

The Importance Of English Vowel In English Linguistics For Literacy Study

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Abstract. *English is a native-speaking language hundreds of millions of the world's population consisting of Americans, Australia, New Zealand, Canada and of course only the British themselves. This fact allows the emergence of several English variants or varieties; Among another emergence of British English and American English. In the world of education, English as a language foreigners in Indonesia, the second variant has not received attention. Most English teaching institutions without be the choice of certain English variants. On Basically, the official provisions regarding this matter are not yet there is. However, there are variants of British English and American English can bring teacher doubts in dealing with abnormalities, vowel, vocabulary, or pronunciation the language. This is one of the considerations for the need to know English variants for prospective teachers and students English teacher, especially when the American influence is growing.*

Keywords : *Vowel, English Linguistics, Pronunciation*

INTRODUCTION

A fact that no language can completely appropriate for the narrative in the way of pronouncing sound, placing syllable stress. Choose vocabulary or apply grammar. A language will be presented in different ways by groups who are both native speakers of that language. Each group will speak with its own dialect. and even everyone will speak with his own idiolect as well. Indonesian as the national language of a country with thousands of islands this will also be displayed with different accents, especially when it comes to speech. Most Javanese, for example, will speak Indonesian with voiced consonants that are not pronounced correctly. The words chin, dashing, sitting, and

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the like are heard lightly and a little bit by Javanese people, while non-Javanese people will pronounce these words well with consonant sounds that really make a sound. It is the same with English. English people speak English in a slightly different way than Americans do, even though both are native speakers of the language; one uses British English (BE) while the other uses American English (AE). Apart from these two variants of English, there are actually others, such as Australian English, Canadian English, New Zealand English and English of the former British and American colonies. In this paper, the discussion will be limited to the two variants first, with the consideration that BE and AE problems often arise in teaching English as a foreign language in Indonesia. By following the history of the development of the English language, observing the various aspects of the differences between BE and AE, and anticipating possible questions from students in class, and the teacher's doubts in answering them, it will be seen the importance of BE and AE for prospective teachers. The difference between BE and AE includes several aspects that deserves attention, especially among people who are engaged in learning activities teaching English as a foreign language, in particular teachers and student teacher candidates. Knowledge about the difference between these two English variants will strengthen readiness of teachers or prospective teachers, both in dealing with possible questions raised by students in class as well as in avoiding doubts that may occur on yourself.

RESEARCH METHODS

This article uses a qualitative approach method, which is a method that searches for data through literature related to vowel in books, journals and articles. Information collection is carried out through secondary data directly from various references related to English linguistics as a literature study. In addition, non-numerical data were used in the creation of this article, which aims to interpret the meaning of the data for the purpose of understanding the population or intended location. The report is expected to provide a fairly comprehensive phonological picture and is prepared after data collection, analysis, description and discussion.

RESULT AND DISCUSSION

Almost all languages, not learning English, have a dialect. According to Richards, Platt, and Weber (Sadtono, 1987), what is called dialect is a language variant that is different in speech, vocabulary or expressions, and grammar. However, only BE and AE, in certain respects, the differences are

also related to spelling. Until about the XVII century (Sadtono, 1987), namely at the time of Queen Elisabeth I, with British settlements in the Americas still in its early stages, people still saw the existence of one English nation, because at that time AE had not yet shown its identity as a separate variant.¹ From that collection, the development of English in America began to look different from that in its home country. In isolated geographic areas, the place of the new settlement, English, then change and develop separately. After this development has been going on for about two hundred years, an English variant appears with a new style that until now called AE. "the fact remains that the uniformity of American English seems to have been something generally recognized at the beginning of the nineteenth century." (Baugh, 1935: 424).² Although BE is different from AE, the difference what exists is almost never the cause of its occurrence misunderstanding of communication between native speakers of both variants that. BE speakers can understand the message conveyed by AE speakers and vice versa. Some people often think that BE and AE are two different languages different. This assumption may be due to the lack of knowledge of the person himself in terms of the differences that exist. Actually BE and AE are the same in English with a large number of equations and with a small number of the difference between the two. BE and AE are only a different language variant, not a different language. If only this had been known, surely the assumption would be above will not exist. Broadly speaking, the abnormalities of the two variants. The English language referred to, relates, among others, to the following matters:

3.1. Pronunciation

In BE, the sound r is not pronounced when it is in front of a consonant sound or at the end of a word, except when the word starts with a vowel sound:

work - storm - search - curve - earth

bird - bored - forth - girl - urban

mother - worker - ear - bear - tear

car - star - teacher - professor - father

¹ Sadtono, Prof, Dr. 1987. *Antologi Pengajaran Bahasa Asing Khususnya Bahasa Inggris*. Jakarta: P2LPTK

² Baugh, Albert C. 1935. *A History of The English Language*. New York: Appleton-Century-Crofts Inc.

So it is not surprising that BE speakers will pronounce the following pairs of words in the same way

indistinguishable:

law - lore

paw - pore - pour

saw - afternoon -soar

maw - more

bawd - board - bored

In AE the sound is very clearly pronounced, where no matter the location.

In BE, the sound a is found in words such as:

glass answer

class example

grass path

fast can't

ask. dance

half pass

In AE the sound is pronounced with a flat a sound like contained in the word. Sound production is basically like any other sound production, using tools to create vibrations in the air that act on the sensory organs of the listener's ear. The sounds of language are different from the sounds of instruments that produce sound and music. This is because the speech organs change the quality, pitch, volume and duration of the sounds they produce. As if the language is played by a series of musical instruments. One is "ah", the other is "sh", etc. Each instrument only runs for one hundredth of a second at a time, all in a continuous, seamless flow. Pronunciation terms are usually limited to differences between speech qualities and, where appropriate, stress and pitch. Sound quality, etc. Nasal and breath sounds are ignored unless they are characteristic of the sounds of the language. The term is only loosely applied to parts of speech that are longer than words, such as sentence intonation, which can be said to have good pronunciation but poor intonation. The study of speech production is phonetics, often defined as the science of pronunciation. Here we say that the adaptation of the language organs can be monitored by touch, kinesthetics and even the sight of the speaker, but the main monitoring is carried out by hearing, and the child's hearing learns to speak the language of the interlocutor group. They grow without instructions on articulation. In a

language like English, the articulation of consonants is relatively clean and stable, but the articulation of vowels is less clean. Other languages, such as Spanish, do the opposite. In some languages, common patterns of articulation are relatively accurate, in others they are not. English pronunciation isn't fixed, it's just marked with precise articulation that goes against the very nature of the language.

The general pronunciation of different languages can be compared by looking at the list of phonemes for each class. English has one of the most common termination systems, /p/ /t/ /k/, with the affricate /tʃ/: pin, tin, kin, chin. Other languages have between 2 (Hawaii) and 6 (Hawaii) stops. Yuma) and 0-3 affricates. An example of an English fricative or spiral is /f/ /θ/ /s/ – fin, thin, sin. The Scots, like Old English and modern German and Spanish, had a /x/ hole. Some languages have cones or pharynx. Chinese has a system of sucking/non-sucking keys and Hindi has four different types of keystrokes. The nasal systems of both English and German cover a modest range, whereas other languages have 0-4 nasal sounds. The l and r types are not contrasted in Japanese and each makes two phonemes in Castilian Spanish. English /r/ can be inserted in the semivowel system, /j/ /r/ /w/ /h/, yes, ray, weight, hay. Russian has a simple double system of palatalized consonants, and Italian has a complete twin system.

3.2. Vowel

In BE words ending in -re or -our

to -er or -or in AE:

center - center	color - color
liter - liter	honor - honor
theater – theater	humor -humor
fiber – fiber	behavior - bihavior
meter – meter	harbor - harbor

Various other spelling errors {in BE-AE order }:

program .- program
 kilogramme - kilogram
 catalog catalog
 prologue - prologue
 check - check

mould - mold
plow - plow
waggon - wagon
nett - net
aeroplane - airplane
axe - ax
goodbye - goodby
syren - siren
disc - disk
jeweller – jeweler
skillful - skilful
labelled- labeled
levelled – leveled
traveller – traveler
woollen - woolen
enquire – inquire
defence – defense
offence – offense
pyjamas - pajamas
tyre – tire
judgement – judgment

3.3. Vocabulary

Here are some examples of vocabulary differences between BE and AE:

serviette - napkin
flat - apartment
holiday - vacation
elevator - elevator
pavement - sidewalk
petrol - gasoline

post - mail
tin - can
shop assistant. - sales girl
caravan - trailer
cupboard - closet
lorry - truck
luggage - baggage
note - bill
sweets – candy
terminus - terminal
time table - schedule
trousers – pants
underground - subway
biscuit – cookie

3.4. Grammar

According to Stevens (1983), differences in grammar, language between BE and AE is not as much the difference in vocabulary. The differences include:

*Use of the word **have***

The English word have has several meanings as shown in the example below:

We have two daughters and two sons.

He did not come, because he had a flu last night.

She did not have, her breakfast this morning.

They have lived in Yogyakarta for one year.

Have a good time.

In BE, the word have which means to have is which is contained in the example sentence above, no need to use the do form in negative sentences or question sentences, while in AE, all sentences like that, use the do form, just like with other sentences that use the word have with other meanings.

BE Have you a book? AE Do you have a book?

I have not any books. I don't have any books.

Has she a dictionary? Does she have a dictionary?

He has not any car. He, does not have any car.

In this case, it's clear that AE is noticeably simpler;

does not require thinking about exceptions: all negative sentences and interrogative sentences with verbs

regular, whatever the verb is, is formed using do.

Use of the word *have got*

The word have got is also commonly used in BE next to have (= has), while in AE this is not the case. BE: Have you got a match? AE: Do you have a 'match.?

No, I haven't got any. No, I don't have any.

Differences in other grammatical forms can be seen in several examples of BE and AE expressions in the following quote: (Tongue, 1976)³:

"Other differences appear in the use of prepositions :for example, an American would say different than, but an Englishman would say different from (occasionally) different to. Also, an American would say to check something out, but an Englishman would say to check something, or to check up, or to check up something. An American would say when one has seen it. He understands, but an Englishman would say when one has seen it, one understands. Apart from differences in speech; spelling, vocabulary, and grammar that has been presented in the illustration above, in journalism, advertising and other similar fields, there are still prominent and popular differences in AE, and, which is already generally understood. Example, DANCING TONITE: common in America, but rare or almost non-existent in the UK (Stevens; 1983). BE and AE are two variants of English that arise because the occurrence of developments in the Americas. However, the most notable difference actually just lies on spoken language, especially those related to speech or pronunciation. "The bulk of differences lies 'in pronunciation, since the, written varieties of the two are very similar"(Stevens, 1983: 156). According to Stevens (1983), both variants, BE and AE, need to be seen as developments that are different from the original, for the sake of the

³ Tongue, R.K. 1976. The English of Singapore and Malaysia. Singapore: Eastern University Press.

independence of each identity each, but which globally have something in common, isn't it only between the two English variants BE and AE itself, but also in the form of language variants.⁴ Other British around the world. What to think about is how to handle it in, teaching English as a foreign language, especially in Indonesia.

CONCLUSION

English variant problem is not the most important thingnote. There are no stimulations use of certain variants. Prospective teachers, lecturers, even anyone can speak English freely according their respective suitability variants. However they, especially teachers and candidates teachers, need to know, know, and understand the characteristics of the differences that get in both BE and AE variants, for the sake of strengthening supplies his job. It is necessary to avoid the inability of the teacher to explain something just because he doesn't have a treasury of small things related to the difference between BE and AE. In other words, they need to know both, for the sake of the wealth of their provisions, themselves.

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