CHAPTER I

INTRODUCTION

This chapter deals with the discussion of backround of research about comparative study between American and British phonetic symbol in Oxford and Longman dictionary. Statements of research problem are the differences between American and British phonetic symbols in Longman and Oxford dictionary and how the phonetic vowels changing in Longman and Oxford dictionary.

1.1 Background of study

English is a language that used by most of people in the world. It may become the first language for the native and become the second language for those who are not being native. In Indonesia, English is considered as a foreign language rather than as a second language. Therefore, learning English is not acquiring the second language because *Bahasa Indonesia* (Indonesian language) has already considered as their second language.

Speaking skill is very important. On this basis, pronunciation is the essential skill that will help people listening to English better, because people will learn to identify and recognize the sounds that other people are making. Pronunciation is the bridge among people who learn English and natives English speaker. Without clear pronunciation, messages can get lost or confused. The listeners might even start to feel frustrated because they don't understand what is being said.

On the other hand, Pronunciation is receiving more attention in many places. It is recognized as a fundamental skill which people should acquire primarily because it can affect accuracy and comprehension. Many learners of English as a second language have major difficulties with pronunciation.

Phonology is the way for the human to study the sound system. Phonology can analyze the sound of human utter and describe the sound patterns. When phonology analyzed the role of phonetic will follow to make clear about the analyzing. Phonetic transcription is just like an alphabetic writing system which it

is modeled encourages the view that speech consists of an individual. Although the phonetic transcription is not necessarily in non-alphabetical orthographies, the phonetic can be an alternative to see the objective record of pronunciation to the divisibility of speech into sounds.

Phonetic transcription was originally divided to remove ambiguities that conventional spelling system could not cope with: in English what is spelled wind can be pronounced [wɪnd] or [waɪnd], depending upon the meaning (Edmund Gussmann, 2002). This phonetic transcription system to overcome the various ambiguities adopts the basic mechanism of any orthographic convention as it embraces the assumption that speech is segmental with consonants and vowels in different arrangements.

A phonetic transcription can be used prescriptively, to show the reader how a given word or phrase should be pronounced. The transcription can represent a precise, standard pronunciation, independent of the individual or regional accent of any teacher or audio recording. It thus allows the students or readers to see the correct pronunciation of an English word of phrase without the confusing influence of any anomalies in an instructor's speech,and provides a reliable, ideal model towards which students can work in their pronunciation, independently of the speech of any human instructor. Dictionaries use phonetic transcription in this way to indicate the "standard" pronunciation of words. In this research, the researcher use Longman and Oxford dictionaries as sample.

A phonetic transcription can be used diagnostically, to record and analyze the speech of students. A student can often better understand his errors in pronunciation if he sees them laid out in static visual form. One might say that a picture is worth a thousand words, with transcription being the picture, and words being the spoken language. Students can compare transcriptions of their own speech to that of "model" speech and see and correct their mistakes. It is useful for showing the significant differences between the pronunciation of isolated words in a dictionary and the actual pronunciation of those same words when they

are grouped together in connected speech. Students can see why connected speech is more difficult to understand when they are shown the modifications in pronunciation that occur in such speech, and they can learn what modifications to expect and how to recognize them. They can also adopt a more natural-sounding speech themselves by noting the "standard" changes that occur in connected speech and emulating these themselves.

Phonetic transcription does have a few drawbacks, the most significant of which is that it requires that both teachers and students be familiar with the IPA (or whatever system of transcription is used). Fortunately, the IPA is easy to learn—despite the daunting appearance it might have at first, because there is an exact one to one correspondence between written symbols and spoken sounds. Additionally, many adult ESL/EFL students have already encountered the IPA during their early schooling, either in English classes or in classes targeting their own native languages. And many dictionaries use the IPA, so anyone who has made any significant use of a dictionary has probably seen the IPA, even if he has not fully memorized the entire alphabet.

Some students (and some teachers) are spooked by the IPA and transcription when they are first exposed to it. It's important to explain the advantages of transcription to them in order to get them past this psychological aversion. Once they learn the IPA (which they can often manage in an hour or two, with a bit of motivation), the advantages of being able to understand and write phonetic transcriptions more than compensate for the time required to learn the alphabet. And since the IPA is international, it can be used with any language without relearning anything, it is not limited only to English. Even Chinese and other languages very different from English can be transcribed with the IPA.

Many learners have difficulty to differ whether it is British English or American English sound. The most obvious difference are the letter "t and r" which are pronounced. In British English, when "r" comes after vowel in the same syllable (as in car, hard, o market), the "r" is not pronounced.

However there are many learners who learn English do not know the differences which is significant between British English and American pronunciation. They can blame one other to give a correct word, spelling, and formatting of date and number, even about time that were learned by themselves. The other learners who just only focus on British English sound especially about the word can blame the other learners who learn American sound. Impact, both of them are correct even though the phonetic symbol and the sound are different. For instance, the word "Color" is from America, and "Colour" is from British. For another example of the word "Garage" is having different sound which will be explained further for the next explanation. Because of this phenomenon, the writer looks for the differences phonetic symbols between American and British English by the same meaning to help anyone who wants to learn English. The writer will take the data that used for reference for making them be easy in pronunciation and phonetic symbols. To know them, the writer has purpose to have research about the differences between American and British Phonetic symbols in Longman and Oxford dictionary. In this research, the writer focuses only in phonetic symbols in American and British English. Based on the point of view above, it is neccesarry to have farther reseach the form of the paper with the title" Comparaive Study between American and British Phonetic Symbol in Oxford and Longman Dictionary. The writer hopes that it can be useful for all and especially for the researcher himself.

1.2 Statements of Problem

From the background of study above, the writer formulates the problem as follow;

1. What are the differences between American and British phonetic symbols in Longman and Oxford dictionary?
2. How are the phonetic vowel changes in Longman and Oxford dictionary?

1.3 Research Objectives

The research objectives are:

1. To know the significant differences of American and British phonetic symbols.
2. To describe the phonetic vowel change in Longman and Oxford Dictionary.

1.4 Research Significances

It is important for the writer to add knowledge especially for this research and to know the differences betwen American and British English phonetic symbols. This research understanding the knowledge about phonology, people will know about the phonological system after reading this research. This is all about phonology explanation that using Contrastive Analysis Hypothesis. Many people do not know about the phonological system because, in the phonological system, there are some difficult words and different sounds. Academically, this research gives the contribution to people. And this research will be an alternative reference for who interest in the phonological system, especially American and British phonological system.

Theoretically, this research will be focused on the study of the Phonological system which uses the theory of Contrastive Analysis that can be used for who want to focus on the study especially for a student in English Literature Department so that can improve the knowledge about phonology especially phonetic.

1.5 Definition of Key Terms

These are the terms that will be the point of discussion in this research to avoid misinterpretation about the use of term, because this is very important for the writer to give the meaning of the key term. They are in the following below:

- Phonology; "Phonological constraints tend to ban phonetic difficulty in simple, formally symmetrical ways" (Hayes 1999, 6.2). Phonology is the study of sound which produced by human occur. It also a branch of linguistics concerned with the systematic organization of sounds in languages. It studies of focusing on the systems of phonemes in particular languages. Phonology can be studied in equivalent non-oral languages and it is called sign languages.

- Phonetic; Phonetics interfaces with phonology in three ways. First, phonetics defines distinctive features. Second, phonetics explains many phonological patterns. These two interfaces constitute what has come to be called the 'substantive grounding' of phonology (Archangeli and Pulleyblank 1994). The Cambridge Handbook of Phonology, Paul de Lacy (Ed.), the phonetics-phonology interface (pp. 401). New York.

- International Phonetic Alphabet (IPA) is used in some foreign language textbooks and phrase books to transcribe the sounds of languages which are written with non-Latin alphabets. International Phonetic Alphabet also is widely used for the transcription of many languages, not only English language. It is a group of words sign to write and describe human occurs. It makes clearer because the sound can be read easily. It always connected to the phonetic transcription because it is the visual representation of sounds.

- Contrastive Analysis (CA) compares between the structure of two languages-a native languages and a foreign language in order to describe the similarities and the differences, to identify points of difficulty which might lead to interference. Contrastive analysis can be an alternative for people to compare the language between foreign language in other hands to see why foreign language is always many errors in occur, grammar, accent, and spelling by native language's learners.