

**A COMPARATIVE STUDY OF ARTICULATING ENGLISH  
REGRESSIVE ASSIMILATION [N] AND ARABIC “NUN  
SAKINAH” LAW IN “TAHSIN” RULES BY THE STUDENTS  
OF MU’ALLIMAT PROGRAM IN PONPES AL-MUKMIN  
NGRUKI – SUKOHARJO**



**RESEARCH PAPER**

Submitted as a partial Fulfillment of the requirements  
for Getting Bachelor Degree of Education  
in English Department

By.

**SUSIATI**

**A.320 040 323**

**ENGLISH DEPARTMENT  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2008**

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In this world, it can be sure that people speak bilingually or speaking with two languages even multilingual or more than two languages. It occurs because of the formal education which the medium language uses a language that is different from the students' mother tongue, the interaction to others having different language, or a purpose of studying another language

. Therefore, when people speak two languages, one must be their mother tongue and the other is as second language or foreign language. In another case, when people speak three languages, one must be their mother tongue and the two others are second language and foreign language, or both are foreign languages.

Dealing with this case, there are many educational institutions teaching foreign languages. Mu'allimat program in Ponpes AL MUKMIN is one of those which teach three languages, Indonesian, Arabic, and English. Indonesian is their mother tongue or first language; English and Arabic are their foreign languages. They study Arabic everyday since there is a program named Arabic day or almost everyday the students of Mu'allimat program speak in Arabic. Besides, there is a program named "tahfidhul Qur'an" (memorizing the verses in the holy Qur'an). In reciting the Qur'an, there are certain rules to have good and correct reciting. The rules are called "tahsin" (articulating every sound in Arabic from the right place and manner of articulation). As a result, they study Arabic, more over when reciting the Qur'an, more than English. Shortly, they study Arabi with "tahsin" and English.

Starting from this fact, the writer is greatly interested in researching those who have background in “tahsin” when they speak in English especially in saying regressive assimilation [n]. Having good background here doesn’t mean that they study Arabic earlier than English. It is not a matter of whether which Arabic or English is learned first, but since they believe that reciting the Qur’an makes them get merit from God, and they should recite it by applying “tahsin” rules, in order that the rules are quite rigid. Additionally, there is also an assumption that those who are good at “tahsin”, they are automatically good at English since there is similarity in articulating some sounds of both.

In “tahsin” rules, there is “nun sakinah (ن)” law which is added to certain consonants following it, the “nun sakinah” sound will change into the sounds of the certain consonant. This condition is just similar to the regressive assimilation of the sound [n] when it is added to some words whose initial sound of which is also certain consonants.

For example: Arabic : ان + لم = /ʌllam/ not /ʌnlam/

English : In + legal = /i’liegəl/ not /inliegəl/

Nevertheless, not all “nun sakinah” that changes into the consonant sound following it occurs in the English regressive sound [n] in which the consonant sounds of both are the same.

For example: Arabic: انزلن a/ηzalna/

English : London Zoo /ʌndəzu:/

In this study, the writer analyzes whether the students of Mu’allimat who are accustomed to pronounce in “tahsin” law are influenced to use such sounds change when they say regressive assimilation [n] in English.

To make it clear, the writer conducts a study entitled “A Comparative Study of Articulating English Regressive Assimilation [n] and Arabic “Nun

Sakinah” Law in “Tahsin” Rules by the Students of Mu’allimat Program in Ponpes Al Mukmin Ngruki – Sukoharjo.”

## **B. Previous Study**

There is a previous study dealing with pronunciation written by Irma Indria Mahadina (2005) entitled “A Study on English Pronunciation by the First Semester Students of English Department in Muhammadiyah University of Surakarta in 2004/2005 Academic Years”. The data are products of students’ pronunciation. They are transcribed into phonetic details transcription and are analyzed by comparing the sound of a native speaker and the result of students’ sound. Something differentiating Mahadina’s study and this study lies on the comparison domain. Mahadina analyzed the sounds produced by the students are suitable with the native speaker’s sounds after transcribing the students’ phonetic transcription. In the meantime, this paper studies how the students with good “tahsin” background pronounce regressive assimilation [n] in English.

The second previous study is done by Nunik Fauziah Hastuti (2008) entitled “A Study on Articulating English Vowel Sounds Produced by Speech Defect Community (a Case Study of Impressionistic Phonetics of YPAC Members in Surakarta)”. The study explains the articulatory organs which influence the inferences of English vowel sounds production. She explains how the members of YPAC who have speech defect background pronounce English vowel sounds. Yet, this study describes how the students of Mu’allimat program who have “tahsin” background pronounce English regressive assimilation [n].

## **C. Problem Statement**

Based on the background of the study above, the problem statements can be formulated as follows:

1. What are the similarities and differences between English and Arabic with “tahsin” rules based on the place of articulation ?,

2. What are the implications of the similarities and differences between English and Arabic with “tahsin” rules based on the place of articulation?, and
3. How do the students of Mu’allimat program pronounce regressive assimilation [n] in English?.

#### **D. Limitation of the Study**

To keep the originality of this study, the writer shows previous study dealing with sound or pronunciation.

The writer will only compare the articulation of English regressive assimilation (with no progressive assimilation) [n] (with no other sounds) and “nun sakinah ” law in “tahsin rules” in Arabic since they have the similarity in the place of articulation. Those who are observed are only the students of Mualimat program in Ponpes Al-Mukmin Ngruki – Sukoharjo, not all the students of Ponpes Al Mukmin Ngruki – Sukoharjo. In addition, the sounds to be analyzed are consonant sounds (not vowel sounds) and they are limited on their similarity of the place of articulation.

#### **E. Objective of the Study**

Related to the problem statements above, the objectives of the study are:

1. To identify the similarities and differences between English and Arabic with “Tahsin” rules based on the place of articulation,
2. To describe the implications of the similarities and differences between English and Arabic with “tahsin” rules based on the place of articulation, and
3. To describe how the students of Mu’allimat program pronounce regressive assimilation [n] in English.

## **F. Benefit of the Study**

By doing research, the writer greatly hopes to give benefits.

### 1. Theoretical Benefits

- a. This research will enrich the study on phonology especially on the phonetic articulatory.
- b. This research will appear the sound's indication in English with the Arabic accent background.
- c. This research, although for years later, will contribute to create a new theory of phonetic articulatory on phonology

### 2. Practical Benefits

- a. The students of Mu'allimat program could produce the consonant sounds in English well.
- b. The result of this research can be used to add the reference for other researchers in studying phonetics.

## **G. Paper Organization**

The organization of research paper is given in order to make the readers understand the content of the paper as follows:

*Chapter I* is introduction, which consists of the background of study, review of previous study, problem statement, objective of study, limitation of study, the benefit of study, and the organization or research paper.

*Chapter II* is the underlying theory. It deals with the notion of contrastive analysis.

*Chapter III* is the research method. It consists of the research method, the source of the data, the method of data collection, and the technique of data analysis.

*Chapter IV* is research result. In this chapter, the writer will present the data analysis, the discussion of research findings.

*Chapter V* is conclusion and suggestion.