



THE EFFECTIVENESS OF PHONOLOGICAL AWARENESS AS THE ACTION RESEARCH IN SPEAKING

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ABSTRACT

Mastering English for the students is very important since the skill can be the key to study other knowledge. Speaking is considered as a major skill to be mastered by students in terms of communication. When students attempt to speak, they try to match the sounds with known letters. Due to improving students' speaking English competence, the writer applied phonological awareness in the learning process in order to find the its effectiveness in Speaking. An important link in developing phonological awareness was to encourage students to use invented spelling. The writer formulated a hypothesis as follows: Is there any significant effect of phonological awareness on speaking performance at the fifth-grade students of English Education Department of UIN Raden Intan Lampung. This research was intended to find out the empirical evidence of students' achievement in speaking performance by using phonological awareness training. This research was Classroom Action Research. The population of the research was all students of English Department in the 5th semester. The implementation of speaking skills runs well and smoothly by applying the use of phonological awareness methods in the learning Process. Initially, it found difficulties in Cycle I and had not run optimally because lecturers and students were not used to it and had not yet experienced it, but after applying it twice, the meeting in Cycle II used phonological awareness method could run smoothly. The actions taken in the use of the phonological awareness method in each round were carried out by students with enthusiasm and full of motivation. Activities and student involvement in learning activities have begun to appear. Learning progressed smoothly with the maximum result seen in Cycle III, students had understood the benefits of the phonological awareness method in learning. Individual participation and student enthusiasm were also increasing.

Key words: Phonological Awareness, Speaking Performance, CAR

INTRODUCTION

Speaking is considered as a major skill to be mastered by students in terms of

communication. Students who learn a second language will make a speaking skill become very important in the education field. Since students

need to be exercised and trained in order to have good speaking, the educator needs to find the best way to comprehend the students' ability in speaking. Speaking is one of the English skills among four skills which are speaking, listening, reading and writing. Speaking ability is a very basic requirement for every individual in his or her life activities including school, work, and social activity. Based on the Brown (2010), There are at least are five criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, and comprehension. In preliminary research, the researcher found there were only 30% of the students at the fifth-grade of English Education Department in UIN Raden Intan Lampung got A score. It means most of them had speaking score less than 80. The previous lecturer also said that most of the students felt unconfident in expressing their ideas in speaking; they attempted to be passive in the class. In interview session, the students at the class also argued that they could not communicate in speaking class because they were worry in making mistakes in producing the utterances. Based on the criteria above the writer concluded that only a few students could reach the excellent score and most of them still low.

When students attempt to speak, they must first listen to their own language, segment the sounds in the word, and finally, try to match the sounds with known letters. It is supported by J.Wood and McLemore (2001) statement

that the teaching of familiar rhymes helps students to spell unknown words. Phonological awareness is a broad term that includes phonemic awareness. In addition to hearing phonemes, phonological awareness involves hearing words in sentences and syllables in words. Fakhir (2014) argues that Phonological Awareness refers to an understanding of the sound structure of the language which is made up of words, syllables, rhymes, and sounds (phonemes).

An important link in developing phonological awareness is to encourage students to use invented spelling. From data previous speaking result and interview the students, the researcher got information that there were several problems involved in getting students to talk in the classroom such as they were unable to relax and express their feeling naturally. It was happened because when they were asked to perform, the students were worried about making mistake, felt fearful of criticism or simply felt shy in getting the attention of their speech because of their friend laughed at them every time they tried to speak English.

Phonological awareness is important because it strongly supports learning how language is represented in print. It enables the students to acquire the ability to notice, hear, identify, and manipulate word parts, including phonemes, syllables onset, and rhyme (Adams et.al :1998). If students are expected to use letters and sounds as a source of information or

cueing system as they read and spell (and they have to since English is based on an alphabetic system), it is important to ensure that all students have well-developed phonological awareness.

Based on the background above the writer found several problems in speaking performances can be identified as follows, some students usually feel anxiety when they are asked to perform in the front of the class, and they are also feeling shy to practice English speaking. Due to solving the students' problem related to improving their English competence, the writer applied phonological awareness in their teaching and learning process. The writer formulated a hypothesis as follows:

How can phonological awareness improve the speaking performance at the fifth-grade students of English Education Department of UIN Raden Intan Lampung?

Phonological Awareness

Phonological awareness is a boarder term which indicates the ability to identify and manipulate variable sizes of sound segments such as onsets-rimes, syllables, and phonemes in spoke words (Armbruster, Lehr, & Osborn, 2003; Yopp&Yopp, 2000). Phonological awareness is a prerequisite skill to reading in an alphabetical system through mapping sounds into symbols and breaking words into their language components. According to Oyanachi (2012) in Alice and Adam (2016)

“Lack of phonological awareness skills explains has been found to be a high predictor of reading difficulty. Hence, Children who have poor phonological skills do find it difficult to identify words, blend words or segment them as well as have difficulty understanding rhyming words. They also have poor language skills and poor rapid automatic naming of letters and words.”

The ability of phonological processing is the ability to process the relationship of letters (phonemes) and the form of letters (graphemes). The ability of phonological awareness is the realization that language pronounced can be sorted into single words and single words can be also divided into phonemes/ sounds of letters (Wagner, in Verhoeven et al., 2010). Phonological awareness at the basic level, it concerns with the aspects of understanding the phoneme structure and morpheme. Phonological awareness at the intermediate level focuses on the aspects of semantics and syntax structure. Meanwhile, Phonological awareness at the advance level elaborates the understanding prosody and pragmatics.

David (2012) states that Phonological awareness test consists of 5 types of aspect tests in phonological awareness based on linguistic complexity as well the cognitive processes that accompany these types of tests, namely: phonological awareness of the tribe words; phonological rhyme awareness (consisting of analysis initial sound, end sound

analysis, middle noise analysis); blending letters, segmentation of letters, and deletion of letters. This test is given orally to the subject using the supporting tool in the form of an image card. Some tests related to Phonological awareness according to Winskel and Widjaja (2007), they are:

- a. **Syllable deletion.** The child's task consisted of deleting the first syllable of the word.
- b. **Phoneme deletion.** The child's task is to delete the first phoneme
- c. **Morpheme deletion.** Children are required to delete the prefix or suffix in the word.
- d. **Letter knowledge.** The children are shown some letters printed randomly on a card and asked to name each one of them. A response is considered correct if the child either named the letter or pronounced a syllable beginning with the phoneme corresponding to the target letter.
- e. **Word reading.** The child is asked to read common or familiar words from a word list.
- f. **Non-word reading.** Non-word reading is particularly useful as it assesses the child's phonological decoding skills and ability to map phonemes onto graphemes.
- g. **Error analysis.** Errors for both word and non-word reading are also recorded and later classified as either phonological or lexical errors.

Phonological errors involves producing another non-word that is incorrect in some way as it involves a deletion, substitution, or inversion of some part of the target non-word.

Lexical errors involve producing a real word for the non-word.

Activities in Phonological Awareness

In implementing the phonological awareness to the student, Adam (2000) has proposed some activities of phonological awareness. Here is one of the procedur in teaching by using phonological awareness

1. Share the Flashcard consists of interested story
2. Picking a multisyllable word and talking about how it has more than one syllable to supports their word awareness.
3. Students can be free in guessing the rhythm instruments to keep the beat of words.
4. Pick some of the multisyllable words from the story. Say them in syllable segments and let students guess what the words are.If the text has examples of rhyme, point out which words rhyme and why they rhyme.
5. Talk about how all the words sound the same at the end (*-at, -id*).
6. Set the words at the onset/rime boundary so that students can hear how the rime sounds the same in both words.
7. Read the story again, but this time leave out the second rhyming word. Have students supply the rhyme. Ask them to think of other words that may rhyme with the first word.
8. Select some words from the story that have three or four sounds. Say the words, sound

by sound, and have students guess which words they are from the story. Initially, use concrete words such as names, nouns, actions, or descriptive

Speaking

Speaking is one of the four language skill that should be mastered by students. Speaking is for communication in our daily life activities. Speaking is an effective way in communication. Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. It means that speaking is to express or communicate opinion, feeling, and ideas etc.

Thornbury (2015) believes that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge. It means that between the some criteria above, speaking is the most important thing that should be mastered as a key and one of the central elements of communication. The students' speaking ability in this research is their ability to express their ideas, thought, and feelings in their real communication for certain purposes in spoken form by showing the mastery of such components as pronunciation, grammar, vocabulary, fluency, and comprehension. When students speak, they use different aspects of

speaking depending on the type of speaking.. In speaking, there are five aspects to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension.

METHODHOLOGY

This research was carried out in the English Language Education Faculty of Tarbiyah, UIN Raden Intan Lampung with consideration of (1) Semester V PBI is the stage of PBI students whose English skills should have been mastered; (2) Speaking is one of the productive skills that must be improved for students of English language education; (3) lack of mastery of students in language skills, so the results of the output still need to be improved.

Overall this research lasted five months, from August to December 2018. Some other activities were also carried out in the framework of this study including an introduction to the field (the school studied), preparation of research proposals, implementation of research, and preparation of activity reports. Meanwhile, the action itself was carried out in the fifth semester because in January to June during the fifth semester of learning activities for the 2018/2019 academic year.

In this study, researchers used Class Action Research (CAR). Class Action Research (CAR) is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a semester together (Suharsimi, et al., 2006: 3). Classroom action

research (CAR) is a study applied in the Class. CAR offers new ways and procedures to improve professional lecturers in teaching and learning process in the classroom by looking at various indicators of the success in the process and the learning outcomes that occur in students.

The subjects of this Class Action Research were students and lecturers in the fifth semester of UIN in the academic year 2018/2019 from 3 different classes. Data or information that were important to be collected and studied in this study were qualitative data about learning outcomes in aspects of speaking skills of semester V students of Raden Intan Lampung before and after learning using Phonological Awareness Method. The data were extracted from informants/resource persons) events or activities, documents, and archives. Data collection techniques in this study were carried out by 1). Observation; 2) interviews; 3) documents; 4) assignments/ tests.

The data analysis technique used in this study was a comparative critical analysis. The critical analysis technique includes activities to uncover weaknesses or weaknesses and strengths of students in the teaching and learning process based on predetermined criteria. The results analysis were used as the basis for the preparation of action plans for the next stage in accordance with the planned cycles.

The comparative analysis was to combine and simultaneously compare the results of the first cycle with the second cycle. Things or problems that had not yet been achieved in the first cycle were used as the basis for preparing learning planning in the second cycle and so on until the level of success was truly achieved.

The procedure for semester research consisted of several cycles. Each cycle was carried out in accordance with the changes to be achieved and also to be able to see the problem diagnosis of students difficulties in speaking skills which were made which served as an initial evaluation.

From the initial evaluation and observation, in the reflection, the action used as a therapy in reducing the difficulty of students in speaking skill through the Phonological Awareness Method by using letter cards. Based on these initial reflections, this classroom action research was carried out with planning, action, observation, and reflection in each cycle.

FINDINGS AND DISCUSSION

1. Information on the Attitudes and Capabilities of Students on Speaking Learning

It was found that the attitude of students learning to speak was very low. They were less interested in learning to speak. This was the access of learning that had been so far (before the implementation of the study) did not pay attention to the right learning methods so students felt bored. Students tend to sit,

read books to receive explanations from the lecturer. Lecturers were the only source and were central to learning. As a result learning became less attractive and unpleasant. This condition turned out to have a negative impact on students' speaking skills. Judging from the initial trials the ability of students' speaking skills was still very low, both attitudes and results in learning.

Based on these results it turns out that between the learning process and the results had a reciprocal relationship that was not necessarily ignored. This continues to be a serious concern by lecturers as the main controller in the learning process. Lecturers must make changes to methods or learning techniques that were appropriate to the conditions and development of the era. Lecturers should be innovators to overcome these possibilities. Choosing Phonological Awareness strategies and Methods Appropriate learning was the key to success in learning.

2. The Use of Phonological Awareness Method to Improve Speaking Skills

The use of the Phonological Awareness Method in learning to improve speaking skills in the fifth semester students of PBI UIN Raden Intan Lampung was carried out using the Phonological Awareness Method story in the teaching and learning process through a process, gradual, and continuous model, planned for three cycles. The actions taken at each round were at every hour of English language lessons, lecturers always start with

the use of the Phonological Awareness Method at the beginning of learning. The principle of using the Phonological Awareness Method starts from configuring words that were easy to difficult and from concrete to abstract. Besides that, it contained educative messages and was close to the child's daily environment.

In the first cycle, six themes were used with events that had occurred in Indonesia. Students were asked to respond by using their imaginary power and translating with words. Then the students were asked to arrange - it becomes a story. In the next cycle, The difficulties of phonological awareness activity were increased. The addition of numbers and weights depend on the development of the student's imagination and the ability of the student to retell the contents, if the student had been able to correctly interpret the sentences then asked to interpret the other.

Action planning was arranged together based on the results of observation and reflection of lecturers. Activities in each cycle were observation and action planning, implementation of action, and monitoring of research, reflection on the results of research and development.

The activities and observations carried out by researchers in each cycle were as follows:

1. Lecturer / Researcher Activities

The lecturer as the main actor in the class designed the teaching-learning plan, organized the class, instilled discipline and obedient

discipline and instilled knowledge about the importance of using the Phonological Awareness Method. Next, the lecturer conducted learning activities and at the end of the lesson the lecturer assigned assignments to students to tell stories.

On the basis of the results of the assessment of the ability of students, the lecturer then gave motivation to students in the form of verbal and non verbal, and gave the task to practice the ability to tell stories at home. At the time of reflection, the lecturer looked back on what had been done and looked at the results of the observation and examined the change of the students' score. Through looked at those data, the researcher arranged the new action plan for the next cycle in order to create the better result.

2. Student Activities

Students as the subject of the action research were expected to have better storytelling skills. Students were able to interpret the contents appropriately and can narrate in front of others. In the activity of using the Phonological Awareness Method students paid attention to the explanation given by the lecturer about the concepts of phonological awareness that contained in speaking. With the use of the Phonological Awareness Method in each learning steps, student will master the basic concepts of storytelling and finally at the time of the test students were expected to get better achievements.

Each cycle ended with stages of reflection, lecturers / researchers were involved in the activities of meaning and development and assist lecturers in reflection activities. The data obtained were analyzed together and interpreted using percentage, descriptive Analysis and students' score result to find out the changes made by comparing previous actions, then discussed together with full openness and honesty with each expectation and can express actions that can lead to motivation to follow teaching and learning activities. These results were followed up with efforts to develop actions that might be followed up and developed.

If the previous action plan did not work optimally, the plan for the next cycle should be revised in order to produce a better achievement. This achievement was in the form of mastery, usage, and assessment of attitudes and values, knowledge and basic skills of storytelling. Furthermore, it was necessary to create a diligent atmosphere in the lesson or full of encouragement and desire to take lessons.

Referring to the explanation above, the efforts made to improve speaking skills through training actions told students in the fifth semester of the Nambangan State Elementary School II in Selogiri District, Wonogiri Regency to be carried out by: using the Phonological Awareness Method in the teaching and learning process. This action was carried out at each round. During each part of English language

lessons, lecturer always started with the use of the Phonological Awareness Method at the beginning of learning, containing educative messages and close to the child's daily environment. Students were asked to respond by using their imaginary power and translating with words. Then the students were asked to arrange - it becomes a story.

3. Improving Speaking Skills to Students

In this study, The Phonological Awareness Method was used to improve speaking skills in the teaching and learning process. The Process used in this study were arranged in a hierarchical manner, means that in Cycle I, which was the basis of the next cycle and so on should be applied well. As for those strung together, the procedure formed the contents of educational messages. As explained in the beginning of this paper, the problem faced in this study was that students' speaking skills were still very low.

Before using this method, the students had never done any learning process with the Phonological Awareness Method on the speaking aspect. Learning that had been done was only limited in practice like conversation, making sentences with predetermined words, telling experiences and others. Thus students really did not have experience about this. The lecturer also realized that learning speaking skills had not been successful.

Lecturers had never used a specific strategy to create learning that pays attention to the direct involvement of students. That

good learning process could students motivation so that students had skills as expected. In other words, learning aspects of speaking skills had not run well and maximally. After the implementation of the strategy using a diverse Phonological Awareness Method so that there was an increase from the cycle to the next cycle.

In Cycle I, the achievements were not maximal. the cause was that the use of the Phonological Awareness Method had not yet proceeded as it should. This matter indeed needs to be understood and realized because students and lecturers were not accustomed to undergoing such learning methods. The use of the Phonological Awareness Method in aspects of speaking skills was first practiced by both students and lecturers.

In the second cycle students were given learning skills to speak with different Phonological Awareness Methods by making improvements. The goal was to broaden the horizons of students so that imagination awakes and can communicate smoothly. Besides that, giving rewards was necessary and important so that students had the spirit of learning. In Cycle II learning takes place well and experiences improvement.

In Cycle III learning speaking skills using the Phonological Awareness Method was applied by making improvements as needed to achieve the expected goals. Improvements were made, namely by giving a more interesting method. With innovation, it was intended to

provide motivation and enthusiasm that was better than before. Based on the results of the semester action research above, it seemed clear that theoretically and empirically the results of these studies were quite useful in improving students' speaking skills. Theoretically the actions taken were supported by theories that were relevant to the problems at hand. Empirically the actions taken had a beneficial impact on improving student

speaking skills. If before this research was carried out, the students did not had maximum speaking skills, and were still very low.

However, after learning techniques with the Phonological Awareness Method the ability of students' speaking skills had increased from Cycle I to Cycle III. Increased speaking skills in stages from Cycle I, II, and III can be seen through the following diagram.

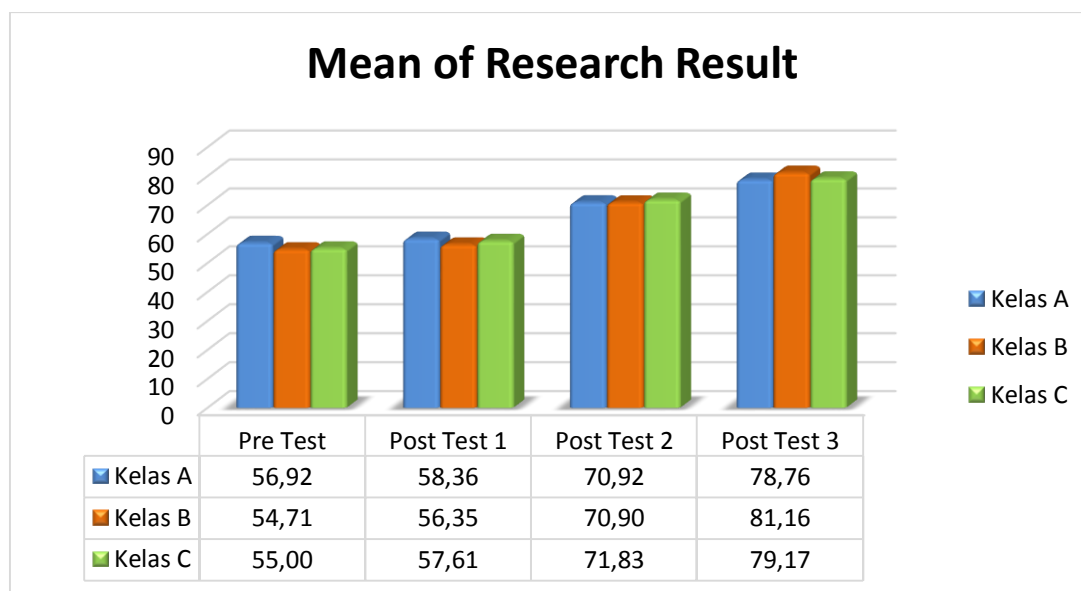


Diagram 1. Mean of Research Result

When the learning process had not yet run partially in the concept had not been maximized. This was shown in Cycle I, but after the learning process was done according to the concept set, the results achieved were in accordance with expectations. These results were shown in Cycles II and III which continuously increase.

Limitations of Research

Improving students' speaking skills in this study, the substance focused on the use of the Phonological Awareness Method. Speaking skills had been felt to be very lacking.

The researcher realized that in this study it was still not perfect and there were some shortcomings or limitations. By paying attention to several procedural reasons in the field,

researchers had limitations that cannot be avoided, including:

This research was a qualitative study that focuses on the process of action, so that the attitude questionnaire and test instruments in each cycle were used as they were needed to find out the improvement in student attitudes and speaking skills before and after the action.

1. Semester Action Research ideally one cycle of action was carried out in a relatively long time. Thus, researcher could really know the weaknesses and strengths. But because of a certain condition, in this study, it was chosen for approximately one day for each cycle. In that time the researcher can know the development of students' speaking skills with the Phonological Awareness Method.
2. Learning using the Phonological Awareness Method was applied to increase the speaking skills of fifth semester students of State Islamic University Raden Intan Lampung. During this time, students' speaking skills were felt to be lacking. Because the demands of education were getting higher, children must be skilled at speaking. Gradually speaking speaking process was expected to succeed in accordance with the Established assessment criteria, namely the suitability of ideas with the content delivered, sound clarity, accuracy in pronunciation, accuracy in expression, right in the choice of words, and right in the sentence structure used.

To achieve all of that, research requires preparation that was long enough to be applied in the field and get maximum results.

3. In making observations, researcher was still not perfect. In this study, only using pre tests before researcher compiled the research framework. Therefore, there were some data of the observation did not clear enough.

CONCLUSION AND SUGGESTION

Taking a conclusion in research can describe what has been investigated and can also describe the results of a study along with its studies and analysis. Through the conclusions conveyed, it can be read a core problem of this study.

Conclusion

The conclusion that can be taken in this class action research are as follows:

The implementation of speaking skills learning in the fifth semester of PBI UIN Raden Intan Lampung can run well and smoothly by applying the use of phonological awareness methods in learning Process. Initially it did experience difficulties and had not run optimally because lecturers and students were not used to it and had not yet experienced it, but after walking twice the meeting in Cycle I ended and entered Cycle II learning using the phonological awareness method could run smoothly. The actions taken in the use of the phonological awareness method in each round

were carried out by students with enthusiasm and full of motivation. Activities and student involvement in learning activities have begun to appear. Learning progresses smoothly with the maximum seen in Cycle III, students could feel the benefits of the phonological awareness method in learning. Individual participation and student enthusiasm is increasing. This can be seen in the results of the questionnaire stating that they have made changes about how to respond to learning speaking skills.

In this study, to improve the speaking skills of students the lecturer began learning with a phonological awareness method that contained educative messages and was close to the child's daily environment. Students were asked to respond to the cards by using their imaginary power and translating with words. Next, students are asked to compile the words into a story and tell them verbally. The ability to use the phonological awareness method built the students effort in improving students speaking skills through reading, repeating, responding and managing the sounds of words. The phonological awareness method turned out the influence of student speaking skills. This indicated an increase in the number of students who experienced the outcomes of Phonological Awareness learning process from Cycle I to Cycle III.

Suggestions

Based on the conclusions and implications above, suggestions can be given as follows:

1. Suggestion for lecturers
 - (a) Lecturers need to improve student attitudes towards learning speaking skills so that students do not feel afraid, embarrassed, not enthusiastic in conducting speaking activities in front of lecturers and friends, by providing varied learning methods. With varied learning methods it will stimulate students to communicate optimally in learning.
 - (b) Teaching speaking using phonological awareness method is new for students, so they are not used to it. Therefore, lecturers need to make innovations and variations on the images used as the learning media.
 - (c) Lecturers should be able to improve the learning process outcomes. Improvements should be adjusted to the basic competencies and conditions of each student's abilities.
2. Suggestion for Students
 - (a) Students need to always practice speaking through phonological awareness so that they can communicate fluently, well, and correctly.
 - (b) Students need to develop speaking skills on the basis of understanding.
3. Suggestions for the Head of English Language Study Program

The head of the English Language Study Program should support the implementation of teaching-learning process through giving facilities and infrastructure needed so that teaching-

learning process can run smoothly and take place optimally

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