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ANALYZING SEGMENTAL FEATURES: THE ROLE OF CONSONANTS AND VOWELS IN PHONOLOGICAL PATTERNS

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ABSTRACT

The distinguishing features are vowels, consonants, and consonants where the vowel is pronounced with the tongue or lips, and the opposite form of the mouth is a sound that stops or stops in the airflow, or sound or sounds produced by some type of shutter. However, Avery and Ehrlich report a narrowing of the mouth that prevents active airflow..This study used a survey method. According to Kirk and Miller, knowledge comes from quality, not quantity.Phonology deals with this type of etymological discussion. Phonetics is the art of describing speech sounds. Phonology is the study of how speech sounds shape and structure human language. Language deals with the structure and pattern of speech sounds.

Keywords: *Phonology, vowels And consonants*

INTRODUCTION

The ability of phonology is based on the ability to analyze and understand how the sounds of a language influence its production. Phonology explores the complex relationships between speech sounds, speech production (speech formation), perception (auditory hearing) and the underlying physics (acoustic phonetics). By studying phonology, researchers learn how to make, hear, and pronounce sounds in different languages. (Puspita Naurah Maharani, dkk 2023).

Phonology is the study of language, which studies the sounds produced by the human speech system, which are used as tools for everyday communication. Speech sounds are made up of phonemes that make up words and sentences. There are two ways to learn this language. The first is language, language is simply something or things. This is often called clarity of words or sentences. This first view of phonology and sound is called phonetics. The second is the speech sounds found in the grammatical system. Speech sounds, the smallest parts of language that make up words, can break down the meaning of each word and form a sentence.

The idea that sounds make up sentences and language is called phonology, also called phonetics, according to Muslich (2008: 2). The amount of speech sound that comes out of a person's mouth is infinite, if not infinite. These songs sound different because of different personalities. And its sound can be classified into sound types that disturb the airflow in a person's mouth. These are called consonants. And sounds that are not interrupted by the flow of air coming from a person's mouth are called vowels. According to Alwi et al (2003:49-52), these vowels and consonants belong to the lexical category. And every language has its own vocabulary. The difference is in the number and shape of the phonemes of the language.

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Vowels and consonants are grouped into two types of sounds: segmented vowels and consonants. The flow of speech is a continuous series of short and long sounds interspersed with loud and soft sounds. Distinguish between high and low tones, long and short tones, and fluency. This is called separation. However, according to Chaer (2007: 120), there is no difference in sounds related to long, short, sharp, soft and stop sounds, which are called prosodic sounds and suprasegmental sounds..

METHODE OF RESULT.

This study used qualitative research methods. According to Kirk and Miller, the concept of quality is based on quality, not quantity. They define qualitative methods as a specific method of social processes based on seeing people in their own words and connecting these people to their words and their meanings. Qualitative research has characteristics that distinguish it from other types of research..

According to Strauss and Corbin, qualitative research is a type of observation that cannot be achieved (obtained) using statistical or other quantitative methods. In general, qualitative research can be used to examine social life, history, behavior, management, social work, and other topics. One of the advantages of using a qualitative approach is that researchers have found that they can understand and understand what lies behind difficult-to-understand situations.

Meanwhile, Mr. Sugiyono, "Qualitative research method is a research method based on post-positivism, i.e. interpretive thinking, which investigates the nature of things, the researcher is the main instrument, and the data collection methods are triangle (observation, interview.) and identification. What you get is quality. . Data analysis is quantitative/qualitative learning, research is qualitative.

FINDING OF RESULT

A. Defenition Of Phonology

Phonology Language is a means of communication. Differences in sound systems are sources of information. In other words, the position of the vocal organs is different or the breathing force is different. Teachers need to know how to make sounds. The study of speech sounds and general methods of language use is called phonetics and phonology (Petro, 2000). Phonology is the study of the use of sounds in English and other languages. Phonology is a branch of linguistics that deals with the systematic organization of speech sounds. Similar to English phonology, the term phonology refers to the phonetic (sound) system of a language. It is one of the most popular language systems including grammar and vocabulary.

Phonology is often separated from phonetics. Although spoken language problems are related to the structure of the body, the delivery of information and the purpose of communication (Philip, 2003). Phonology describes the role of sounds in encoding meaning within and across languages. In other words, the language of communication belongs to the language of interpretation, and language belongs to the language of thought. There are two types of pronouns in English: participles and adjectives. The English segmentation system includes vowels, consonants, consonant clusters, and diphthongs.

a. Segmental Features

Some of the special features are vowels, consonants, clusters and diphthongs.

1. Vowel

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Vowels are produced when we use our tongue and lips to create air bubbles and pronounce sounds with different mouth movements.. (Kelly, 2000). There are few vowel symbols that match the English spelling. Because in English vowels are more pronounced than vowels..

a. Close vowels

Closed vowels are pronounced too high on the tongue in the mouth. You need to focus on the different positions of your tongue when moving from /i:/ to /u:/. /i:/ Kelly explains: The vowel sign of a vowel can be described by four main characteristics, and the signs are:.

The characteristic of this sign [i:] is that the front of the tongue is slightly behind the closed front where the lips extend (the "closed" area is where the tongue meets the lips). . For example, peaches, eating, watching, reading and money. In the sentence to feel an eel crawling around the legs./fi:l Nyt i:l 'kri:piŋ 'ɹʊvɹ(r) jo:r fʊt/. /

letter [I] in this document indicates the part closest to the center of the tongue, which rises above the closed area 9, which is not equal to the height /i:/) . The lips spread freely and the tongue is easier to swallow. The side of the tongue touches the upper teeth. Examples of these signs are the desire to succeed, big, mountainous, busy, female. Bill beat him with a thick stick. /bɵl hƐt hɛm wiθ ɹ θɛk stɛk/. The sign [ʊ] indicates that the tongue is immediately behind the middle point rising above the closed point. The lips are round but open. The language looks good. You can find examples Push, pull, like me, like a book, a woman. The cook put the book on the stove. /ēn ʿɹ bʊlwək/. This word is represented by [u:], indicating that the back of the tongue is slightly raised below the closed tip of the tongue. The lips are round. For example, loud voice, boots, food, you, who, fruit, soup, etc. In one sentence, they lost their shoes on the side of the car. no: /.

b. Mid vowels

For mid vowels, Kelly explains, the tongue is neither high nor low in the mouth. If you go from /e/ to /ɵ/, you'll notice that the tongue position is different. /e/ is a front vowel and /ɹ/ is a back vowel..

Kelly stupidly says you don't know if your tongue is high or low in your mouth. The change from /e/ to /ɵ/ also changes the position of the tongue. /e/ is a front vowel and /ɹ/ is a back vowel. The nature of this sign [ɵ] lies between the open and closed form of the front of the tongue. The lips are soft and the tongue is stronger than /mi/. In the example, instead of talking to the head, you can find the egg on the left. A characteristic of this sign is that the center of the tongue is between a closed and an open space. Lips are soft and do not separate. This can be seen in examples like pri, pepper, banana and mushrooms (before consonants). Many eagles flew over the sea. /'mitu 'i:gls wɹ (r) 'flaɛɑ'ɹʊja (r) ɔi: 'oʊʃn/.

This article [3:] shows that the middle part of the tongue is between a closed state and a half-open state, and only extends when the lips are open. You can find examples of strokes, lines, words, spaces, beads, borders, etc., with writing difficulties such as:j

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The [Э] in this sign indicates where the back of the tongue opens. In the closed phase, the lips are rounded. Examples of this can be seen when they go out and look, talk and live apart.

c. Diphthong

According to Ramelani, it does not follow from a diphthong that two vowel symbols are from the same syllable. If a diphthong sequence consists of two breaths, This is not a diphthong, but simply a diphthong, a sequence of two vowels. For example, the rounded ending (U-mea: diphthong) (U-mea).). : Vowel sequence (Ramelan, 81).

However, according to Kelly, there are eight types of diphthongs in English, which can be classified according to the following criteria:

- Diphthongs ending in /ɹь/, /Iɹь/: here faith, love □
- Last couplets end in /I . /, /eI/: pain, headache, delay, entry.
- Final diphthongs ending in /ʊ/, /oʊ/: code, conductor, coke, shelter.

2. Consonant

Consonants are created by manipulating, interrupting and organizing speech that almost flows in certain directions. consonant is a sound that is interrupted or interrupted by the movement of air, or a speech sound that occurs when the mouth is closed and air is not released. According to Avery and Ehrlich, consonants associated with mouth narrowing cause the mouth to narrow. This is said to be relative. The lack of flow causes many problems (Petro, 2004). These consonants can be divided into three main categories:.

1) Voice
2) Communication Method
3) Information location.

This article is about the interaction of various artifacts and airflow. For example, during a blast, the speaker works by capturing air for a short time and releasing it suddenly..

The languages are:

Plosive consonants	Affricative consonants	Fricative consonants
Nasal consonants	Lateral Consonants	approximately Consonants

Simple consonant

Letter	Sound	Example
b	/bi:/	Beach, cabbage, taxi
c	/si:/	change,choose
d	/di:/	make, ke, a mokot
f	/ef/	stop, coffee, other
g	/dʒi:/	goose, bag
h	/eitʃ/	to be sure, behind
j	/dʒeɪ/	judge, father
k	/keɪ/	kick, build \ n feet , hello,
l	/el/	post.l
m	/em/	I'm coming, plum
n	/en/	No, why,
p	/pi:/	place, catch

.

q	/kju:/	hurry, ask
r	/a:(r)/	run, carrot
s	/es/	stay, lose, kiss
t	/ti:/	,rain, butter, but
v	/vi:/	sure,
w	/ˈdʌblju:/	we win
x	/eks/	X -raio , xylophone, yes,
y	/waɪ/	you,whore,
z	/zi:/	zebra, lizard, let's go to the maze..

Some capital letters have different sounds but are limited to one or two syllables, such as heli/v/f in. Also, duplicates of key symbols (eg letters, cabbage, coffee, etc.) are: Tangi o te Huringa (Petro, 2004). The English language has many sounds, and English learners need to know these sounds in order to pronounce words correctly. It's easy to do if you know the production techniques and the many steps involved in creating these sounds.

DISCUSSION OF RESULT

VOWEL PHONOLOGY

PB has a 7V system in (1b), but most Bantu languages combine vowels 1 and 2 to form a 5-vowel (5V) system (5a). Some languages went the other way and developed vowel systems from 5b to 9. For example, in other languages the vowels 8 and 9 [e] and [o] are long. Level 3 vowels *ɛ and *ɔ (Mutaka 1995, Creissels 2005). Finally, some A-class languages, such as Bafia A53(5c), have developed a "square" vowel system without rounded vowels (Guarisma 1969), which also occurs in Grassfields Bantu (Watters 2003). Nasal vowels and front consonants ("umlauts") also occur in B70 and B80 (Hombert 1986; Bostoen and Koni Muluwa 2014). everyone.

CONSONANT PHONOLOGY

As mentioned in 2, the consonantal system of PB is simple. Also, all words in PB are open and most initial words are consonants. The two consonants are nasal + consonant and consonant + vowel.

1. Nasal+consonant

   In addition to the consonants in (1a), BP and other modern languages have nasal complexes (NCS), written as MP, MB, NT, ND, ŋK, ŋG, etc. A single nasal consonant (eg *-bʊ). Tuki a64) m̀ ≠ būā 'can', o ≠ doanè 'cow', ŋ̀ ≠ gì 'run' Pb 1SG The morpheme also appears as a nasal companion in the modern language. count, 'ɤ ≠ dúm-à' bite', ŋ̀ ≠ gw-á' autumn. ' In 9/10 the prefix is n-homologous, but it is found in variants such as Yao P21 N-áa ≠ Dif. -ìl-é "Ipaid", when a nasal consonant goes before a phoneme, the base /N/ is in the first 1SG. In some languages, 9/10 is n- and the 1SG prefix belongs to the CV form (e.g. Swahili G42, Chewa N31b Ni-, Shona S10 Ndi-, Nande JD42 ɲi- (as opposed to N -)). However, the letter N rarely appears before a vowel. Because the root PB starts with a consonant. In PB, noun and verb roots do not begin with NC. Later NC initial roots were transferred to Bantu, where initial roots *ji or *jɪ were lost (e.g. kalanga s16 ngín-à 'enter' (*-jíngɪd-), Mb-á 'to song' (* - - Jɪ QMB) -) (Mathanwane 1999).

   English: It is similar to the root -ntù 'person, thing, entity', which can also be formed as *-jìntɔ̀. In other cases where the stem begins with NC, the nasal consonant may be the original prefix. For example, September 10 moves to

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another class as N- and gets its own prefix. Sometimes these formats can also be decoded using basic methods. For example, Chewa N31b chì-m≠bòmbó 7/8 'Glutton' (cf. m≠bòmbó 1/2 'covid home'). Most Bantu languages retain NC, but N+C combinations are also possible, and NC can also appear in word structures. Galician: Tiene B81 can remain in the NC (e.g. 9. n≠tàbà 'goat') but softens the NC of the root (e.g. mb / *nd with long weakening of the first vowel or *ŋg e.g. -tùm - à 'cociña) ' (* - tùmb-), -kúón - à 'want' (* . First, na / ku - n≠ gaadil - a / → kùù ≠ ŋádìlà 'mírame' ŋ ≠gùbò 'man' (< PB *uh ≠gʊ̀bò) (Ngunga 2000). .

It is important to note that when the consonant C changes after N(C'), this happens in two ways. C changes to C' after N. C' changes, but occurs after N. The latter form goes from weak *p to rest [h], later or in sine [w (e.g. Nyambo JE21 kú≠ h -). a).). 'Give' vs. ḿ≠p-à 'Give me!' Subsequent changes make the relationship between C and C' very distant. In Bukusu JE31c, [h] is dropped in Nyambo and the upper lip is pronounced after N, so úxù≠à 'give' and ḿ≠b-à' give me!' Switch between them. For the change from [p] to [ŋ] in Nyole JE35, see Schadeberg (1989).

2. Consonant + glide

The consonant streams [y] and [w] are derived from the first vowel. As a result, the consonant [y] before a consonant has the same difference as [w] before a high consonant. Thus, [y] and [w] in *i and *u are consonants, but [y] and [w] in *ɪ and *ʊ or *e and * are not consonants. An exception to this can be found in the Mongo C60 group (Collection 7). In some Mongolian variants, /t/ is pronounced as [ts] before vowels /i/ and /u/, while /l/ (< *d) is pronounced as /j/ [dʒ]. However, it is different before [y] and [w]. This is true whether it comes from /e/ or /o/. tó≠kàmb-à 'we are working', ló≠kàmb-à 'a lot of work' vs. tsw-án-à 'to see', jw-án-à 'to see (plural)' (Hulstaert 1965).

In many Bantu languages, ky/gy develops as a vowel. This is particularly evident in the many implementations of the Class 7 prefix *kɪ- before consonants and vowels, such as Nyamwezi F22 (7V) kɪ≠jíikò 'spring' and c≠èèyò 'pray'. Swahili G42 (5V) ki≠kapu ki≠kapu means "bag" or "community". Ha JD66 7th grade ìkì 'I did it' vs. ìcò 'I was (almost) happy'. In other languages, consonants and vowels come first (eg ky, gy). Ganda JE15 èkyì≠kópò 'cup', ending in ècì≠kópò. Several examples of velar elaboration can be found throughout the Bantu region (Hyman and Moxley 1992), but similar developments for alveolar consonants occur in some Congo Basin languages. /li/ is a syllable [di] in Luba L31a and Pende L11, where the consonant flows [y] and [w] derive from the first vowel.

Therefore, the consonant [y] before a high consonant has the same variation as [w] before a high consonant. Thus, [y] and [w] in *i and *u are consonants, but [y] and [w] or *e and * in *ɪ and *ʊ are not consonants. An exception to this can be found in the Mongo C60 group (Collection 7). In some Mongolian variants, /t/ is pronounced as [ts] before vowels /i/ and /u/, while /l/ (< *d) is pronounced as /j/ [dʒ]. However, it has a shift before [y] and [w]. This is true whether it comes from /e/ or /o/. tó≠kàmb-à 'We are working', ló≠kàmb-à 'There are many of you. 'work' vs. tsw-án-à 'we see', jw-án-à 'you (pl.) see' (Hulstaert 1965). In many Bantu languages, ky/gy develops as a vowel. This can be seen in the frequent use of the seventh grade prefix *kɪ- before consonants and vowels. For example, Nyamwezi F22(7V) kɪ≠jíikò 'spring' and c≠èèyò 'pour'.

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Swahili G42 (5V) ki≠kapu ki≠kapu means 'other' or 'community'. Ha JD66 Grade 7 "This" vs. ìcò 'I'm (almost) happy'.

In other languages, consonants and vowels come first (eg ky, gy). Ganda JE15 èkyì≠kópò 'cup', ending in ècì≠kópò. English: Many examples of velar articulation are found throughout the Bantu region (Hyman and Moxley 1992), but some Congo Basin languages show similar developments for alveolar consonants. /li/ is implemented as [di] in Luban L31a and Pende L11, while /ti/ is implemented as ci [tʃi]. Ruba -mác-íl- 'use+pan' (-mát-), Pende shíc-ìl-(~shít-ìl-) 'use+close' (-shít-)...ile /ti/ is ci It is implemented as: [variants] possible Luva -mác-íl- 'paint+apply' (-mát-), Pende shíc-ìl-(~shít-ìl-) 'close+apply' (-shít-).

CONSLUSION

Phonology is the study of the arrangement of sounds in language. There are two main aspects of our linguistic research: One of the features we consider is the list of sounds in a language. For example, there are sounds in English that do not appear in French, and vice versa. If you're learning a language that hasn't been decoded or written before, this is a great place to learn. Special features include vowels, consonants, group sounds, and diphthongs. Vowels come together when you use your tongue and lips to create a flow of air, changing the entire shape of your mouth. Consonants are produced by interrupting the air flow in different ways. A consonant is a sound that interrupts or interferes with the flow of air, or a speech sound caused by closing the mouth and obstructing the flow of air. But Avery and Ehrlich say it affects the narrowing of the mouth and prevents airflow.

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