THE CORRELATION BETWEEN PHONETIC NOTATION AND PHONOLOGICAL AWARENESS SKILLS OF EFL STUDENTS AT ENGLISH STUDY PROGRAM OF MUHAMMADIYAH UNIVERSITY PALEMBANG

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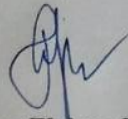
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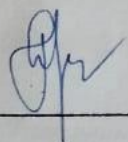
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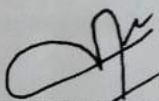**Examination Committees**   **Signature / Date**
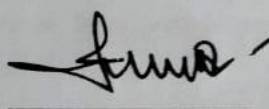
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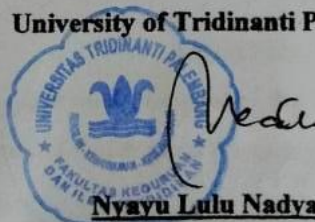
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DEDICATION

This thesis is presented to:

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MOTTO

"Whenever you feel weak, remember the things that made you strong.

Whenever you start to doubt yourself, remember those who believe in you"

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran Saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang telah Saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasar 70.

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Hopefully, this thesis will be useful for students who conduct the research. Last but not least, the researcher would like to have any remarks, comments, and critics are very much welcome and would like to thank her parents, sisters, brothers, and classmates for the support and prayers.

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ABSTRACT

The objectives of this study were (1) to find out whether or not there was any significant correlation between phonetic notation and phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang and (2) to find out how much phonetic notation contributed to phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang. This study was conducted using correlation research design. The population of this study was the EFL students at English Study Program of Muhammadiyah University Palembang with the total number of 127 students. In selecting the sample of this study, the purposive sampling technique was implemented. There were 34 students participated as the sample. The researcher collected data by using two instruments; phonetic notation test and phonological awareness skills test. The results of this study showed that the reliabilty of students' phonetic notation test was categorized as highly reliable. The descriptive analysis result showed the mean score of phonetic notation test was 75.88. It means that the data was obtained good. The reliabilty of students' phonological awareness skills test was categorized as highly reliable. The descriptive analysis results showed the mean score of phonological awareness skills test was 75.24. It means that the data was obtained good. In analyzing the data of the correlation analysis, it was found that there was a significant correlation between students' phonetic notation and phonological awareness skills. Hence, the alternative hypothesis was accepted. The results of this study showed that the correlation coefficient was 0.985 with significant coefficient was 0.00 which was lower than alpha value 0.05. It showed that there was a significant correlation between phonetic notation and phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang. The value of regression showed that the coefficient influence phonetic notation and phonological awareness skills was 0.970. It means that contribution of phonetic notation toward phonological awareness skills was 97%. Thus, phonetic notation gave positive contribution to phonological awareness skills.

Keywords: *correlation, phonetic notation, and phonological awareness skills.*

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CHAPTER I

INTRODUCTION

This chapter consists of (1) background of the study, (2) limitation of the study, (3) problems of the study, (4) objectives of the study, and (5) significances of the study.

1.1 Background

English is the most important language in the world. Because English is an international language spoken by many people around the world both as the first or the second language. Rao (2019) mentions that in business matters or business organizations, most of native and non-native speakers of English are using English as their mode of communication. English is also the key that opens the door to knowledge in various fields in our lives such as education, economics, politics, arts, social, and others.

Hence, English is one of the languages that must be mastered and becomes a requirement of those looking for work in this era of globalization. Along with the increasing need in learning foreign languages, most people want to learn a foreign language, and most parents want their children to learn a foreign language, especially English at an early age (Bardakci, 2011). English as a foreign language taught in all schools in Indonesia as foreign language that is taught as compulsory subject starting from junior high school to university level. Therefore, it is recommended that government could involve professionals to provide curriculum that fit to the students' need and interest. By doing this, it is expected that teaching English to young learners (TEYL) really builds students' positive

attitude toward English and also builds their lifelong interest since they are handled by teachers who understand their need and interest with appropriate teaching technique and media which then will create a pleasant and enjoyable learning atmosphere (Hendrety, Sari, Hasanah & Atmanegara, 2022).

Furthermore, there are actually a lot of methods or techniques to teach English. One of them is pronunciation. In some countries in which English is considered a foreign language, it is a bit difficult for students to master English well. One of the problems faced by the students is pronunciation. It happens because English is different from their languages. In English, there is no relationship between the spelling of the word and the way it must be pronounced. In English there are many words that are pronounced differently from the way pthey are spelled (Khansir & Tajeri, 2015). Pronunciation mastery includes the ability to understand the sound system. In Indonesia, English as a foreign language is considered difficult to speak because there are differences between symbols and sounds. In many cases, students should understand what they mean but they have difficulty how to produce English words, because there are so many different ways of spelling and pronouncing words.

Moreover, there are two fields or sub-disciplines in linguistics concerned with pronunciation and sound, namely phonetics and phonology. Phonetics is the study of how speech sound are produced and phonology investigates the organization of speech sound in particular language. Phonetics is often taught along with phonology which tends to discuss language sound patterns of certain languages (Hayes, 2011). In phonetic teaching, phonetic notation or sometimes

called as phonetic transcription or phonetic symbols will guide the student to pronounce word correctly.

Meanwhile, phonological awareness skills, which is related to the speech sound. English learners should be aware of English sounds. Awareness is a word from the stem or root aware which is meant "knowing or realizing something" (Hornby, 2010). Being aware of the sound as aspects will contribute much to the succession of EFL learning. This capacity is called phonological awareness skills. It is the ability of someone to be aware of the oral language that includes manipulating and identifying the sound. The early development of phonological awareness skills presents as children's ability to distinguish between a large segment of sound (i.e. words, rhymes) and progresses the ability to manipulate phoneme (i.e. units of sound distinguishing one word to another) in their language (Kalia, 2018). It means that phonological awareness skills is the ability to attend to the phonological structure of language as distinct from its meaning.

In addition, phonological awareness skills is related to the learning of phonetic notation to an extent that one maybe able predict which students are likely to have difficulty learning to transcribe words phonetically. Many factors are likely to contribute to the effort required to learn phonetics and relative success attained. Some general factors such as an individual's motivation, level of interest, and proficiency of instruction could influence the results achieved in any area of instruction. Furthermore, to improve phonological awareness skills, phonetic notation is considered very important to be mastered. EFL learners seem

to be more concerned about learning English phonetics to enhance their awareness skills of the English sound system (Lintunen & Mäkilähde, 2015).

Therefore, students acquire good pronunciation skills through phonetic notation which represents how phonological awareness skills are or how much students are aware of phonological awareness skills by studying phonetic notation. The researcher observed several sixth-semester students of English Education Study Program at Muhammadiyah University of Palembang. In fact, most students were still confused and made mistakes in pronouncing and transcribing phonetic symbols. Whereas, they did not understand the basic concept of how to produce the sound of words and the teacher did not display English the pictures of articulatory phonetics and the videos that dealt with phonetic symbols material which are media to teach phonetic and phonology subject. So, they find it easier to pronounce words directly with teacher corrections instead of using electronic dictionaries or dictionary to find out how pronounce the word correctly. In addition, they might have problems pronouncing and writing those English words because they did not understand the transcription rules in the International Phonetic Alphabet (IPA) even though they had learnt how to read and write phonetic symbols in pronunciation and phonetics and phonology lessons but they still could not write phonetic symbols that dealt with speech sound.

Ideally, teacher should ask the students recognizing and writing phonetic symbols in order to enhance their phonetic awareness skills through manual dictionary and electrical dictionary. Harmer (1991) states that dictionary usually gives the pronunciation of their words in phonetic symbols. If the students can

read these symbols, they can know how the word is said even without having to hear that. Besides, the students can often better understand their errors in pronunciation if they see them lay out in static visual form. Students can compare transcription of their own speech to the phonetic notation as the model of speech and see and correct their mistake. The phenomena show that students rarely use phonetic notation to improve their phonological awareness skills although they had learnt pronunciation and phonetic and phonology.

Thus, the researcher was interested in investigating the correlation between phonetic notation and phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang.

1.2 Limitation of the Study

The limitation of the study is limited to investigate the relationship between phonetic notation and phonological awareness skills of the fourth and sixth semester of EFL students at English Study Program of Muhammadiyah University Palembang.

1.3 Problems of the Study

Based on the background stated above, the problems of the study were formulated in the following questions:

(1) Was there any significant correlation between phonetic notation and phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang?

(2) How much phonetic notation contributed to phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang?

1.4 Objectives of the Study

Based on the problems of the study above, the objectives of the study were:

(1) To find out whether or not there was any significant correlation between phonetic notation and phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang.

(2) To find out how much phonetic notation contributed to phonological awareness skills of EFL students at English Study Program of Muhammadiyah University Palembang.

1.5 Significances of the Study

The significances of the study would hopefully give a contribution and be beneficial to the students, the English teachers, the researcher herself, and the other researchers.

(1) For the Students

The results of this study, hopefully the students could apply the goals and be more aware of the importance of phonetic notation to improve their phonological awareness skills.

(2) For the English Teachers

The results of this study would be useful as a reference and feedback for English teachers to help students' abilities in phonetic notation in order to enhance their phonological awareness skills.

(3) For the Researcher Herself

By doing this study, the researcher would get new experience in conducting scientific research about phonetic notation and phonological awareness skills of EFL undergraduate students.

(4) For the Other Researchers

The results of this study could be as a reference and give meaningful information and motivation for other researchers who are interested in conducting further research regarding the phonetic notation and phonological awareness skills study.

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