



LAMBOYA PHONOLOGY: A PRE-DESCRIPTION FOR LAMBOYA LANGUAGE LEARNING

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ABSTRACT

Based on research results and studying of the phonology of the Lamboya language, it is found five forms of vowel phonemes. The five vowel phonemes are in complete distribution. That is, all vowel sounds are found at the beginning, middle and end of a word. In BL found sixteen consonant phonemes which are not completely distributed. Two sounds, namely /j and ny/ are not found at the beginning and end of a word, only found in the middle of a word. BL is vocalist's language. Meanwhile, all consonant sounds are not found at the end of the word. Therefore, it can be stated that BL is the vocalist's language.

Keywords: Vowels, Consonants, Vocals

INTRODUCTION

Every language (including Lamboya language, abbreviated as BL) is the language used by a group of people who live in West Sumba Regency, East Nusa Tenggara Province. BL is still used as a means of communication and interaction in society. By using this language in their daily lives, they feel that they are fellow Lamboya people.

BL provides identity characteristics to its people. The Lamboya people feel that by using BL, their identity as Lamboya people can be maintained and bound in a togetherness. Togetherness as a society with binding and unifying characteristics is BL.

Like all languages in the world formed by language structure. BL is also formed by the structure of the language. This language structure is built and constructed with vowel and consonant sounds. Vowels and consonants are sounds that are produced and formed in the oral cavity. Vowels and consonants are sounds that support the formation of word structures. Vowels and consonants that are formed and arranged in such a way will form word structures that contain meaning. Usually, the meaning of the word is the lexical meaning.

The interesting thing in BL is the phonetics of the vowels and consonants, which are not exactly the same as the vowels and consonants in Indonesian. Therefore, it is

interesting to describe in this paper. This is important to do considering that each language has its own uniqueness. This uniqueness enriches linguistics. By enriching language knowledge, it is hoped that linguists can have a complete picture of various linguistic phenomena. By knowing and understanding the phenomenon of language, various opinions and theories can be produced that can be contributed to the world of education, especially the development of linguistics or linguistics.

Phonetic phenomena in BL are also interesting to describe in order to enrich the field of phonetics, especially articulatory phonetics. Articulatory phonetics deals with how sounds are produced by the speech organs. In contrast to the number of phonetics contained in Indonesian. BL has more limited phonetic vowels and consonants, when compared to vowels and consonants in Indonesian.

Next, about problem formulation. The problem of the current research is formulated as follows. (1) How is the phonetic of vowels in BL? (2) What is the phonetic of consonants in BL? And (3) how it can be a pre-description for language learning.

MATERIAL AND METHOD

The method used in this research is descriptive qualitative method, with interview and documentation technique.

Literature Review

Lafamane's article entitled phonology (the history of phonology, phonetics, phonemics) stated in his abstract that phonology is a branch of linguistics (linguistics) that examines the sounds of language, the process of their formation and change. Phonology examines the sounds of language in general and functionally. The term phoneme can be defined as the smallest unit of language that is functional. This

means that the phoneme unit has a function to distinguish meaning. Variants of phonemes based on position that do not differentiate meaning are called allophones. Phonetic studies are divided into sound classifications in which most Indonesian sounds are aggressive sounds.

Alwiyah, R. 2017. Phonological processes in old poetry texts. He found in the pantun texts (1) the process of assimilation, (2) the process of diphthongization, (3) the process of monophthongization, (4) the process of removing phonemes, (5) the process of phoneme grammar, and (6) the process of neutralization

Sartini (2012) in his article published in the Journal of Mozaik: Journal of Humanities Vol.12 no.2 states that in the generative phonological analysis the types of words found in the lingua franca of adolescents tend to be short and short. This shortening occurs in two processes, namely contraction and acronym. Another tendency is form modification, using verbs ending in -in. while the phonological characteristics contained in the social language of adolescents tend to use the vowels /e, o, and i/, canceling sounds, relaxing, strengthening, and blending vowels.

Vowels and Consonants

In general, speech sounds are divided into vowels and consonants. The difference is based on the absence of obstacles in the process of articulation in the speech organs. Vowel sounds are produced with the vocal cords slightly open. Vocal cords that are slightly open or closed but not very tightly vibrate when passed by the air current exhaled from the lungs. Furthermore, the air flow exits through the oral cavity without getting any obstacles to the speech organs. Vocal sound inhibition occurs in the vocal cords and is not commonly called articulation

(Verhaar, 1986). Thus, it can be said that a vowel sound is a voiced sound.

Vowel sounds are usually classified and named based on the position of the tongue and the shape of the mouth. The position of the tongue can be both vertical and horizontal.

Vertically, high vowels are distinguished, for example sounds [i] and [u], middle vowels, for example sounds [e] and [ɘ], and low vowels, for example sounds [a]. Horizontally, there are front vowels, for example the sound [i] and [e], the central vowel, for example, the sound [ɘ], and the back vowel, for example, the sound [u] and [o]. Then, according to the shape of the mouth, they distinguish round vowels and non-round vowels. It is called a round vowel because the shape of the mouth is rounded when pronouncing the vowel, for example the vowels [u] and [o]. It is called a non-rounded vowel because the shape of the mouth is not rounded, but widened when pronouncing the vowel, for example the vowels [i] and [e].

Marsono (1989: 26) says that pure vowels are single vowel sounds that are formed with the quality of the speech organ (tongue) unchanged from the beginning to the end of its articulation in a syllable. Moeliono, et al. (1988:39-40) said vowels are speech sounds whose airflow is not obstructed and whose quality is determined by three factors, namely: the height and low position of the tongue, the part of the tongue that is raised, and the shape of the lips in the formation of the vowel. Meanwhile, Kencono (1982:28) says vowels are speech sounds that are produced without closing or narrowing above the glottis. Practically a single vowel is called a vowel only. In the sense that what is meant by a vowel is a single vowel, while a

diphthong is a double vowel. Vowel sounds vary according to the cavity above the glottis through which air passes during the pronunciation of the vowels. Most vowels are made by blocking the passage of air through the nasal cavities.

The shape of the cavity is mainly influenced by the position of the tongue and the shape of the lips. The agile tongue can move forwards, backwards, downwards and upwards. Lips can be rounded and flattened. Now it can be said that vocal quality is determined by three factors, namely the moving back and forth of the tongue, the rising and falling of the tongue, and the shape of the lips.

For this introductory discussion, we will divide the horizontal motion into three positions: front, back, and vertical motion into three: high, middle, low or down. Shape the lips into two, namely round and not round. Based on this division we can classify vowels as front vowels, central vowels and back vowels, high vowels, middle vowels, low vowels, round vowels and unrounded vowels.

Front vowels, such as [i] and [e] are made with the highest part of the tongue in the front position in the oral cavity. Back vowels, such as [u] and [o], are made with the highest part of the tongue at the back of the mouth. High vowels, such as [i] and [u], are made with the highest part of the tongue high in the mouth. And so on, each position indicates the location of the highest part of the tongue. Rounded vowels, for example [u] and [o], are made by rounding the lips, while unrounded vowels, for example [i] and [e] are made by not rounding the lips.

Based on the position of the tongue and the shape of the mouth we can make a vowel chart or map is as follows.

Front Center Rear

Front		centre		back	
TB	B	TB	B	TB	B
i					u
I					U
e		ə			o
ɛ					ɔ
			a		

Note:

TB = not circular

B = round

Based on the position of the tongue and the shape of the mouth, we then give the vowel names, for example:

[i] is a high unrounded front vowel

[e] is an unrounded central front vowel

[ə] is the central non-rounded central vowel

[u] is a rounded upper back vowel

[o] is a rounded middle back vowel

[a] is a low rounded central vowel

Consonants occur because articulation is formed by blocking air currents in the speech apparatus, so there are obstacles in the articulation area. Moeliono (1988:40) says that consonant sounds are made in a different way from vowel sounds. In the pronunciation of consonants, there are three factors

involved, namely the condition of the vocal cords, the touching or approach of various vocal organs, and the vocal organs touching or close together. The process of inhibition in this articulation area can be accompanied by vibrating vocal cords. If this happens, then what is formed is a voiced consonant sound. Which includes voiced sounds, among others, sounds [b, d, g, and c]. If the articulation is not accompanied by vibrating vocal cords, then the glottis is open. The sound produced is a voiceless consonant. Which includes voiceless sounds, among others, sounds [p, t, k, and s].

The place of articulation is none other than the speech apparatus used in the formation of that sound. Based on the place of articulation, we recognize, among other things, consonants:

1) bilabial, namely the consonant that is formed and produced by both lips, the lower lip closes and touches the upper lip. Included in the bilabial consonants are the sounds [b], [p], and [m]. In this case, it should be noted that the sounds [b] and [p] are oral sounds, namely sounds in which the air current is expelled through the oral cavity, while [m] is a nasal sound in which the air current is expelled through the nasal cavity. 2) labio-dental, namely consonants formed and produced by the lower lip (labia) and upper teeth (dentum). The lower lip closes and touches the upper teeth. Included in the labio-dental consonants are the sounds [f] and [v]. 3) laminal-alveolar, namely consonants formed and produced by the tongue (lamina) and gums (alveolum); in this case, the tongue rests against the gums. Included in the laminal-alveolar consonants are the sounds [t] and [d]. 4) medio-palatal, namely consonants formed and produced by the middle of the tongue (medium) and the hard palate (palate); in this case, the tongue rests against the gums. Included in the laminal-alveolar consonants are the sounds [c] and [j]. 5) dorso-velar, namely consonants formed and produced by the base of the tongue (dorsum) and the soft palate (velum); in this case, the base of the tongue is attached to the velum. The dorso-velum consonants include the sounds [k] and [g].

Based on the way of articulation, meaning how the obstacles are made to the air currents, consonants can be distinguished:

1) inhibition (pop, plosive, stop). Here the articulator completely closes the airflow, so that the air is compressed behind the closure. Then the shutter was opened suddenly, causing an explosion. These explosive consonants include the sounds [p], [b], [t], [d], [k], and [g].

2) shear or fricative. Here the active articulator approaches the passive articulator, forming a narrow slit, so that the air escaping through it gets disturbed in that slit. These shift consonants include the sounds [f], [v], [s], and [z]. 3) alloy or affricate, here the active articulator completely blocks the airflow, then forms a narrow gap with the passive articulator. This method is a combination of inhibition and fricative. Which includes these mixed consonants, among others, the sound [c] and [j]. 4) nasal or nasal, here the articulator completely inhibits the flow of air through the mouth, but lets it out through the nasal cavity freely. Examples of nasal consonants are the sounds [m], [n], and [ŋ]. 5). vibration or trill. Here the active articulator makes sequential contact with the passive articulator, so that the sound vibrations occur repeatedly. An example is the sound [r]. 6). side or side. Here the articulator actively blocks the air in the middle of the mouth, then lets the air out through the sides of the tongue. An example is the sound [l]. 7) approximation or approximation. Here the active and passive articulators form a space approaching the open position as in vowel formation, but not narrow enough to produce a sliding consonant. Therefore, the sound produced is often called a semi-vowel, namely the sound [w] and [y].

Based on the position of the vocal cords, the place of articulation, and the way of articulation, we can make a consonant chart or map as follows: place of articulation and the way of articulation.

Place of articulation way of articulation	BL	LD	AD	LA	MP	DV	FR	GL
	Inhibition/explosion	p b			t d		k g	?
Shift/fricative		f v			c j		h	
Alloy/africative								
Nasal	m			n	ñ	ŋ		
Vibrations/trills				r				
Side/lateral				l				
Semi vocals	w				y			

Information:

BL : bilabial
LD : labiodental
AD : apico-dental
LA : lamina-alveolar

MP : mid-palatal
DV : dorso-velar
FR : pharyngeal
GL : glottal

phoneme consonant	BASIC WORDS			Explanation
	Starting position	Middle position	End position	
/p/	pede 'select' pira 'when'	Hauptu 'blow' Kapa 'wings'	- -	incomplete
/b/	bale 'shoulder' banu 'sea'	Kabka 'dust' Haba 'fat'	- -	Incomplete
/t/	ti 'stomach' tunal 'intestines'	Mata 'eyes' Mate 'die'	- -	Incomplete
/d/	dau 'year' dete 'up'	Gadi 'tonight' Nade 'this'	- -	Incomplete
/k/	kaka 'bite' kiku 'tail'	Kiku 'tail' Kaka 'bite'	- -	Incomplete
/g/	gadi 'tonight' gini 'were'	Baga 'dog' Wogo 'back'	- -	Incomplete
/j/	- -	Tojaka 'stab'	- -	Incomplete

		Kajakana 'chew'		
/n/	nangu 'swim' nipe 'snake'	Monu 'fall' Mono 'and'	- -	Incomplete
/m/	monu 'fall' manu 'chiken'	Lima 'five' Lima 'hand'	- -	Incomplete
/ny/	- -	Kabunyi 'hide' Inya 'mother'	- -	Incomplete
/ng/	ngara 'name' ngudu 'teeth'	Rangnge 'listen' Nangu 'swim'	- -	Incomplete
/h/	huhu 'milk' hatima 'cook'	Huhu 'milk' Moruha 'life'	- -	Incomplete
/l/	lima 'five' ledu 'foot'	Kali 'left' Bale 'shoulder'	- -	Incomplete
/r/	ra 'blood' ropo 'cut'	Lara 'road' Ngara 'name'	- -	incomplete
/w/	We 'water' wu 'fruit'	Nawa 'I' Wawi 'fork'	- -	Incomplete
/y/	yita 'we' ya 'eat'	Yayu 'wood' Iyai 'who'	- -	Incomplete

RESULTS AND DISCUSSION

The results of research on BL, as shown in the table above, has found that BL has five vowel phonemes. The five vowel phonemes can be described as follows.

Based on the results of the study, it was found that the phonemes had an incomplete distribution. Phonemes /j/ and /ny/ are not found at the beginning and end of words, while all consonant phonemes are not found at the end of words. So, it can be stated that consonant phonemes are generally only distributed at the beginning and middle of words, whereas at the end of words they are not found. Thus, it can be stated that BL is the vocalist's language.

This information is seen as a pre-description that plays as a fundamental information for BL language learning.

CONCLUSION

The conclusions in this writing are:

1. It is found 5 forms of vowel phonemes in BL

2. The five BL vowel phonemes are completely distributed
3. Found 16 consonant phonemes in BL
4. The sixteen consonant phonemes are not completely distributed
5. BL is the language of vocalists.

SUGGESTION

BL phonology needs to be researched and studied more deeply so that it adds to the insights of linguists.

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