudes toward the target language and its speakers.

4) Instruction

In general, foreign language teaching focuses on four primary areas of development: listening, reading and writing. In the first year of study, foreign language curricula highlight pronunciation as it introduces the alphabet and sound system of the target language, but this emphasis seldom continues beyond the introductory level. The lack of focus on the production of pronunciation may be due to a general lack of fervor on the part of second language acquisition

researchers, second language teachers and students, because second language pronunciation is not very important.

5) Age

The effect of age on language learning and pronunciation in particular will make it more difficult for adults to find pronunciation than children and possibly not to achieve native-like pronunciation. In other words, children are still can learn a new thing easily and absorb the skill well. In order to remember things, especially pronunciation, their memory is still very good and this is still related to the ability to pronounce the language correctly.

6) Mother Tongue Influences

The factors discussed above can help ESL/EFL teachers consider what learners are likely to face when learning English as a second or foreign language from different backgrounds. These variables will encourage teachers to recognize the difficulties faced by non-native speakers in the pronunciation of the target language in order to help them resolve their foreign accent and consequently improve their pronunciation. In addition, they will also encourage teachers to provide effective instruction on pronunciation and design their teaching methodology according to the needs of students.

5. English Sound

a. Consonant

"A consonant is formed when the air stream is restricted or stopped at same point between the vocal cords and the lips" (Todd: 1987:14). The outward flow of breath is obstructed in various ways by the organs of speech in the production of English consonant sounds. The most appropriate way of describing a consonant sound is in terms of place and manner of articulation.

1) The place of articulation

The most important articulators that may cause obstruction are lips, teeth, vocal cords, and the hard palate (Ladefoged, 2001). When the air passes through the larynx, it comes up and out through the mouth or the nose. Most consonant sounds are produced by using the tongue and other parts of the mouth which determine the shape of the oral cavity, through which the air is passing. The terms used to describe many sounds are those which denote the place of articulation of the sound; that is, the location inside the mouth at which point the constriction takes place. The most common eight places of articulation will be presented below:

a) Bilabial

These sounds are formed by both the upper and lower lips when they come together. They are the initial sounds of "pie, buy, my"

represented by the symbols /p/ , /b/ and /m/. The /w/ sound that is found in the beginning of "way" is also bilabial.

b) Labiodental

These sounds are formed by the lower lip and the upper teeth. They are found in words like "friend, vie" when the lower lip rises until it nearly touches the upper teeth. These sounds are represented by the symbols /f/ and /v/.

c) Dental

Dental sounds are formed with the tongue tip behind the upper front teeth. These sounds are available in words like "there, thin" and they are represented by the symbols / ð / and/ θ /.

d) Alveolar

These sounds are formed as a result of having the front part of the tongue touching or pointing up to the alveolar ridge. They are the initial sounds in "top, dip, sit, zoo, nut". They are represented by the symbols /t/ /d/ /s/ /z/ /n/. Other alveolar sounds are /l/sound in the beginning of words like "lap" and /r/ sound at the beginning of "rip, right".

e) Alveopalatal

To produce these sounds the tongue touches the roof of the mouth behind the alveolar ridge near the hard palate. Examples involving such sounds are: "ship, child, measure, jeep". These are represented by the symbols /ʃ , / ʧ/, /ʒ/ and /dʒ/ respectively.

f) Velar

Velars are the sounds produced using the back of the tongue and the soft palate. They are the sounds /k/, /g/ and /ŋ/. These occur at the end of "hack, hag, hang".

g) Palatal

The sound produced with the front of the tongue and the hard palate. We have only one English palatal sound which occurs at the beginning of the word "you". This sound is presented by the symbol /j/.

h) Glottal

One sound is produced when the glottis is open, but there is no manipulation of the air passing out through the mouth. The sound produced is presented by /h/, which is the first sound in "who" and "whose".

i) Retroflex

Ladefoged (2001:7) mentioned the sound that is produced with the tongue blade touching the alveolar ridge. It occurs initially in words such as "rye, row". If this sound is pronounced at the end of words by the same speakers, we may also have retroflex sound like "air". This sound is represented by the symbol /r/.

2) The manner of articulation

There are different manners of articulation in English

a) Stop/ Plosive

The consonants produced this way are called so because the air stream in the vocal tract is completely stopped at some point. The closure can be made by the two lips, producing the bilabial plosive /p/ and /b/. It can be made by the tongue pressing against the alveolar ridge, producing the alveolar plosive /t/ and /d/, and it can be made by the back of the tongue pressing the soft palate producing the velar plosives /k/and /g/.

b) Fricative

The sounds here are produced as a result of incomplete closure at some point in the mouth. This manner of articulation is used in producing a set of sounds which include the labiodental fricatives /f/ and /v/, the dental fricatives/θ/ and /ð/, the alveolar fricatives /s/ and /z/, the alveopalatal fricatives /ʃ/ and /ʒ/, and the glottal fricative /h/.

c) Affricate

Affricates are a combination of sounds which start with complete closure then it is followed by a slow release of air with friction. It includes the alveopalatal affricates /tʃ/ and /dʒ/.

d) Nasal

Unlike other consonants, Nasals have a complete closure of the mouth. The velum is lowered and air stream is allowed to flow out

through the nose producing the bilabial nasal /m/, the alveolar nasal /n/ and the velar nasal /ŋ/.

e) Lateral

Laterals also involve partial closure in the mouth, that is, the air stream is blocked by the tip of the tongue but allowed to escape around the sides of the tongue. /l/ sound is alveolar lateral sound.

f) Glides (semi-vowels)

These sounds are vowel-like because they are made without closure in the mouth.

Gildings occur in the beginning of a word or syllable (Todd 1987). Semi-vowels are the palatal glide /j/ and the velar glide /w/. In addition, the production of /r/ leads to an assumption that it is a semi-vowel.

2.1 Table of consonant sound

	B	LD	D	A	AP	V	P	G	R
Stop	p, b			t, d		k, g			
Fricative		f, v	θ, ð	s, z	ʃ, ʒ			h	
Affricate					tʃ, dʒ				
Nasal	m			n		ŋ			
Lateral				l					
Glide						w	j		r

b. Vowel and Diphthong

1. Vowel

The quality of a vowel depends on the resonance space in the oral cavity and this is determined by the position of the mobile speech organs: tongue, the lips, and the lower jaw. English vowel can be divided into two groups: short vowels and long vowels.

a) Short vowels

Short vowels are simple vowels, which are made without any stoppage of the air on the mouth. The short vowels of English have different characteristics. Consider:

/i/	This short vowel is produced when the front of the tongue is in the half-close position, and the lips are spread. We find it in the word "hit".
/ʊ/	It is a short vowel. The central-back of the tongue is in half-close position and the lips are slightly rounded. It occurs in words like "book".
/e/	When the front of the tongue is in the half-close position and the lips are unrounded the short vowel /e/ is produced. This appears in the words "egg, left".
/ə/	This sound is called schwa. It has half-close open central of the tongue position and lips are neutral. It appears in the word "about, banana". It represents the weak sound forms in English.
/æ/	This short vowel is formed with the front of the tongue in the half-open position and the lips are wide-open. This vowel is available in the word "attack".
/ʌ/	It is a central half-open short vowel, produced with lips in the neutral position. The words "run, uncle" are a case in point.
/ɒ/	This vowel is produced when the back of the tongue is in open position and the lips are rounded. It is found in the words "cough, dog, knowledge".

b) Long vowels

Long vowels are longer than others in the same position: they are written with "a length mark" /ː/. In English, there are five long vowels, as illustrated below.

/iː/	If the front of the tongue is in close position, lips are unrounded. This comes out with the long vowel /iː/ that occurs in the word "key, cheese, police".
/uː/	The production of this sound involves the back of the tongue to be in the close position and the lips to be rounded but not lax. It is available in the words like "food, rude, soup".
/ɜː/	It is a long vowel produced by the center of the tongue in the half-close and half-open position with the lips in the unrounded position. It is available in words like "shirt, word, serve".
/ɔː/	This long vowel is formed with the back of the tongue in the half-open position with rounded lips, as in "bought, law, all".
/ɑː/	This vowel can be formed by the back of the tongue in the open position with unrounded lips and lowered jaw. It occurs in the words "far, clerk, part"

2. Diphthong

Diphthongs are combination of two vowel sounds which take some duration of time as of a single long vowel. When diphthong are produced, the tongue moves from one vocalic position to another. English has 8 diphthongs. They are:

/ɪə/	The glides begins with a tongue position that is taken for /ɪ/ and moves in the direction of /ə/. It is found in the words like "beer, fear"
/ʊə/	It glides from a tongue position that is used for /ʊ/ toward the more open type /ə/. It appears in the words "sure, tour"
/eə/	Its glide begins in the half-open front position and moves in the direction of more open variety of /ə/. For example, "chair, stare".
/ei/	The glide begins at a point behind the front open position and

	moves in direction of the position od /i/. It is found in the words “say, weight”.
/ɔɪ/	The glide begins with tongue position that is for /ɔ/ and moves in direction of /i/, as in “toy, enjoy”
/ai/	The glides begins at a point slightly behind the front open position, and moves in the direction of the position associated with /i/. It occurs in words such as “high, buy”
/əʊ/	Its glide begins at a central position of /ə/ and moves in the direction of the /ʊ/. It appears in the words “go, hello”.
/aʊ/	The glide stars at a point between the back and front open position, and moves in the direction of the /ʊ/. As in “house, now, found”

B. Previous Studies

1. A Study with The Tittle the Influence Of Arabic Sound Toward English Pronunciation At English Department Students Of Iain Palopo Amalia Yahya Muliasri Arifin in 2019

   This thesis is aimed to find out the influence of Arabic sound toward English pronunciation especially English fricatives /f/. /s/, /z/, / ð/. The problem statement of this research is: is there influence for people who master reading Qur’an in mastering English fricatives /f/. /s/, /z/, and / ð/ pronunciation in English? Department students of IAIN Palopo? The objective of this research is to find out the influence of person who masters produce Arabic sound based on *makhorijul huruf* in mastering English fricative pronunciation in the third semester of English Department students of IAIN Palopo. The research used descriptive qualitative. The subject of this research was 15 students who master produce Arabic sound based on *makhorijul huruf*. The location was in IAIN Palopo. The instruments of this research were test reading task such

as: words list reading task, sentence reading task, and passage reading task, and interview. The result of data analysis showed that if the participants have a good ability in pronouncing in Arabic sound, they can pronounce English fricative pronunciation well. The differences between Amalia's study and researcher's study are the phonetics, instruments, and the place or subject of research.

2. A study by Dr.Samer Mahmoud Al-Zoubi in 2019 entitled The Speech of Arabic Language of their Effect on Learning English Pronunciation : A Contrastive Analysis

   The main purpose of this qualitative and descriptive study is to investigate the effect of the Arabic language speech sound on learning English language pronunciation. In this contrastive analysis, the researcher described the speech sound system of the Arabic language in comparison with their counterparts of English. The researcher used the direct observation as an instrument to observe and register notes about the students' pronunciation of both languages. However, the result showed that there are speech sounds in the Arabic language that have counterparts in the English language and vice versa. Thus, these similarities between the speech sound of two languages facilitate and have positive effects on the process of learning English pronunciation especially with unfamiliar speech sound that do not exist on their mother tongue since there are speech sounds in the Arabic language that do not

have counterparts in the English language e.g. glottal stops. To sum up, due to these differences in the speech sound of both languages, one can conclude that they have negative effects on the process of learning the English and learners face difficulty in pronouncing these sounds correctly. Accordingly, mother tongue interference and over generalization rules affect the pronunciation and spelling of some English words. Finally, based on the result of this research, some suggestions and recommendations are presented which may help students and teachers in reducing Arab EFL learners' difficulties in improving their English pronunciation.

The difference from the author's research and Dr. Shamer's research is the subject of the research. Dr. Shamer is a native Arabic speaker and the research subject is also an Arabi who uses Arabic daily and the author's research subject is Indonesian.

3. A study entitled the use of Arabic consonant sounds to arrive at English pronunciation: a case study on Indonesian EFL students in tertiary level by Rosalin Ismayeong Gusdian and Riski Lestiono in 2018.

The intention of this study is to reveal how several Arabic consonant sounds are employed in teaching English pronunciation to Indonesian EFL students in university level. This study was conducted qualitatively as it constituted describing and analyzing the data without influencing them in any way. The research subjects were second-semester freshmen students who took Basic Speaking in English Language Education Department,

University of Muhammadiyah Malang. Furthermore, participant observation in two consecutive meetings was conducted to gather the data. The findings have revealed 1) there are three hijaiyah letters used to assist the students to produce correct pronunciation, namely ش, ث,ذ which correspond /ʃ/, /θ/, and /ð/ respectively. 2) the techniques comprise reading a short passage, tongue twister game, the use of phonetic transcription, sound imitation, and pronunciation drill, and 3) the implementation of the aforementioned techniques was conducted consecutively, both before and after the introduction of hijaiyah letters.

C. Hypothesis

By conducting a survey, the researcher assumed that students with high *makhorijul huruf* mastery pronounced English sound better than those with low *makhorijul huruf* mastery