CHAPTER I
INTRODUCTION

1.1   Background of the Study

In communication, we must say a lot of words or sentences. Every single person has a unique set of skills. We need to be aware that there are guidelines on how to pronounce words in English speech. As a result, Rodman (2017) says that we need to be aware of the norms of pronunciation. Because speaking English with confidence is naturally boosted by using good pronunciation. Structure, vocabulary, spelling, and pronunciation are all current. The act of producing a speech sound for communication is known as pronunciation. It is among the most challenging areas of English. In order to effectively interact with others, it's important to have a strong vocabulary as well as clear pronunciation. We place a lot of emphasis on teaching pronunciation skills as a result.

Language is the basis of human life and power, according to philosophy found in many mythologies and religions cited in (Fromkin: 2017). According to Sapir, stated in John Lyons in 2002, language is a wholly human and non-instinctive way of expressing thoughts, feelings, and wants through symbolism that is intentionally created.

Language is a tool used by people to engage and communicate with one another. Oral language allows people to communicate their thoughts, feelings, views, and intentions to others. Understanding in two languages was offered by Keraf (2005). The original concept of language was that it was a way for people to communicate with one another by symbolising the sounds that people made. Second, language is a system of vocal signals that spans a wide spectrum of

communication. Every culture has its own language as a means of communication. One of the five official languages of the United Nations is English. Consequently, it is frequently employed as a means of communication in the global community.

The four language components of English language instruction are structure, vocabulary, spelling, and pronunciation. The act of producing a speech sound for communication is known as pronunciation. It is among the most challenging areas of English. In order to effectively interact with others, it's important to have a strong vocabulary as well as clear pronunciation. As a result, we place a high value on teaching pronunciation skills.

According to Nurmalasari (2016), improper pronunciation can lead to a breakdown in communication. Paying closer attention to how the word is spoken is necessary in order to minimise ambiguity in discussion. Indonesians should work harder to perfect their pronunciation since English is a foreign language. Understanding phonetic symbols could improve pronunciation intelligence. Since excellent communication occurs when the listener and speaker can understand one another, pronunciation is therefore crucial to study.

Phonetic symbols are connected to pronunciation. The study of speech sounds is referred to as phonetics. It is a study of how human body parts, including the teeth, lips, tongue, and others, create, transmit, and perceive sound. Each word in the English language has a unique phonetic symbol. The correct reading of the phonetic symbols is the foundation for the proper pronunciation. Each word in the English language has a unique phonetic symbol. Johnson (2010) assert that phonetics is connected to describing speech. Because each word in the Oxford

Dictionary has a phonetic symbol, Oxford Dictionary (2011) serves as a manual for proper word pronunciation.

Not all phonetics, however, involves symbols. Factors include word stress, plosives, word syllables, tone and intonation, and location of articulation. In addition to it, phonetic symbols are used to indicate vowels, consonants, and diphthongs. The beneficial effects of phonetic symbols on pronunciation training and learning are further examined by Lintunen (2015). According to the survey's findings, using phonetic symbols to accompany pronunciation instruction is a useful tool.Based on the researcher's June 2023 observations at UMRAH of FKIP, the researcher asked students to read a text and discovered that even though they had attended Phonetic and Pronunciation courses the previous semester, students still made mistakes in pronouncing some of the phonetic symbols.

Due of a lack of pronunciation practise, this issue surfaced. A skill like pronunciation needs to be constantly practised both within and outside of the classroom. Pronunciation is typically only used by students during lectures; outside of the classroom, they tend to utilise it less frequently. The researcher will carry out the study named An Analysis Students' Competence on Phonetic Symbols by The Second-Semester Students at English Department of FKIP UMRAH based on the background mentioned above.

1.2   Identification of the Problem

Based on the background above, the researcher had a previous observation in a classroom and found the student's problem had related to English pronunciation:

1. The students may lack a solid grasp of the phonetic symbols used in English

pronunciation, which could hinder their ability to accurately produce and understand different sounds.

2. Limited practice opportunities: The students may have limited opportunities to practice and apply their knowledge of phonetic symbols in real-life contexts. This lack of practice can hinder their ability to internalize and use the symbols effectively.

3. Found out students made mistakes in pronouncing some of the phonetic Symbols.

1.3   Limitation of the Problem

This research was focused on analyzing students' competence on phonetic symbols vowel and consonant transcription.

1.4   Research Question

Based on the background and the limitation of the study, the researcher formulated the research question: What is the level of competence on phonetic symbols among second-semester students at the English Department of FKIP UMRAH.

1.5   Purpose of the Research

Based on the formulation of the problem above, the purpose of the study is to assess the students' ability to accurately transcribe phonetic symbols in English words.

1.6   Significant of the Research

1.   Academic Importance:

This research holds academic importance as it investigates the competence of second-semester students at the English Department of FKIP UMRAH on phonetic symbols. It contributes to the field of linguistics and language education

by providing insights into the students' proficiency in using phonetic symbols, which are crucial for accurate pronunciation and phonetic transcription in English.

2.   Curriculum Development

The findings of this research can inform curriculum developers and educators at FKIP UMRAH about the effectiveness of the current teaching methods and materials related to phonetic symbols. By identifying the strengths and weaknesses of the students in this area, the curriculum can be revised and improved to enhance students' competence in using phonetic symbols.

3.   Language Instruction

Understanding and using phonetic symbols correctly are essential skills for language learners, particularly for those studying English as a second language. This research can contribute to the development of effective instructional strategies that address the specific difficulties faced by second-semester students at the English Department of FKIP UMRAH. It can guide teachers in designing targeted interventions and activities to improve students' phonetic symbol competence.

4.   Future Research

The research can serve as a foundation for future studies exploring other aspects related to phonetic symbols or expanding the investigation to different levels of English language learners. It opens opportunities for further research in areas such as pronunciation teaching, phonetic transcription accuracy, and the impact of phonetic training on overall language proficiency. Quality Assurance: Analyzing students' competence in phonetic symbols provides valuable feedback

for quality assurance purposes. The research outcomes can contribute to ongoing evaluation processes at the English Department of FKIP UMRAH, enabling administrators to assess the effectiveness of the program and make informed decisions regarding curriculum adjustments or additional support for students.

5.   Professional Development

The research outcomes can contribute to the professional development of language instructors and educators. By identifying the specific challenges faced by second-semester students, teachers can develop targeted training programs and workshops to improve their own pedagogical practices in teaching phonetic symbols. This research can aid in fostering a culture of continuous improvement and lifelong learning among language educators. In conclusion, this research on the competence of second-semester students at the English Department of FKIP UMRAH in phonetic symbols holds significant academic, instructional, and developmental implications. The findings can contribute to curriculum development, inform language instruction practices, inspire future research endeavors, enhance quality assurance processes, and promote professional growth among language educators he result of this study is expected to provide useful information for:

1.7   Definition of the KeyTerms

1.   Competence

Competence is the ability to adapt to meet personal or societal needs in order to carry out an action or finish a certain assignment. They need to move beyond the simple replication of learned knowledge and are formed through acting and

interacting in formal and informal educational or professional environments. The most advanced degree of this definition of competence includes the ability to select and modify from among the learned processes that are required to address an unidentified complex task or challenge.

2.   Phonetics

The English language has a feature called phonetics that enables us to comprehend the sounds of other alphabets. We learn how an alphabet should sound with the aid of phonetics. Our tongue motions, vocal cord movements, lip movements, and even our breath all affect how a word should sound.

3.   Symbols

Any picture or object that represents anything else is a symbol. It could be as straightforward as a letter that serves as a sign for a specific sound (or group of sounds). Similarly to this, every word serves as a sign for the concept it refers to. Flags serve as national symbols. Of course, we also regularly employ a variety of graphic symbols.