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LEARNING AND IMPROVING ENGLISH SKILL WITH PHONETIC SYMBOL

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KEYWORD	A B S T R A K
Phonetic Symbol, Pronunciation, Speaking	Phonetic symbols are a fundamental aspect of linguistics, enabling the representation and study of sounds across languages. Effective communication relies heavily on pronunciation, which helps language learners express their ideas and thoughts intelligibly. But learning the subtleties of pronunciation can be difficult. The good news is that phonetic symbols offer a useful tool to support students as they work toward precise pronunciation. Language learners can accurately transcription and categorize speech sounds by using phonetic symbols. These symbols bridge the gap between spoken words and written symbols by providing a visual representation of sounds. The International Phonetic Alphabet (IPA) is one standardized set of symbols that linguists use to accurately represent the articulatory and auditory characteristics of sounds. This research will explore of phonetic symbols and offer guidance on how students can use them to enhance their pronunciation abilities.



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Introduction

One of the most overlooked facets of teaching English is pronunciation. Actually, practically all English language instructors require learners to learn vocabulary and grammar, engage in effective dialogue practice, complete effective skill exercises, and develop their listening and reading comprehension.

Students pronounce words in the English language in a variety of ways. Because applying a dictionary to look up words is extremely challenging and time-consuming, this toponetics implementation is one of the simplest ways to look up phonetic letters in English. (Puskás & Forel, 2005) Phonetics is the study of sounds—we only deal with sound production—and how they are spread, perceived, and produced. The study of phonology focuses on how sounds relate to one another in language. Put differently, phonetics deals with a language's sounds, whereas phonology deals with a language's system of sound.

An essential describing tool for the study of phonological aspects of language is phonetics. For several reasons, it is worthwhile about learning phonology and phonetics. First, phonology research sheds light on the inner workings of the human mind, just like any other language study. Two more reasons are that mastering a foreign language's phonetics makes it much easier for us to hear our own errors and correct them, as well as to instruct others in the proper pronunciation of that language (in this case, English).

In order to create such effective communication, the listeners must be intent on understanding what is being said in addition to simply listening. The degree to which listeners comprehend what the speaker says in this instance is the gauge of their comprehension. Listening is an active process because it necessitates that the listeners comprehend every word. In fact, it demonstrates that there is participation, requiring the audience to pay attention to what the speaker is saying.

Both the speaker and the listener participate in the process of interaction; the speaker wants to express their opinions, and the listener is intently and actively trying to understand what is being said. One of the language skills that students are taught is listening, since mastery of the four skills is necessary.

Furthermore, listening is a fairly mechanical process in which listeners create meaning from phonemes to words to larger units of meaning according to individual sounds and the goal language's intonation. It implies that listening can be a difficult skill in certain aspects and that understanding signals to deduce meaning is a better way to listen. In light of this, certain students might believe that they struggle with listening.

METHODOLOGY

The researcher employed tools including observation, documentation, and questionnaires to get the data. To get some data regarding the pronunciation program, observation was employed. Documentation served as a means of gathering program-related documentation. Students' perceptions of the pronunciation program's teaching and learning process were gathered through a questionnaire. For this study, classroom action research, or CAR, was used. It uses the phrase "cycle," which stands for planning, action, observation, and reflection (PAOR). In this instance, two cycles were conducted to examine how the phonetic approach can improve pronouncing ability.

The three main processes that form the basis of data analysis are data reduction, data display, and verification. Data collected through observation and documentation can be classified, directed, and organized using data reduction. Short descriptions of data, the relationships between categories, and other information can be presented using data displays. Verification can be used to provide early findings that are still subject to revision and as required proof to back up thorough data collection.

The phonetic method is a teaching strategy that aims to educate students how to utilize the International Phonetic Alphabet (IPA) to transcribe sounds. In the study, this approach was taken to improve the students' pronunciation abilities. The phonetic technique was used in the study's first cycle, but it wasn't until the introduction of instructional material, including recordings and videos, in the second cycle that the method showed a discernible effect on students' test results.

A phonetic alphabet, or standard system of phonetic symbols, must be employed in order for phonetic transcription and phonetic notation to make sense. This must unambiguously relate to single sounds or single sound characteristics (one symbol, one sound/characteristic). Over the previous few centuries, numerous systems of this type have been developed. The most widely used system at the moment is International Phonetic Alphabet (IPA), which was developed at the end of the eighteenth century and has been updated on a regular basis since then (IPA, 1999). If phonetic symbols are used at all in ELT teaching materials, they typically rely on IPA.

FINDING AND DISCUSSION

The various sounds that make up words are represented in print using phonetic symbols. The term "phonetic symbol" in this website (and elsewhere, with the exception of specialized Linguistic journals or books) refers to what is strictly speaking called "phonemic symbols," that is, symbols that represent distinct phonemes. Furthermore, phonetic symbols in English are sounds derived from words pronounced in the language before being written down. The International Phonetic Alphabet, or IPA, is connected to the phonetic symbols in English that we study. We can pronounce words in any language by using the International Phonetic Alphabet (IPA).

The International Phonetic Alphabet, or IPA, is related to phonetic symbols that we learn in English. A system of symbols called the International Phonetic Alphabet, or IPA, allows us to pronounce words correctly in any language. As a result, once we have mastered the IPA's symbols, we will be able to read many different languages. Even though these symbols are essentially incomprehensible to us.

English, as far as we know, is a language distinct from others. Especially in terms of spoken and written language. Compared to Indonesian, which has the same spelling and pronunciation, it is substantially different. English is usually quite distinct. As an

illustration, the proper pronunciation of the word “bird” in English spelling is “bi:d”. The “r” sound in the middle of the word is omitted. Next, we emphasize the letter “I” to take its place. In general, the phonetic symbol serves the following purposes: Make English pronunciation more comprehensible to non-native speakers. It also functions as a means of explaining the distinctions between words that have homophones.

Every sound, whether segmental or super-segmental, is accurately represented in phonetic writing, just as it is spoken. Even though the differences are minimal, each sound has its own symbol. Diacritical signs are used to indicate slight variations in sound. In addition to phonetic writing, orthographic and phonemic writing also exist. Every phoneme in phonemic writing has a symbol associated with it. Therefore, there's a chance that it won't be as accurate as phonetic writing. On the other hand, orthographic writing follows the spelling rules that are specific to a language.

At the very least, we should learn some English phonetics so that we can pronounce words correctly and well. Reading the phonetic symbol instructions in your English dictionary is one of the simplest methods. Almost all standard dictionaries come with a sufficient explanation of how to pronounce each word. Dictionary writers typically include a list of symbols in their pronunciation-related chapters to make it easier for English language learners to mimic the sounds being explained. The International Phonetic Alphabet (IPA) or, to put it more simply, Phonetic Symbols are other names for these symbols.

Of more than 160 IPA symbols, relatively few will be used to transcribe speech in any one language, with various levels of precision. The International Phonetic Association organizes the letters of the IPA into three categories: pulmonic consonants, non-pulmonic consonants, and vowels. Below are examples of international phonetic symbols.

the international phonetic alphabet (2005)												
consonants (pulmonic)	LABIAL		CORONAL				DORSAL				RADICAL	
	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Retroflex	Alveolo-palatal	Palatal	Velar	Uvular	Pharyngeal	Laryngeal
Nasal	m	ɱ		n	ɳ		ɲ		ŋ	ɴ		
Plosive	p b			t d	ʈ ɖ		c ɟ		k ɡ	q ɢ		
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ		ħ ʕ	ʕ
Approximant		ʋ		j			j		ɰ			
Tap, flap		ɹ̥		ɾ								
Trill	ʙ			r						ʀ		
Lateral fricative				ɬ ɮ			ɭ					
Lateral approximant				l			ʎ		ʟ			
Lateral flap				ɭ								

Where symbols appear in pairs, the one to the right represents a normally voiced consonant, except for uppercase ʁ. Shaded areas denote articulations judged to be impossible. Light grey letters are unofficial extensions of the IPA.

consonants (non-pulmonic)			consonants (co-articulated)			brackets	
clicks	implosives	jectives	ɱ	Voicless labialized velar approximant		#	[morphophonemic]
ɗ Bilabial fricative	ɓ Bilabial	ɗ examples:	w	Voiced labialized velar approximant		/	[phonetic]
ɠ Laminar alveolar fricative ("dental")	ɗ Dental or alveolar	p* Bilabial	ɥ	Voiced labialized palatal approximant		[	[phonetic]
ɠ Apical (postalveolar) abrupt ("retroflex")	ɗ Retroflex	t* Dental or alveolar	ɸ	Simultaneous ɸ and ɸ (existence disputed)		<	[orthographic]
ɠ Subapical retroflex	f Palatal	k* Velar	ɸ	Affricates and double articulations may be joined by a tie bar			
ɠ Laminar postalveolar abrupt ("palatal")	ɟ Velar	tɬ* Lateral affricate					
ɠ Lateral alveolar fricative ("lateral")	ɟ Uvular	s* Alveolar fricative					

vowels		suprasegmentals		(tone)	
Front	Near front	Central	Near back	Back	
Close	i y	ɨ ʉ	ɯ u	u	
Near close	ɪ ʏ	ɤ ʘ	ɯ ʊ	ʊ	
Close mid	e ø	ɘ ɵ	ɤ ʘ	ʘ	
Mid	ɛ œ	ɜ ʝ	ɤ ʘ	ʘ	
Open mid	ɛ œ	ɜ ʝ	ɤ ʘ	ʘ	
Near open	æ ɶ	ɜ ʝ	ɤ ʘ	ʘ	
Open	a ɶ	ɜ ʝ	ɤ ʘ	ʘ	

Vowels at right & left of bullets are rounded & unrounded.

diacritics		SYLLABICITY & RELEASES		PRIMARY ARTICULATION		SECONDARY ARTICULATION	
ɳ	Syllabic	ɳ	Voicless or slack voice	t	Dental	tʷ	Labialized
ɳ	Non-syllabic	ɳ	Muffled voice or stiff voice	t	Alveolar	tʲ	Palatalized
ɳ	(Pre)aspirated	ɳ	Breathy voice	t	Laminar	tʲ	Velarized
ɳ	Nasal release	ɳ	Creaky voice	ɰ	Advanced	tʲ	Pharyngealized
ɳ	Lateral release	ɳ	Strident	ɰ	Retracted	tʲ	Velarized or pharyngealized
ɳ	No audible release	ɳ	Lingualized	ɰ	Centralized	ɰ	Mid-centralized
ɳ	Lowered (ɳ is a bilabial approximant)	ɳ		ɰ		ɰ	

ɳ is a voiced alveolar non-sibilant fricative, ɳ is a fricative trill

Phonetic symbols themselves are related to the pronunciation of every English word, so if you feel that your speaking is perfect, don't stop studying because here are the reasons you should learn phonetic symbols.

1. Improving English Language Material Learning, especially Speaking and Listening
2. Simplifying English Pronunciation in Speaking.

The purpose of the phonetic symbols is to indicate the differences between the pronunciation and representation of words in the English alphabet. Learners of foreign languages may have trouble with sound patterns. While some English words may sound the same, others may have distinct spellings and pronunciations. However, some English dialects do not distinguish between words when it comes to pronunciation; one such dialect does not distinguish between the words "cot" and "caught." Significantly, depending on how the words are produced, there are various kinds of sound patterns.

The IPA consist of 44 symbols divided into three types, namely consonant dipthong, and vowel sounds. Each type has different characteristics which play a role in producing the word sounds.

1. Consonant sounds

"Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue," according to the Cambridge Dictionary. The IPA contains 24 symbols for consonant sounds, which are separated into two categories: voiced consonants and voiceless pair consonants.

2. Vowel sounds

Vowels are the speech sounds made by people when their breath escapes their mouths unhindered by their lips, tongue, or teeth. Two shorts can be distinguished between vowel sounds as follows: Vowel sounds that are pronounced short are known as short vowels. There are seven IPA symbols with short vowels. The English short vowels are represented by the IPA as /ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ɒ/, and /ə/. Vowel sounds that are pronounced longer than other vowels are called long vowels. The English language has five IPA symbols for long vowels. The English long vowel sounds are represented by the IPA as /i:/, /ɑ:/, /ɔ:/, /ɜ:/, and /u:/.

3. Diphthong Sounds

Vowel sounds known as diphthongs are created when the tongue shifts positions to sound like two vowels. Diphthong /aɪ/ /eɪ/ /əʊ/ /aʊ/ /eə/ /ɪə/ /ɔɪ/ /ʊə/ .Cry /kraɪ/, lay /leɪ/, go /gəʊ/, how /haʊ/, pair /peə(r)/, near /nɪə(r)/, boy /bɔɪ/, sure /ʃʊə(r)/ are some examples of words used in IPA. Put differently, diphthong vowels—also referred to as double vowels—are composed of two short vowels joined together.

Teachers' opinions about phonetic symbols vary; they can be seen as an important component of teaching pronunciation or as overly theoretical and time-consuming (see Baker, 2011; Couper, 2016a, 2016b). According to studies on teachers' perspectives and methods for teaching pronunciation, phonetic symbols are typically covered in language teachers' undergraduate or graduate degrees. But rather than how to teach pronunciation, courses frequently concentrate on phonetics and phonology theory or on assisting students in improving their own pronunciation (ibid). It is not surprising that teachers whose education focused on phonetics and phonology as such, with no orientation to pronunciation, would encounter difficulties when teaching pronunciation in their classrooms, as teacher education programs have a significant influence in this regard (Baker, 2014).

Pupils held their own opinions, positive or negative, regarding the process of teaching and learning. A questionnaire and an interview with a student provided information about the students' perceptions of the teaching and learning process. It was evident from the data that they enjoy learning pronunciation. Teachers incorporate songs into their lesson plans. The tutor always goes over all of the previously taught material before moving on to the new one. In order for the pupils to learn the content by heart and for pronouncing English words with ease. Students who truly comprehend the material on phonetic symbols will benefit from it. Exercises that emphasize phonological crossing—which involves altering pronunciation to simulate accent—can also make use of phonetic notation.

Conclusion

Phonetic symbols are representations of sounds and can be used to explain why different English words have different sounds. They show the phonemes of a specific language and the degree of precision of a particular sound. Understanding phonetic symbols is necessary for accurate and fluent English word pronunciation. The standard phonetic symbols for every English alphabet are explained by the International Phonetic Alphabet (IPA). Pulmonary consonants, non-pulmonary consonants, and vowels are among the variants and instances of phonetic symbols.

Learning phonetic symbols is crucial to improving speaking and listening comprehension of English language content as well as making English pronunciation easier when speaking. The International Phonetic Association classifies the IPA's letters into three groups: vowels, non-pulmonic consonants, and pulmonic consonants. Learning phonetic symbols can enhance learning English language content and help with speaking and listening abilities.

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