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An Investigation of Students Phonological Awareness in Speaking

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Abstract

The study is designed to address the fundamental question of how students understand phonological awareness. Learning to read is based on phonological awareness, the purpose for the student to be able to recognize the sounds of the spoken language, which of course enables the recognition of the spoken voice. In this case, speaking, which is one of the most important English language skills, also plays an important role, and the thought processes of languages are interconnected. The research used in this context was a quantitative method. Third-semester students of Universitas Muhammadiyah Makasssar were used as subjects, but only five students became research subjects to understand phonological awareness. The medium used in this study was a text medium. All correspondents used English. Based on the results of the study, it was revealed that three out of five subjects understood the four indicators of phonological awareness and two of them understood very little or did not understand the four indicators of phonological awareness. This shows that understanding students who were the subject of the third semester of the English Language Education study program already good and the total number of research results is 77.5 or in terms of quality was good.

Introduction

Speaking is one of the most important skills of the English language, which is a complex interrelated process of thought and language. You may miss students in formal education, but also students in informal education such as English courses. To acquire it, students need adequate language skills. In this case, they are not only able to acquire vocabulary, knowledge of syntax, grammar and spelling of words, but they are also ready to adopt pronunciation, intonation and intonation. Before that, there were several components in speaking, namely vocabulary, grammar, pronunciation, and fluency. The first is if the student does not have sufficient vocabulary then the student cannot speak fluently. The second is grammar, in English material which will prohibit students from arranging words properly and correctly so that students will not be confused when they are about to speak. The third is pronunciation, to be able to speak and know what words are said, the student's pronunciation must be good. The

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fourth is fluency, if the three components above have been mastered by students then students must pay attention to their fluency.

In general, linguistics is often used to express linguistics, the term language can also be expressed by various terms or names, including the higher education curriculum, especially in English language education programs. The term linguistics is expressed by different course names, some call it Introductory Linguistics, General Linguistics or General Linguistics. But under another name, the content of the research is the same as language studies, so linguistics is called linguistics or the scientific study of language. Linguistic terms are often expressed by different terms or names. Some are expressed in grammar, grammar, common grammar or common grammar. But with these different terms, the content of the research is the same, namely language. Linguistics is linguistics, the science that studies, examines or studies languages in general, including regional languages, Indonesian or foreign languages. That is why linguistics is also called general linguistics.

Talking about speaking, we cannot avoid phonology, because phonological knowledge is related to production and the production perspective features sound systems specific to a particular language. Elsewhere the phonological knowledge consists of two aspects; phonetic and phonological studies to study Phonetics deals with language in its purely physical aspects, such as sound the acoustic properties of articulated sound waves and the effect on the speaker that this has on the ear of the listener (and on the ear of the speaker). Phonology deals with the arrangement of sound speech systems, the tonal system of a particular language. The phonological handle describes the pronunciation, but even more considers the meaning of the pronunciation that allows for communication that results in utterances that are different from one another (Anggayana et al., 2019). On the other hand, the author proposes their special meaning. Phonology is essentially a description of a system and patterns of sounds of language speech. Phonetics is the study of speech sounds and the sounds they produce.

Language as a subject of linguistic research is an arbitrary system of phonetic signs with which members of social groups cooperate, communicate and identify. This target language has the following characteristics or characteristics: Language is a system, language is a symbol, language is healthy, language is meaningful, language is arbitrary, language is convention, language is productive, language is unique and universal, language is dynamic and language is humane and diverse. A byte is a very important unit. Each word has one, two, three or more syllables. Understanding syllables can help you understand the stress of English words. Based on Booth (2023), syllables have a prefix and a rhyme. The rhyme contains a nucleus and a coda, but the prefix and coda are optional parts and each, if filled in, contains one or more consonants.

There are many types of syllables, but the most universal basic type is CV (consonant vowel): All known languages allow this, regardless of whether they have other or more complex types of syllables (Sargiani et al., 2022). Zhao & Gutierrez-Osuna (2019) states that syllables have a function in determining the conversion of phonological accents and vice versa. Accents can affect syllable division and syllable structure. Phonological awareness is the ability to relate spoken language according to sound dimensions, including those focused on syllables, words, and phonemes. (Goswami, 2019) Argued that phonological complexity develops through the perception of sounds that have evolved to relate to phonological hierarchical structures. Therefore, basic language or language skills are very important and essential for the development of appropriate phonological awareness in schools/campuses 12 (Grofčíková & Máčajová, 2021). The stages of development of phonological awareness are usually predicted as rhyme progression, syllable formation, metallo-linguistics, and finally phonemic awareness. The competencies needed to recognize, separate, and process word sound units (Ehri, 2020).

Phonological awareness is the basis of learning to read, the purpose of which is for students to be able to recognize the sounds of spoken language, which naturally allows them to help what they are learning, to recognize the sounds that are spoken so that they understand the basic thoughts. phonological awareness of reading. It would be nice if this phonological awareness was called a third semester student, because most of the students are somewhere very high, they must know a second language in Indonesia, and "English is right in the middle of the paradox of globalization" (Bhatia, 2019) and admit that they can also recognize spoken language through other people, saying that they practice in English and indirectly also their ability to recognize vocabulary in spoken language.

One of the hypotheses that must be examined is how students' ability to realize phonological awareness. In addition, the hypothesis that will be examined is why students need to know the extent of understanding phonological awareness. What are the barriers to students' phonological awareness? And what should be done to increase students' phonological awareness? In addition to the instructor having material for students to recognize speech by utterance, it also activates the classroom atmosphere so that students remain interested in learning phonological awareness. Orient them to a better language so that they can reach their mother tongue or target language, and it can be said that phonological awareness can be defined as a person's individual awareness or understanding that focuses on the phonology of the structure of spoken words. through the spoken word. Vocabulary recognizes words as they read, so they must focus on decoding and phonology rather than their comprehension skills (Ehri, 2022).

Knowledge of the target language's phonology allows the teacher to give precise instructions that will help students correct pronunciation. Mis-articulated consonants will affect vowel production, just as vowels will affect consonants. So that the phonological awareness and listening skills of these students are able to build cumulative knowledge, train the ear, and understand good things. Native language phonology and the goal of developing students' phonological awareness. Isabelle Liberman was the first researcher to emphasize that psychological sensitivity is closely related to reading ability (Pratiwi et al., 2020). Through phonological awareness activities designed so that students are able to hear while playing by getting the sound of a simple word. So that students who have good phonological awareness can manipulate sounds into small parts. Phonological awareness helps students know the relationship between spoken language and the text that is presented (Layes, et al, 2022). Based on the explanation above, it is important to examine phonological awareness, especially related to students' understanding of phonological awareness. Whether or not there is an effect of phonological awareness in speaking in the results of this study will later be used as a basis for seeing students' abilities when learning their phonological awareness.

Literature Review

According to Xu (2019) this anguage is the key to cognitive development, because language is a means of communication between humans. Understanding Concepts - Concepts that require language. Speaking of language, it is important that the matter of sound is about passing one of them into sensory hearing. Wilsenach (2019), argue that Phonological awareness is the sensitivity or clear awareness of a person with the talent to see, think or handle the internal sound structures of words. If you look at understanding phonological awareness and phonological awareness a study considered the same problem is sound. Phonological awerrenes are parts of phonological processing as they are available (Lubis et al., 2023). There the Discussion of Processing phonology can also use the term awareness of environmental sounds.

Piasta & Hudson (2022), states that phonological awareness is "awareness of speech sounds (vowels and consonants) in the types of words spoken and the ability to manipulate sounds". Cabbage et al. (2018) argues that the phonological processing system already includes phonological awareness after students hear and produce speech sounds, students begin to arrange the sounds or read the text into several meanings that are already established in the processing system. Beaumont (2020) stated that it is important for instructors or teachers/lecturers to explicitly teach phonological awareness to all participants. Evidence that the level of awareness students most prefer to attend school in kindergarten is evidence that their future education is one of the greatest drivers of success or failure in literacy that a student will experience.

In conclusion, the skill is phonological awareness which is very important for all students to be taught with explicit systematic methods and for students to have a thorough understanding of phonological awareness when answering research questions. When students enter college they should be assessed to determine their phonological awareness skills and immediately begin receiving instruction to help them build the extent of their phonological awareness skills. Even if students do not demonstrate an ability or need for phonological awareness instruction, all students will benefit from instruction and research that can later show students that a strong explicit phonological awareness curriculum will improve students' reading and spelling skills later in their education (Kelly et al., 2019).

Research Methods

This study used quantitative methods. The subjects in this study were third semester students of English education at the Universitas Muhammadiyah Makassar, third semester students because they want to know the extent of students' awareness of phonology. There were five students at third semester as the subject of this phonological awareness research. The test determines the number of syllables, phonology and comprehension of speaking used as data collection instruments. The data process used data analysis to influence phonological awareness in reading comprehension. After collecting data, the writer can find out the extent of students' understanding of phonology.

Results and Discussion

Syllable Understanding

Syllable recognition is groundwork for phonological awareness, which plays a critical role in language acquisition. Syllables are crucial to the development of spoken language because they allow for the systematic separation and organization of linguistic components. The participants' impressive syllable awareness is consistent with the idea that syllable identification and manipulation play a crucial role in the development of phonemic awareness (Ito, 2018). According to Shifflet et al., (2020), the subjects demonstrated a remarkable ability to differentiate and quantify syllables. The acquisition of this talent demonstrates the development of phonological awareness, which plays a vital role in facilitating proficient verbal abilities.

Tabel 1. Student Understanding Category

Category	Value Intervals	Quality Designation
Syllable	76	Good
Onset-Rhyme	82	Very Good
Rhyme	82	Very Good

Word Awareness	70	Good
Total	**77,5**	

Tabel 2. Details of Research Samples

Student Force	Gender		Total
	Male	**Female**	
Year 2021	3	2	5
Year 2021	3	2	5
Year 2021	3	2	5
Year 2021	3	2	5
Year 2021	3	2	5
Total	**3**	**2**	**5**

Decoding and creating new words are two examples of literacy-related tasks that place a premium on the ability to pick up on syllabic patterns in spoken language (Roskos & Lenhart, 2020). Those who have trained their brains to identify and manipulate syllables in words have an edge when it comes to decoding text. This benefit ultimately improves their capacity to recognize and properly pronounce novel vocabulary (Knoop-van Campen et al., 2018). Participants' ability to accurately identify syllables demonstrates their sophisticated understanding of the underlying rhythmic patterns of language and their capacity to differentiate between stressed and unstressed syllables (Nayak et al., 2022).

Learning to understand words syllable by syllable is an important step in expanding one's vocabulary and mastering a language (Pittman et al., 2020). Zhao et al. (2021) found that those with exceptional syllable awareness are better equipped to pick up other languages and make sense of what they are saying. They seem to have a deep understanding of the linguistic building blocks, which may account for their advanced degree of competence. This argument is consistent with the theoretical position that breaking down words into their syllables may help individuals comprehend them more easily and accurately, hence improving the efficiency and accuracy of the word recognition process (Gerde et al., 2019).

The effects of syllable awareness on L2 learning are far-reaching. Learning the syllabic structure of a new language might help you sound out words and phrases you might not be acquainted with (Darmawati, 2018). The amazing success the participants had in decoding syllables suggested that they were well on their way to actively interacting with the English language's auditory structure. The ability to do this is very important since it acts as a bridge between verbal and written expression. As a result, it has come to play a crucial part in the lives of those who want to learn a foreign language and become fluent in it (Ristiyana & Pramudyawardhani, 2020).

Onset-Rime Awareness

Pupils may benefit from a deeper understanding of word structure and the organization of phonetic components via the cultivation of onset-rime awareness, a sophisticated phonological skill. This study's results imply that the participants exhibited heightened sensitivity to linguistic features, including an exceptional ability to recognize onset-rime patterns (Verhoeven et al., 2019). In contrast to "onset," which includes just the vowel and following consonants, "onset" refers to the first consonant sound of a word. They are becoming better at phonological processing, which includes breaking down words into their component parts (Zhao et al., 2021).

Improving one's reading and writing skills depends critically on one's ability to recognize and use onsets and rimes correctly. Those who can quickly and accurately identify and control onset and rime, as Graham et al. (2018) claims, have a greater capability to decode novel words, which in turn improves their reading fluency. Moreover, developing this skill is crucial in the field of orthography since it allows people to recognize common lexical patterns and use this insight in their own writing (Caroline et al., 2018).

The participants' impressive performance in learning onset-rime awareness exemplifies the complex interplay between phonological awareness and word learning. By breaking down words into their onset and rime components, students may learn the deep relationships between words with similar phonetic patterns and how each family of words evolved (Saiegh-Haddad, 2019). Gerde et al. (2019) explain how this phenomenon leads to a dramatic improvement in people's vocabulary and language skills.

Fostering onset-rime awareness is also crucial for developing phonemic awareness, a core skill necessary for anybody working to improve their language skills. The capacity to recognize and differentiate onset and rime segments is helpful for managing phonemes, the building blocks of language. Schuele & Boudreau's (2008) The research highlights the importance of this skill as a cornerstone in the development and improvement of reading and spelling abilities. The participants' high level of onset-rime awareness bodes well for their ability to deal with more complex phonemic patterns.

It is interesting to consider the role that paying attention to onsets and rimes could have in helping second-language learners pronounce new words correctly. To better pronounce new vocabulary items, language students may break them down into their component sounds (onset and rime) (Darmawati, 2018). This allows them to more closely match the phonological patterns of native speakers. Participants' strong onset-rime awareness performance bodes well for their future development of strong English oral communication skills.

Rhyme Recognition

The ability to recognize rhymes is a strong indicator of a person's phonological awareness since it demonstrates their understanding of the phonemic similarities between words in spoken language. Participants in the research showed an outstanding ability to recognize rhyming patterns, which hints to a heightened awareness of words' phonological make-up (Verhoeven et al., 2019). Rhyme, which is defined as the repetition of similar sounds at the ends of words, provides the foundation for understanding phonemic relationships, these networks play a critical role in helping people become literate (Terrell & Watson, 2018)

The ability to recognize and enjoy rhyming patterns has important implications for one's reading and spelling skills. Zhao et al. (2021) found that children who are able to recognize and understand rhyming patterns are more likely to develop efficient decoding techniques. People with this skill have the capacity to employ analogy to quickly and accurately understand new vocabulary. The ability to recognize rhymes helps students become better spellers because it teaches them to recognize common phonetic patterns and use them in their writing (Benway et al., 2021).

Learning to recognize rhymes is a great way to expand one's vocabulary and sharpen one's language abilities. Phonemic awareness activities may help pupils better understand word families and related vocabulary (Saiegh-Haddad, 2019). Because of this, people's vocabulary sizes and their ability to comprehend both written and spoken communication grow as a result of this phenomena (Gerde et al., 2019).

The ability to recognize rhymes is a building block in the formation of phonemic awareness, a basic skill that greatly contributes to reading success. Students who have developed the capacity to recognize and evaluate rhyming patterns have a leg up when it comes to manipulating phonemes. Improved word recognition and decoding is the result of this ability to mix and segment words effectively (Schuele & Boudreau, 2008). The participants' success in rhyming identification suggests they are ready for more challenging exercises in phonemic manipulation.

In the field of second language learning, the ability to recognize rhymes offers students an excellent opportunity to practice their pronunciation. Individuals learning a new language may improve their pronunciation skills and work toward developing phonological structures that are more similar to those of native speakers by carefully identifying and then replicating rhyming patterns (Darmawati, 2018). Recognizing rhymes so well bodes well for the participants' future potential to improve their command of the English language.

Rhyme Recognition

Indicative of one's competence in identifying and exploiting phonetic similarities within oral communication, the ability to recognize and enjoy rhymes is a foundational component of phonological awareness. Subjects in the research showed exceptional skill in recognizing rhyming patterns, suggesting they were highly attuned to the phonological subtleties of language (Verhoeven et al., 2019). Rhyme, which is characterized by the repetition of similar sounds at the ends of words, is a cornerstone for learning phonemic connections. The development of such connections is crucial for the improvement of reading skills.

Finding joy in and being able to recognize rhymes has a significant bearing on success in learning to read and spell later in life Zhao et al. (2021) found that Students who are naturally gifted in detecting and dissecting rhyming patterns have an advantage when it comes to learning to comprehend text. It is possible for people to understand new vocabulary via the use of analogy. In addition, Benway et al. (2021) discovered that Strong rhyme detectors also shown more familiarity with the utilization of common phonetic patterns in their own writing.

The cognitive effort of learning to recognize and appreciate rhyme helps one to increase their lexical and conceptual knowledge of the language. Discovering phonetic relationships between words is one way to improve comprehension of word families and cognate sentences (Saiegh-Haddad, 2019). People's vocabularies grow and their comprehension of both written and spoken language improves as a consequence of this phenomenon (Gerde et al., 2019).

Reading competency necessitates the development of phonemic awareness, and one of the key skills involved in this is the capacity to recognize rhymes. Students who have developed the capacity to recognize and understand rhyming patterns have an advantage when working with phonemes. Therefore, people become more adept at blending and segmenting words, which aids in their overall language development and communication skills (Schuele & Boudreau, 2008). If participants can successfully identify rhymes, it is a good sign that they are ready for more advanced phonemic manipulation tasks.

Research has demonstrated that teaching a foreign language via rhyme identification helps students improve their pronunciation. According to Darmawati (2018), students may improve their pronunciation and become closer to the phonological patterns of native speakers by carefully identifying and replicating rhyming patterns. The participants' excellent rhyming recognition skill bodes well for their future spoken English performance.

Conclusion

Phonological awareness is an individual's perception of the phonological structure of spoken language. It is a skill developed through a variety of activities that introduce students to the sound structures of language and teach them how to recognize, identify and manipulate them. Phonological awareness is usually associated with preschool or high school settings, but the activities to develop it are similar in many ways. namely, syllable word recognition, rhyme start, rhyme, and word recognition that words may begin, end, or have the same midtone. Phonological awareness is stimulated through the development of specific metalinguistic abilities. Awareness of English spelling and pronunciation, the importance of word stress, and how it affects the logic of word pronunciation.

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