

**INDONESIAN EFL LEARNERS'  
ENGLISH PHONEMIC AWARENESS**

**UNDERGRADUATE THESIS**


**BY  
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**ENGLISH LANGUAGE EDUCATION PROGRAM  
DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2019**

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ENGLISH PHONEMIC AWARENESS**

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**Presented to  
Universitas Brawijaya  
in partial of the requirements  
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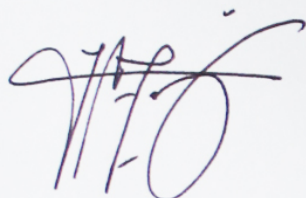


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## ABSTRACT

Yurianto, Lintar. 2019., **Indonesian EFL Learners' English Phonemic Awareness**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Alies Poetri Lintang Sari, S.S., M.Li.

**Keywords:** English Phoneme, Phonemic Awareness, Consonant, Vowel, Onset Fluency Skill, Final Sound Skill, Medial Sound Skill, Blending Skill, Segmentation Skill.

Phonemic awareness (PA) is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds. PA is important because it can help students to understand the alphabetic principle and it requires students to notice how letters represent sound. This research conducted to find out the phonemic awareness of Indonesian EFL learners. In collecting the data, this research using qualitative approach. The participants of this research are 100 third-semester students of English Language Education Program Universitas Brawijaya. The instrument of this research is Phonemic Awareness Test adopted from Dr. Michael Heggerty (2017). The test measured 5 skills: (1) onset fluency, (2) final sound, (3) medial sound, (4) blending, and (5) segmenting. The findings of this research reveal that the Phonemic Awareness of Indonesian EFL learners are categorized poor with mean 17.9 (Poor =  $X < 20.2$ , Medium =  $20.2 < X < 29.7$ , Advance =  $X > 29.7$ ). They are struggling in identifying onset fluency, it categorized poor with mean 2.85. Followed by identifying final sound with mean 3.87 from 10 and identifying medial sound with mean 3.97 from 10 that are categorized medium. In blending skill, the mean score is categorized medium since the mean 5.09 from 10. The last is segmentation skill who have category poor since the total score is 1.47 from 10. It can be concluded that Indonesian EFL learners are struggling in identifying English phoneme.

## ABSTRAK

Yurianto, Lintar. 2019., **Indonesian EFL Learners' English Phonemic Awareness**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Pembimbing: Alies Poetri Lintangari, S.S., M.Li.

Keywords: English Phoneme, Phonemic Awareness, Consonant, Vowel, Onset Fluency Skill, Final Sound Skill, Medial Sound Skill, Blending Skill, Segmentation Skill.

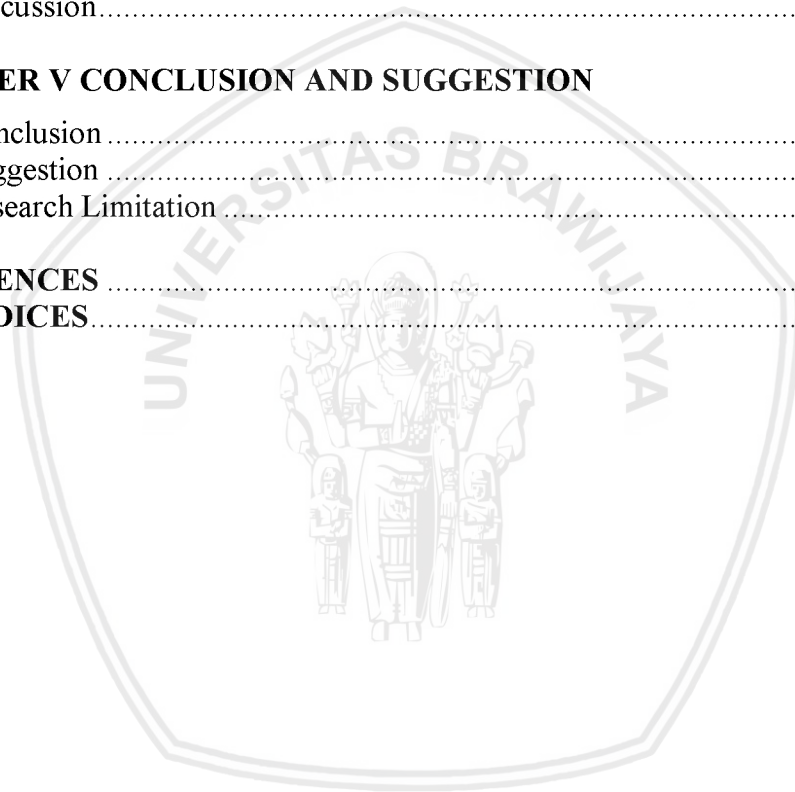
Kesadaran fonemik adalah kemampuan untuk mendengar dan memanipulasi suara dalam kata-kata yang diucapkan dan pemahaman bahwa kata-kata dan suku kata yang diucapkan terdiri dari urutan suara ucapan. Kesadaran fonemik penting karena dapat membantu siswa untuk memahami prinsip alfabet dan mengharuskan siswa untuk memperhatikan bagaimana huruf mewakili suara. Penelitian ini dilakukan untuk mengetahui kesadaran fonemik peserta didik EFL Indonesia. Dalam mengumpulkan data, penelitian ini menggunakan pendekatan kualitatif. Partisipan dalam penelitian ini adalah 100 mahasiswa semester tiga Program Pendidikan Bahasa Inggris Universitas Brawijaya. Instrumen penelitian ini adalah Tes Kesadaran Fonemik yang diadopsi dari Dr. Michael Heggerty (2017). Tes ini mengukur 5 keterampilan: (1) onset fluency, (2) final sound, (3) medial sound, (4) blending, dan (5) segmenting. Temuan penelitian ini mengungkapkan bahwa Kesadaran Fonemik peserta didik EFL Indonesia dikategorikan buruk dengan rata-rata 17,9 ( $\text{Poor} = X < 20.2$ ,  $\text{Medium} = 20.2 < X < 29.7$ ,  $\text{Advance} = X > 29.7$ ). Mereka berusaha dalam mengidentifikasi kelancaran onset, itu dikategorikan buruk dengan rata-rata 2,85. Diikuti dengan mengidentifikasi suara akhir dengan rata-rata 3,87 dan mengidentifikasi suara medial dengan rata-rata 3,97 yang dikategorikan sedang. Dalam keterampilan blending, skor rata-rata dikategorikan sedang karena rata-rata 5,09. Yang terakhir adalah keterampilan segmentasi yang memiliki kategori buruk karena rata-rata 1,47. Dapat disimpulkan bahwa pelajar EFL Indonesia berjuang dalam mengidentifikasi PA.

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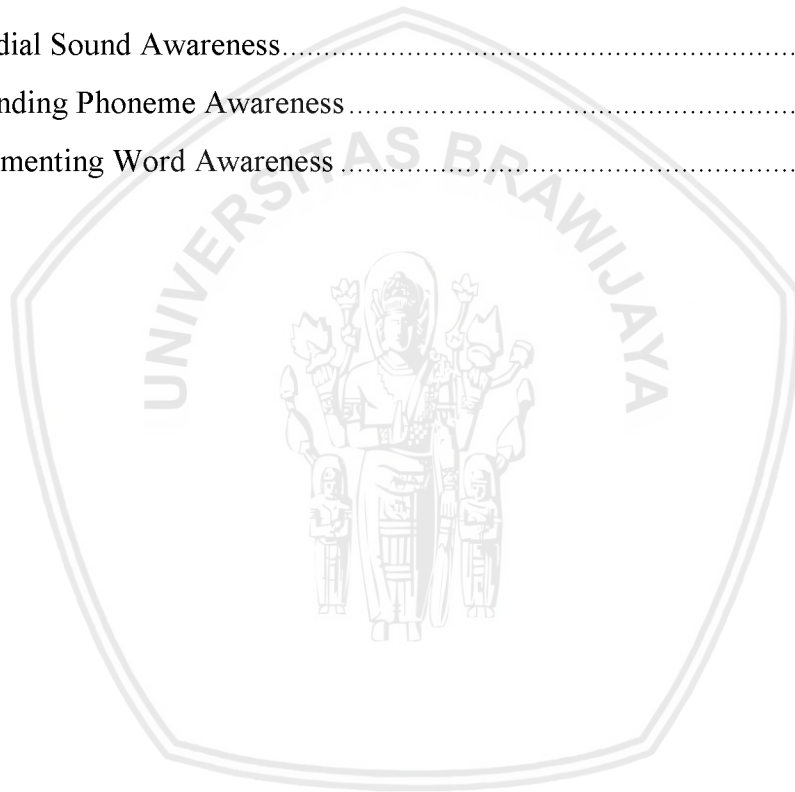


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## CHAPTER I

### INTRODUCTION

This chapter elaborates background of the study, research problems, purpose of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

#### 1.1 Background of the Study

EFL learners face challenges in comprehending English specifically Speaking and Listening. Pronunciation is considered as the one of the crucial skill in both speaking and listening. Indonesian EFL learners challenged in pronouncing English phoneme such as /g/ sound. They have problems to differentiate allophones /g/. For examples the articulation of hard /g/, instead of articulating hard /g/ in word *target* /'tɑ:r. gɪt/ students tend to articulate hard /g / as a soft /g/ that is /dʒ/ sound. Another example in articulation of soft /dʒ / in the word *tragedy* /'trædʒ.ə. di/. Instead of articulate the soft /dʒ/, they tend to articulate /dʒ/ sound as a /g/ sound. It happens because there are a lot of differences between the sound system in Bahasa Indonesia and English. In Bahasa Indonesia /g/ sound only pronounced as a hard /g/. While in English, there are 3 allophones of /g/ sound namely hard /g/, soft /g/ as /dʒ/, and silent /g/. (Adeline, 2017). Another problem faced by Indonesian EFL learners is listening comprehension. The problem faced by the students were related to student's listening performance. They found difficulty in guessing unknown word. For the example the word *ethical* may be heard as *article*, or *optical*. It caused by the short spaces between the words that make the students think harder to recognize the words (Prastiyowati, 2016). As aforementioned problems, Indonesian

EFL learners challenged in both of speaking and listening which may be caused by the phonemes differences between Bahasa Indonesia and English, that is why they have problems in differentiating allophones and guessing unknown word. Therefore, Setswana learners are struggling to recognize meaning of the word. They cannot segment the words because of loss of meaning and struggling in know the word. It assumes that they are lack of phonemic awareness (Maria Le Roux, 2017).

Yopp (1992) said that phonemic awareness is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds. Phonemic awareness is very important in language learning Since it allows students to manipulate the sound in words through segmenting and blending.

The phonemic awareness of EFL learners are lack. According to the previous study, EFL learners have problems in differentiating allophones and guessing unknown word. Another problem is they cannot segment words because of loss of meaning. Looking to the fact that Phonemic Awareness is closely related to language learning. Therefore, the researcher conduct this research entitled Indonesian EFL Learners' English Phonemic Awareness.

## **1.2 Research Problem**

Based on the background of the study, the researcher would like to answer the question. How aware are the 3rd Semester English Language Education Students to English phoneme?

### **1.3 Purpose of the Study**

The purpose of the study is to know the English phonemic awareness of the 3<sup>rd</sup> Semester English Language Education Students especially on Identifying Skills, Blending and Segmentation skill.

### **1.4 Significance of the Study**

The significances of the study are the results of the study can provide useful information for lecturers, students or other researchers in the importance of phonemic awareness and language teaching and learning. Then the research findings will increase knowledge in developing pronunciation skills of English Language Education Program students.

### **1.5 Scope of the Study**

The focus of this research is how aware the EFL learners in phonemic awareness. The subjects of this study were 100 third-semester students of English Language Education Program Universitas Brawijaya. The participants that chosen by the researcher doesn't have deep insight of phoneme. They were only learnt in the third-semester.

### **1.6 Definition of Key Terms**

#### **1. English Phoneme**

Phonemes is a set of sound that can change meaning. Phonemes are abstract and only exist in the mind.

## 2. Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate sounds in spoken words.

## 3. Consonant

Consonant is a speech sounds that articulated with full or partial closure of the vocal tract.

## 4. Vowel

Vowel is a sounds that produced with a relatively open configuration of vocal tract.

## 5. Onset Fluency Skill

Onset Fluency Skill is the ability to identifying the initial sound in a word.

## 6. Final Sound Skill

Final Sound Skill is the ability to identifying the final sound in a word.

## 7. Medial Sound Skill

Medial Sound Skill is the ability to identifying the medial sound in a word.

## 8. Blending Skill

Blending Skill is the ability to blend phoneme in word.

## 9. Segmenting Skill

Segmenting Skill is the ability to segmenting word in phoneme.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the theories used in this study and the previous study which are relevant to the study. Those are the theories of English Phonemes, Phonemic Awareness and Language Learning, and Previous Studies.

#### 2.1 English Phonemes

Phonemes are units or the smallest parts of sound that can change meaning, or it is called as distinctive unit. Phonemes are abstract, they are only in the mind of the speaker and listener. Besides phonemes, there are also allophones. Allophones are parts of the phoneme that has been arranged and has become one unit in sound. Allophones are real, can be recorded and produced (Beverley Collins and Inger M. Mees, 2013).

EFL learners are facing problems in pronouncing English Words. This problem is due to differences in the phoneme system between English native speakers and non-native speakers. (Marla Yoshida, 2013) An example from a Japanese speaker who cannot pronounce phoneme /l/ and /r/ from a loyal and royal word correctly. English native speaker will be confused because he cannot distinguish the two words and he will think about the royal words. This is because the sound /l/ is absent in Japanese phoneme and it will change into phoneme /r/. From this problem, it can be concluded that English native speakers and non-native speakers have different ways to speak. Therefore, non-native speakers must start learning to pronounce English with the right sounds. English phoneme falls

into two categories: English Consonants and English Vowels (Beverley Collins and Inger M. Mees, 2013).

### 2.1.1 English Consonants

Consonants are sounds produced by minimizing of the vocal tract which causes closed air flow. Consonants involve more than one constriction in the vocal tract. It is defined by 3 aspects; Place of Articulation, Manner of Articulation and Voicing (David Crystal, 2008, Bruce Hayes, 2009).

**Table 2.1 English Consonants Phonemes**

	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
<b>Plosive</b>	p b			t d			k g	
<b>Affricate</b>					tʃ dʒ			
<b>Nasal</b>	m			n			ŋ	
<b>Fricative</b>		f v	θ ð	s z	ʃ ʒ			h
<b>(Central) Approximant</b>	w <sup>2</sup>			r <sup>1</sup>		ɹ	w <sup>2</sup>	
<b>Lateral (Approximant)</b>				l				

Source: Beverley Collins and Inger M. Mees (2013)

#### 2.1.1.1 Place of Articulation

Place of articulation is a place in the mouth or articulators where there is sound produced. Articulators are the part of the mouth that produces sound. There are two kinds of articulators, it is active and passive articulator. Active articulator is the part of vocal that can movable such as the lips, tongue and lower jaw. While

passive articulator is the part of vocal that cannot move such as upper teeth and the roof of the mouth (David Crystal, 2008, Houghton Mifflin, 2010)

Consonants are classified into 7 regarding the place of articulation (Marla Yoshida, 2013, Yule, 2010):

1. Bilabial Sounds

Consonants sound produced when the two lips touch or almost touch. The consonants categorized bilabial are /p/, /b/, /m/, and /w/.

2. Labiodental

Consonants sound produced when the upper teeth touch the lower lip smoothly. The consonants categorized labiodentals are /f/ and /v/.

3. Dental (Interdental)

Consonants sound produced when the tip of the tongue touches the lower end of the upper teeth. The consonants categorized dental (interdental) are /θ/ and /ð/.

4. Alveolar

Consonants sound produced when the tip of the tongue touches or almost touches the back of the alveolar. The consonants categorized alveolar are /t/, /d/, /s/, /z/, /n/, and /l/.

5. Palatal (Alveopalatal)

Consonants sound produced when the blade of the tongue touches or almost touches the hard palate. The consonants categorized palatal (alveopalatal) are /ʃ/, /ʒ/, /tʃ/, /dʒ/, and /r/.

6. Velar

Consonants sound produced when the part of the back tongue touches the soft palate. The consonants categorized velar are /k/, /g/, and /ŋ/.

7. Glottal

Consonants sound produced when there is friction in the space between the vocal cords. The consonants categorized glottal is /h/.

**Table 2.2 Place of Articulation**

PLACE OF ARTICULATION		
Name	Meaning	Example Sounds
Bilabial	Both lips come together.	/p/, /b/, /m/, and /w/
Labiodental	Lower lip and upper teeth.	/f/ and /v/
Dental (Interdental)	Tongue tip and inner edge of upper teeth.	/θ/ and /ð/
Alveolar	Tongue tip and alveolar ridge.	/t/, /d/, /s/, /z/, /n/, and /l/
Palatal (Alveopalatal)	Blade of tongue and hard palate.	/ʃ/, /ʒ/, /tʃ/, /dʒ/, /r/
Velar	Back of tongue and soft palate.	/k/, /g/, and /ŋ/
Glottal	Throats passage is constricted to produce friction.	/h/

Source: Marla Yoshida (2013)

**2.1.1.2 Manner of Articulation**

Manner of articulation is the way of articulators producing sounds. Manner of articulation distinguishes the sound from how the sound was articulated (Marla Yoshida, 2013, Yule, 2010).

Consonants are divided into 6 according to the manner of articulation.

1. Stops (Plosives)

Obstruction of the air flow fully in some part of the mouth, air pressing forms upwards, and then released like a tiny explosion. Consonants produced by stops (plosive) are /p/, /b/, /t/, /d/, /k/, and /g/.

2. Fricatives

Through a small gap in the mouth, the air flow is compressed to create friction or a hissing sound. The sound can continue because the air flow is not completely blocked. Consonants produced by fricatives are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.

3. Affricatives

A combination of stop sounds and it followed by a fricative, making a slow explosion. Consonants produced by affricatives are /tʃ/ and /dʒ/.

4. Nasals

The tongue or lips block the vocal tract which makes the air unable to get out through the mouth. So that makes the air out through the nose. Consonants produced by nasals are /m/, /n/, and /ŋ/.

5. Liquids

The results of the sound are very smooth, making the air flow unobstructed moving around the tongue. Consonants produced by liquids are /l/ and /r/.

## 6. Glides (Semivowels)

The sounds like a vowel but functions as a consonant. This vowel is fast.

Consonants produced by glides is /w/

**Table 2.3 Manner of Articulation**

MANNER OF ARTICULATION		
Name	Meaning	Example Sounds
Stop	The air stream is blocked completely before it is released, like a small explosion.	/p/, /b/, /t/, /d/, /k/, and /g/
Fricative	The air stream passes through a small opening, creating friction-a hissing sound.	/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/
Affricative	Combination of a stop and a fricative-an explosion with a slow release.	/tʃ/ and /dʒ/
Nasal	Air passes through the nose instead of the mouth.	/m/, /n/, and /ŋ/
Liquid	The air stream moves around the tongue in a smooth, unobstructed way.	/l/ and /r/
Glide	The sound is like a very quick vowel.	/w/

Source: Marla Yoshida (2013)

### 2.1.1.3 Voicing

Voicing is the result of a sound that depends on the vibration of the vocal cords. There are two parts in voicing, it is voiced and voiceless. Voiced is when the vocal cords are stretched tight until produce vibration when making a sound. If the sound from vocal cords doesn't produce vibration, then it is called voiceless

(Marla Yoshida, 2013). There are two basic requirements for voicing. First is the vocal cords must have appropriate tension and appropriate additions. Second is the air flowing through the vocal cords must be there (John J. Ohala, 1994).

The following is voiced and voiceless consonant sounds of English (Marla Yoshida, 2013):

**Table 2.4 Voiced and Voiceless Consonants**

VOICED AND VOICELESS CONSONANTS			
Voiced Consonants		Voiceless Consonants	
/b/	big	/p/	Pen
/d/	dog	/t/	Top
/g/	give	/k/	Cat
/v/	vote	/f/	Food
/ð/	this	/θ/	Thick
/z/	zoo	/s/	Sun
/ʒ/	beige	/ʃ/	Ship
		/h/	House
/dʒ/	juice	/tʃ/	Chip
/m/	man		
/n/	now		
/ŋ/	sing		
/l/	love		
/r/	run		
/w/	wet		
/y/	yes		

Source: Marla Yoshida (2013)

### 2.1.2 English Vowels

Vowel sounds are produced with a relatively free flow of air and it is typically voiced. English vowels are different to its letter. Vowel letters can represent more than one sound and English has more vowel sounds than vowel







### 1. Close Vowels

The tongue is raised highest continuously by using existing vocals.

### 2. Open Vowels

The position of the tongue is lowest.

### 2.1.2.3 Lip Position

Lip have different shaped and position. Usually there are three possibility of lip position. It is rounded, spread, and neutral (Peter Roach, 2009).

#### 1. Rounded

The tip of the mouth is directed and pushed forward.








#### 2. Spread









The corners of the mouth are moved away from each other.

#### 3. Neutral

Mouth is neutral, not rounded or spread.

**Table 2.5 Lip Positions for the Vowels of English**

Lip positions for the vowels of English		
Vowel	Lip Position	Picture
/iy/	Unrounded, can be stretched a bit	
/ɪ/	Unrounded, can be stretched a bit	
/ey/	Unrounded, not so stretched	
/ɛ/	Unrounded, not so stretched	
/æ/	Unrounded, open wide	
/ɑ/	Unrounded, open wide	
/ʌ/, /ɔ/	Unrounded, neutral and relaxed	

/uw/	Very rounded	
/u/	Moderately rounded	
/ow/	Rounded at the end of the vowel	
/ɔ/	Open and a bit rounded	
/ə/	A bit rounded	
/ay/	Unrounded → unrounded	
/aw/	Unrounded → rounded	
/oy/	Rounded → unrounded	

Source: Marla Yoshida (2013)

## 2.2 Phonemic Awareness and Language Learning

Phonemic awareness is the ability to manipulate, hear, and identify individual sounds of phonemes in spoken words. Phonemic awareness may affect language learning. Generally, students have difficulty in breaking words into the smallest unit of sound, from this reason that is why phonemic awareness is very important in learning. Therefore, phonemic awareness should be developed an early stage of a child (Blachman, 1991)

Phonemic awareness is demonstrated through the segmenting and blending. Phoneme segmentation is the ability to break down the words into an individual sound. While phoneme blending is the ability to connect phonemes within the context of spoken language (Stephanie Schmitz, 2011).

Phonemic awareness is very important for language learning. Because this can increase the ability to make perfect speech for ourselves (Diane J. Sawyer

and Barbara J. Fox, 1991). This is the ability to conceptualize, reflect on, and manipulate from languages such as phonemes, syllables, and intermediate units.

Moreover, (Chappell, Stephens, Kinnison, & Pettigrew, 2009) stated that phonemic awareness is a critical part of reading. It focuses on phonemes which are units that correspond to the alphabet. According to Chapman (2003) Students can break sounds in a word and unite them to make new words if they have good phonemic awareness. It is the process of understanding the sounds in the English language (Pullen & Lloyd, 2007).

### 2.3 Previous studies

The first previous study has been done by Febby Dwi Adeline in Universitas Brawijaya, 2017 entitled *Pronunciation Problems in The Fourth Semester Students of English Language Education Program of Universitas Brawijaya in Pronouncing /G/ Sound*. As can be seen on the title, Febby focused on finding problems in pronouncing English words with /g/ sound. This study aims to find how well the students' mastery in pronouncing /g/ sound and common problems faced by them. This study involved 25 fourth-semester students of English Language Education Program Faculty of Cultural Studies Universitas Brawijaya and the research design is descriptive qualitative. The result of the study shows that the student still poor in pronouncing of silent /g/ before /m/ in the same syllable and words with /gh/ sound, for the example *diaphragm* /daɪ.ə.fræm/ and *nightmare* /naɪt.meər/. They usually read *diaphragm* with /daɪ.ə.græm/ and *nightmare* with /naɪg.mer/. The differences of sound systems between their native language and their foreign language and students'

motivation in pronouncing /g/ sound correctly are the problem faced by the students.

The second previous study has been done by Maria le Roux in 2017 entitled *Phonemic Awareness of English Second Language Learners*. The purpose of this previous study is to determine the effects of vowel perception and production intervention on phonemic awareness and literacy skills of Setswana first language learners. The participant was randomly selected and the research design is using quasi-experimental, pre-test–post-test design. The result of this study shows that the participants is struggled to recognize meaning of the words. They cannot segment the words because they loss of meaning and they are struggle to know the words.

According to the previous research, it shows that the EFL learners are facing problems on pronunciation and recognizing meaning of words. Previous research argued that those problems caused by different system between L1 & L2 and low of Phonemic Awareness. Therefore, this research tries to know the Phonemic Awareness of the EFL learners. Are they have high awareness of phonemic or they lack on phonemic awareness.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher will explain the research methodology used including research design, source of data, research procedures, research instrument, and data analysis.

#### **3.1 Research Design**

This study aims to measure the phonemic awareness of Indonesian EFL students'. Precisely in the third semester students of English Language Education Program Universitas Brawijaya. To conduct this research, the researchers used descriptive qualitative research design. Creswell (2009) stated that "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure."

#### **3.2 Source of Data**

In this study, researcher took third semester students of the English Language Education Program who enroll Introduction of English Linguistics class as the participants of this test. There are 100 students who join the test.

### 3.3 Research Procedures

The procedures of the research are Selecting Participant and Data Collection. In selecting participants, this research involves the third semester students of English Language Education Program who attend the Introduction to English Linguistics Class. In collecting the data, the data was collected through the quiz of Introduction of English Linguistics class. The quiz using the Phonemic Awareness Test adopted from Dr. Michael Heggerty used in 2017. The researcher and lecturers delivers the quiz which is Phonemic Awareness Test to the participants. They were ordered to do the quiz and the researchers played audio to the participants.

### 3.4 Research Instruments

This research used one kind of instrument. It is Phonemic Awareness Test adapted from Dr. Michael Heggerty (2017). The instrument used in this research are:

1. Phonemic Awareness Test

Adopted from Dr. Michael Heggerty (2017), there are 11 skills measured in the test but this research only uses 5 skills because this research only focused on Identifying Skills, Blending and Segmentation skill. These are the 5 skills measure at the Phonemic Awareness Test:

- a. Onset Fluency: Identifying Initial Sounds in Words
- b. Identifying Final Sounds in Words
- c. Identifying Medial Sounds in Words
- d. Blending Phonemes into Words

#### e. Segmenting Words into Phonemes

In measuring student's phonemic awareness, the students are asked to identify the initial sounds, medial sounds, and final sounds in words for skills 1 until 3. For blending and segmenting words the students are asked to blending phonemes into words and segmenting words into phonemes for skills 4 and 5. The English words was recorded from *Awabe Dictionary* to keep the authenticity of the sound and the English Phonemes was recorded from *Sounds: Pronunciation Application for blending test*. The native speaker of the audio is using British (UK) accent.

#### 2. Tools

The researcher using audio speaker and answer sheet. The researcher delivers the answer sheet to participants and played the recording audio to participants twice.

### 3.5 Data Analysis

The Data Analyzed as follows:

#### 1. Examining

The researcher examined the data from Phonemic Awareness Test that students have already done before. The correct answer will be taken on average. According to the key answers that have been included to the test.

#### 2. Calculating

The Phonemic Awareness Test results are averaged by all the correct answers from each of the skills given. Each correct answer gets 1 score. The total score of each skill is 10. Then the total score for all skills are 50.



### 3. Analyzing Data

The collected data is analyzed descriptively. The analysis of the result of phonemic awareness test is divided into two. First is the average score of 5 skills in Phonemic awareness test to know how aware their phonological skills and second is the most incorrect answers that the students often make on each skills of the test to see the words that they always use.





## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the findings and discussion related to the research. The researcher will explain the result of the data collection. Then the researcher will discuss the findings.

#### **4.1 Findings**

This section explains the research findings obtained from the Phonemic Awareness Test. The findings of this study focus on how aware the students in English phoneme. The data collection was conducted on November 18<sup>th</sup>, 2018 and February 28<sup>th</sup>, 2019 on the third-semester students of English Language Education Program of Universitas Brawijaya. The data were collected twice. First, the data was collected on November 18<sup>th</sup>, 2018 and second data collection done on February 28<sup>th</sup>, 2019.

##### **4.1.1 Result of EFL Learners' Phonemic Awareness**

EFL learners' Phonemic Awareness in this research were measured using Phonemic Awareness Test adapted from Dr. Michael Heggerty (2017) that measures the awareness of English phoneme through 5 skills; (1) identifying the initial sound, (2) identifying the final sound, (3) identifying medial sound, (4) blending phonemes, and (5) segmenting words.

The level of EFL learners Phonemic Awareness is categorized into Poor, Medium and Advanced using hypothetical statistics. Data categorization is determined using excel formula according to Standard Deviation and the mean

score. The calculation of Standard Deviation and Mean score used Excel. According to Azwar (1993), the mean and standard deviation that used as material for compiling the point of category is obtained from the measuring instrument. Here is the formula used:

- Advanced Category =  $X > \text{Mean} + \text{Standard Deviation}$
- Poor Category =  $X < \text{Mean} - \text{Standard Deviation}$
- Medium Category =  $M - SD < X < M + SD$

To find the standard deviation, the researcher using Microsoft Excel by input the data and enter the formula = STDEV (Range Data). Here are the table that shows the category for each skill.

**Table 4.1 Phonemic Awareness Categorization**

Skill	Standard Deviation	Poor	Medium	Advance
Onset Fluency	1.200799397	$X < 3.799200603$	$3.7 < X < 6.2$	$6.200799397 < X$
Final Sound	1.468146636	$X < 3.531853364$	$3.5 < X < 6.4$	$6.468146636 < X$
Medial Sound	1.487014499	$X < 3.512985501$	$3.5 < X < 6.4$	$6.487014499 < X$
Blending	2.060180437	$X < 2.939819563$	$2.9 < X < 7.06$	$7.060180437 < X$
Segmentation	1.306201216	$X < 3.693798784$	$3.6 < X < 6.3$	$6.306201216 < X$
<b>Phonemic Awareness</b>	<b>4.762426595</b>	<b><math>X &lt; 20.23757341</math></b>	<b><math>20.2 &lt; X &lt; 29.7</math></b>	<b><math>29.76242659 &lt; X</math></b>

The table above shows that there are some differences in standard deviation for each skill. This differences makes the result of each category is different. After getting the value of categories above, the researcher finds the results in table 4.2 below.

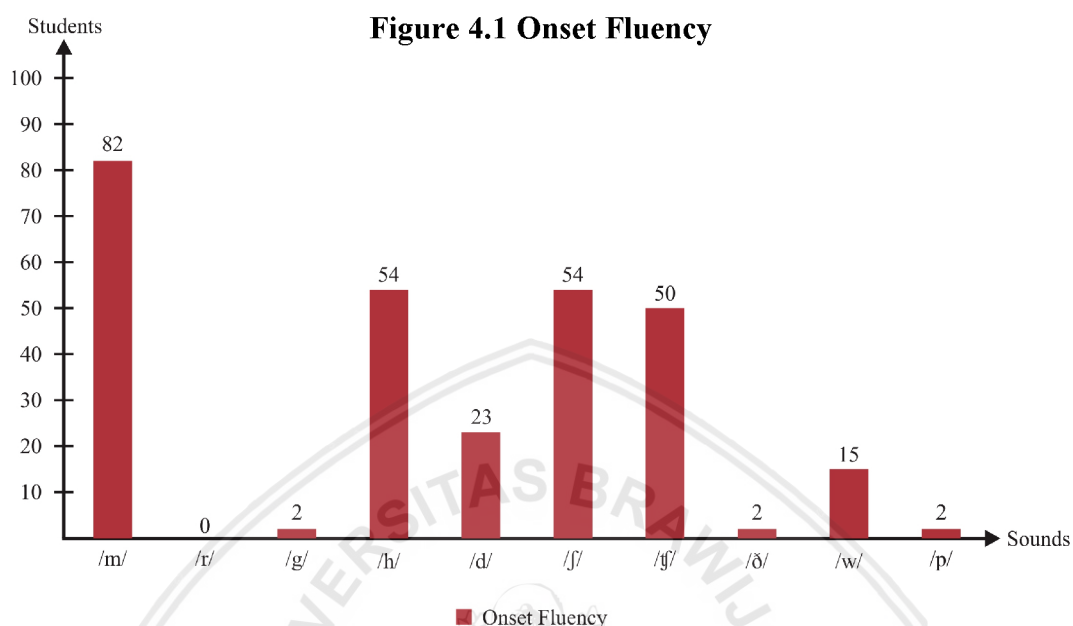
**Table 4.2 Result of Phonemic Awareness Categorization**

<b>Skill</b>	<b>Mean</b>	<b>Category</b>
Onset Fluency	2.85	Poor
Final Sound	3.81	Medium
Medial Sound	3.97	Medium
Blending	5.09	Medium
Segmentation	1.47	Poor
<b>Phonemic Awareness</b>	<b>17.9</b>	<b>Poor</b>

Table above shows the result of phonemic awareness categorization. We can see from identification skills. In onset fluency (identifying initial word), EFL learners' onset fluency is categorized as poor since the mean is 2.85, followed by final (M=3.87) and medial sounds (M=3.97) that are categorized medium since the mean is between  $3.5 > X < 6.4$ . In blending skill, the mean is categorized medium since the mean is 5.09. Followed by segmentation skills who have category poor since the mean is 1.47. In general, EFL learners' Phonemic Awareness are categorized poor since the mean is 17.9.

#### **4.1.1.1 Onset Fluency (Initial Word Awareness)**

Initial word awareness is the ability to identify the initial sounds in words. According to the findings, most of the students are struggling in sound of the word. According the table 4.2, it is found out that onset fluency of EFL learners are poor (Mean = 2.85). Most of learners are struggling in identifying initial sound as shown in figure 4.1.



The figure above shows that in identifying initial sound /m/ there are 82 out of 100 students that answer correctly. Then followed by initial sound /h/ and /j/, there are 54 students out of 100 having the correct answer. Next is the initial sound /ʃ/, from 100 students it is only half of them who answer correctly (50 out of 100 students). In identifying initial sound /d/, only 23 out of 100 students who answer correctly. Next, only 15 out of 100 students performed correct answer in identifying initial /d/ sound. Lastly, only 2 out of 100 students who recognized the initial /g/, /ð/, and /p/ sound.

Here below are the most frequent sounds misheard by the EFL students in onset fluency.

**Table 4.3 Summary of Initial Sound Awareness (Onset Fluency)**

No.	Words	Expected Sound	Result	PA (Percentage)
1	Mad	/m/	/B/, /L/, and /N/	82%
2	Rock	/r/	/w/, /L/, and /l/	0%
3	Get	/g/	/k/, /t/, /c/, and /d/	2%
4	Hot	/h/	/a/, /Λ/, /a:/, and /ä/	54%
5	Dig	/d/	/t/, /ð/, and /θ/	23%
6	Ship	/ʃ/	/s/ and /tʃ/	54%
7	Chain	/tʃ/	/dʒ/, /c/, and /θ/	50%
8	These	/ð/	/p/, /w/, /b/, /d/, /t/, /θ/, and /r/	2%
9	Whale	/w/	/r/, /k/, /w/, and /p/	15%
10	Plug	/p/	/k/, /t/, /kl/, /ch/, /tʃ/, and /c/	2%

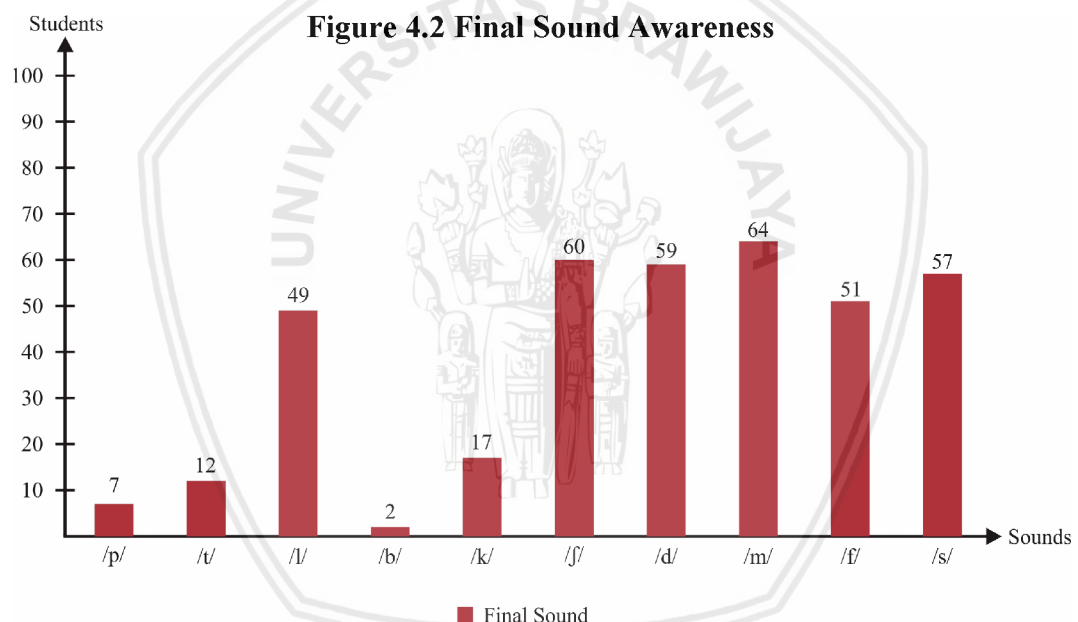
Table above shows about the result of misheard sound by the EFL students in identifying initial sound. First, in identifying initial sound /m/. Students are answering with /B/, /L/, and /N/. Second, in recognizing the initial sound /r/, students are answering with /w/, /L/, and /l/. Third, in identifying initial sound /g/, students are answering with /k/, /t/, /c/, and /d/. Fourth, in distinguish initial sound /h/, students are answering with /a/, /Λ/, /a:/, and /ä/. Fifth, in identifying initial sound /d/, students are answering with /t/, /ð/, and /θ/. Sixth, in recognizing initial sound /ʃ/, students are answering with /s/ and /tʃ/. Seventh, in distinguish initial sound /tʃ/, students are answering with /dʒ/, /c/, and /θ/. Eighth, in identifying initial sound /ð/, students are answering with /p/, /w/, /b/, /d/, /t/, /θ/, and /r/. Ninth, in identifying initial sound /w/, students are answering with /r/, /k/, /w/, and /p/. Last



is in recognizing initial sound /p/, students are answering with /k/, /t/, /kl/, /ch/, /tʃ/, and /c/.

#### 4.1.1.2 Final Sound Awareness

Final word awareness is the ability to identifying the final sounds in words. According the table 4.2, it is found out that final sound skill of EFL learners are medium (Mean = 3.81). Most of learners are struggling in identifying final sound as shown in figure 4.2.



The figure above shows that in final sound /m/ there are 64 out of 100 students with the correct answer. Then followed by final sound /ʃ/ that there are 54 students out of 100 having the correct answer. Next is the final sound /d/. There are 59 out of 100 students who have the correct answer. In the final sound /s/, there are 57 out of 100 students who answer correctly. In the final sound /f/ there are 51 out of 100 students who answer correctly. Then in the final sound /l/. There are 49 out of 100 students who have the correct answer. In the final sound /k/, 17 out of 100

students are having the correct answer. Next in final sound /t/, there are 12 out of 100 students have the correct answer. Then in /p/ final sound, there are 7 out of 100 students who have the correct answer. Last in final sound /b/, There are only 2 out of 100 students that having the correct answer. It can be concluded that the EFL students are struggling in identifying final sound /k/, /t/, /p/, and /b/.

Here below are the most frequent sounds misheard by the EFL students in final sound awareness.

**Table 4.4 Summary of Final Sound Awareness**

No.	Words	Expected Sound	Result	PA (Percentage)
1	Cup	/p/	/k/, /d/, /th/, and /t/	7%
2	Kite	/t/	/ʃ/, /h/, /sh/, /c/, /d/, /f/, /dʒ/, /s/, and /tʒ/	12%
3	Seal	/l/	/θ/, /o/, /s/, /a/, /ʃ/, /t/, and /ei/	49%
4	Grab	/b/	/d/, /t/, /th/, /f/, /nd/, /ai/, /k/, /m/, and /y/	2%
5	Bike	/k/	/J/, /h/, /ð/, /c/, /θ/, /ch/, and /ʃ/	17%
6	Wish	/ʃ/	/h/, /k/, /c/, /ch/, and /y/	60%
7	Sand	/d/	/n/, /ð/, /ʌ/, and /nd/	59%
8	Dream	/m/	/n/, /k/, /e/, and /y/	64%
9	Cliff	/f/	/s/, /t/, /v/, /ŋ/, and /θ/	51%
10	Grass	/s/	/h/ and /ʃ/	57%

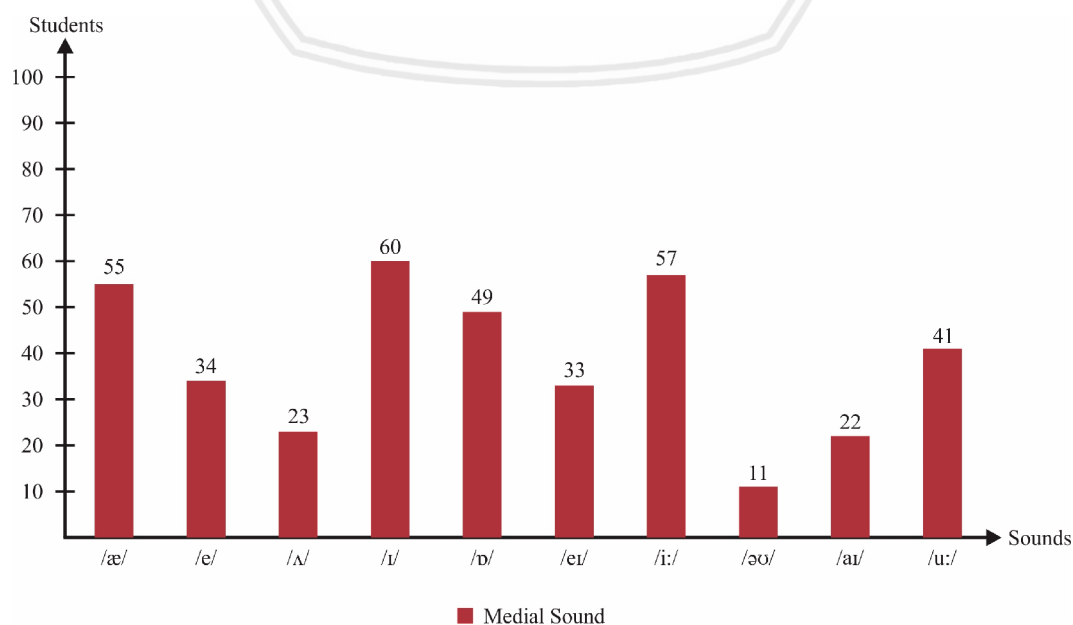
Table above shows about the result of misheard sound by the EFL students in identifying final sound. First, in identifying final sound /p/, students are answering with /k/, /d/, /th/, and /t/. Second, in recognizing final sound /t/, students are answering with /ʃ/, /h/, /sh/, /c/, /d/, /f/, /dʒ/, /s/, and /tʒ/. Third, in identifying

final sound /l/, students are answering with /θ/, /o/, /s/, /a/, /ʃ/, /t/, and /ei/. Fourth, in recognizing final sound /b/, students are answering with /d/, /t/, /th/, /f/, /nd/, /ai/, /k/, /m/, and /y/. Fifth, in identifying final sound /k/, students are answering with /J/, /h/, /ð/, /c/, /θ/, /ch/, and /ʃ/. Sixth, in recognizing final sound /ʃ/, students are answering with /h/, /k/, /c/, /ch/, and /y/. Seventh, in distinguish final sound d/, students are answering with /n/, /ð/, /Λ/, and /nd/. Eighth, in identifying final sound /m/. Students are answering with /n/, /k/, /e/, and /y/. Ninth, in distinguish final sound /f/, students are answering with /s/, /t/, /v/, /m/, and /θ/. Last is in recognizing final sound /s/, students are answering with /h/ and /ʃ/.

#### 4.1.1.3 Medial Sound Awareness

Medial word awareness is the ability to identifying the medial (middle) sounds in words. According the table 4.2, it is found out that medial sound skill of EFL learners are medium (Mean = 3.97). Most of learners are struggling in identifying medial sound as shown in figure 4.3.

**Figure 4.3 Medial Sound Awareness**



The figure above shows that in medial sound /ɪ/ there are 60 out of 100 students with the correct answer. Then followed by medial sound /i:/ that there are 57 students out of 100 having the correct answer. Next is the medial sound /æ/. There are 55 out of 100 students who have the correct answer. In the medial sound /ɒ/, there are 49 out of 100 students who answer correctly. In the medial sound /u:/ there are 41 out of 100 students who answer correctly. Then in the medial sound /e/. There are 34 out of 100 students who have correct answer. In the medial sound /eɪ/, 33 out of 100 students are having correct answer. Next in medial sound /ʌ/, there are 23 out of 100 students have correct answer. Then in /aɪ/ medial sound, there are 22 out of 100 students who have correct answer. Last in final sound /əʊ/, There are only 11 out of 100 students that having correct answer. It can be concluded that the EFL students are struggling in identifying medial sound /u:/, /e/, /eɪ/, /ʌ/, /aɪ/, and /əʊ/.

Here below are the most frequent sounds misheard by the EFL students in medial sound awareness.

**Table 4.5 Summary of Medial Sound Awareness**

No.	Words	Expected Sound	Result	PA (Percentage)
1	Cab	/æ/	/ou/, /aʊ/, /ä/, /ju/, /n/, and /ʌ/	55%
2	Get	/e/	/æ/, /ə/, /t/, and /a/	34%
3	Nut	/ʌ/	/ɔ/, /aʊ/, /θ/, /oʊ/, /ō/, /o/, and /o:/	23%
4	Big	/ɪ/	/N/, /aɪ/, /ai/, /eɪ/, and /ə/	60%
5	Fox	/ɒ/	/äs/, /ɔ/, /aʊ/, /ɔ:/, /J/, and /ā/	49%

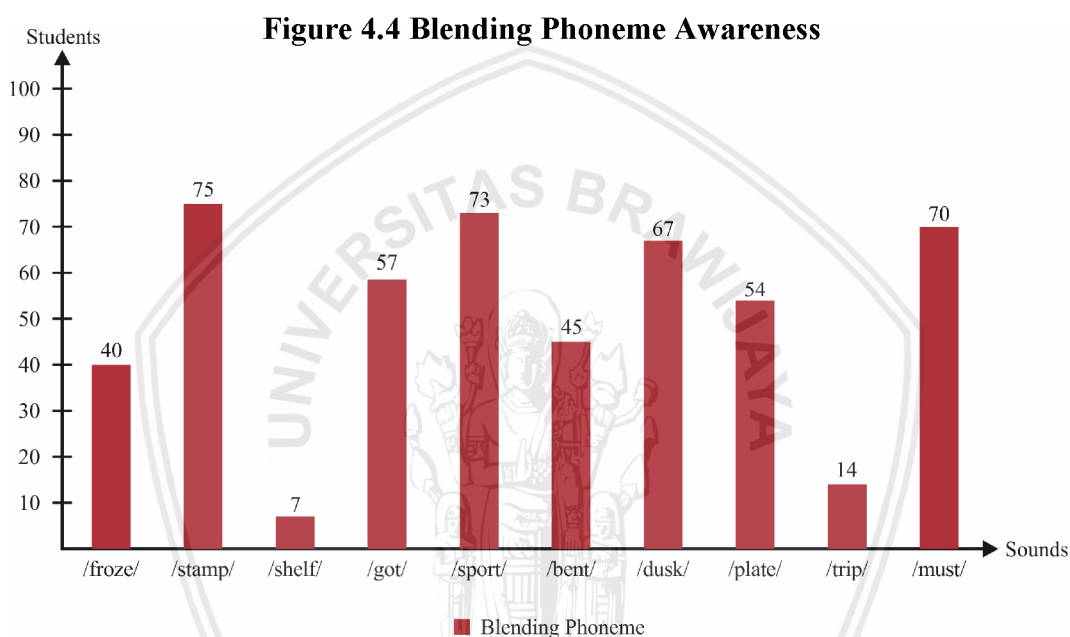
6	Made	/eɪ/	/i/, /æ/, /l/, /k/, /ə/, /aɪ/, and /ë/	33%
7	Feet	/i:/	/ui/, /ie/, /et/, /ëc/, and /ea/	57%
8	Rope	/əʊ/	/ū/, /u:/, /v/, /ə/, /ou/, /ea/, /e/, /ʒ/, /ua/, /ʊ/, and /eɪ/	11%
9	Light	/aɪ/	/i/, /ä/, /a/, and /æ/	22%
10	Cube	/u:/	/e/, /Ju/, /l/, /i:/, /ʊ/, /i/, /ʌ/, and /iu/	41%

Table above shows about the result of misheard sound by the EFL students in identifying medial sound. First, in identifying medial sound /æ/, students are answering with /ou/, /aʊ/, /ä/, /ju/, /n/, and /ʌ/. Second, in recognizing medial sound /e/, students are answering with /æ/, /ə/, /t/, and /a/. Third, in distinguish identifying medial sound /ʌ/, students are answering with /ɔ/, /aʊ/, /θ/, /oʊ/, /ō/, /o/, and /o:/. Fourth, in recognizing medial sound /i/, students are answering with /N/, /aɪ/, /ai/, /eɪ/, and /ə/. Fifth, in identifying medial sound /ɒ/, students are answering with /äs/, /ɔ/, /aʊ/, /ɔ:/, /J/, and /ā/. Sixth, in recognizing medial sound /eɪ/, students are answering with /i/, /æ/, /l/, /k/, /ə/, /aɪ/, and /ë/. Seventh, in distinguish medial sound /i:/, students are answering with /ui/, /ie/, /et/, /ëc/, and /ea/. Eighth, in identifying medial sound /əʊ/, students are answering with /ū/, /u:/, /v/, /ə/, /ou/, /ea/, /e/, /ʒ/, /ua/, /ʊ/, and /eɪ/. Ninth, in recognizing medial sound /aɪ/, students are answering with /i/, /ä/, /a/, and /æ/. Last is in identifying medial sound /u:/, students are answering with /e/, /Ju/, /l/, /i:/, /ʊ/, /i/, /ʌ/, and /iu/.



#### 4.1.1.4 Blending Phoneme Awareness

Blending phoneme awareness is the ability to blend the phoneme in words. According the table 4.2, it is found out that blending skill of EFL learners are medium (Mean = 5.09). Most of learners are struggling in blending phonemes as shown in figure 4.4.



The figure above shows that in word /stamp/ there are 75 out of 100 students with the correct answer. Then followed by word /sport/ that there are 73 students out of 100 having the correct answer. Next is word /must/. There are 70 out of 100 students who have the correct answer. In word /dusk/, there are 67 out of 100 students who answer correctly. In word /got/ there are 57 out of 100 students who answer correctly. Then in word /plate/. There are 54 out of 100 students who have the correct answer. In word /bent/, 45 out of 100 students are having correct answer. Next in word /froze/, there are 40 out of 100 students have correct answer. Then in word /trip/, there are 22 out of 100 students who have correct answer. Last is in word /shelf/, There are only 7 out of 100 students that having correct answer. It can

be concluded that the EFL students are struggling in blending phoneme into word /bent/, /froze/, /trip/, and /shelf/.

Here below are the most frequent sounds misheard by the EFL students in blending phoneme awareness.

**Table 4.6 Summary of Blending Phoneme Awareness**

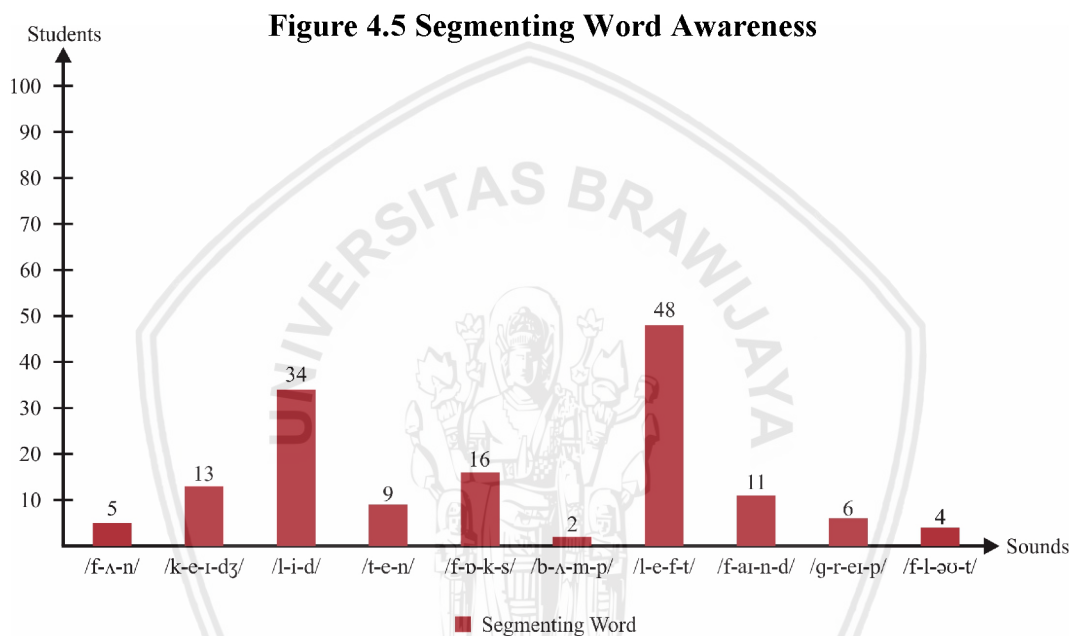
No.	Phoneme	Expected Word	Result	PA (Percentage)
1	/f/r/ə/v/z/	/froze/	/frost/, /frozz/, /foz/, /house/, /horse/, /froz/, /fruit/, /funk/, /frog/, /frozt/, /frozen/, /fry/, /fresh/, and /fall/	40%
2	/s/t/æ/m/p/	/stamp/	/scam/, /stand/, /stomp/, /stop/, /step/, and /scumb/	75%
3	/ʃ/e/l/v/	/shelf/	/self/, /shells/, /slept/, and /sells/	7%
4	/g/v/t/	/got/	/gath/, /great/, /god/, /garage/, /goat/, and /duch/	57%
5	/s/p/ɔ:/t/	/sport/	/start/, /sporch/, /scotch/, /sp/, /spora/, /shoot/, /spot/, and /stock/	73%
6	/b/e/n/t/	/bent/	/paint/, /bunch/, /bamp/, /pump/, /bench/, /bamt/, /bump/, /blunt/, /bend/, /pain/, /beat/, and /pant/	45%
7	/d/ʌ/s/k/	/dusk/	/desk/, /dash/, /task/, /duck/, /dask/, and /disk/	67%
8	/p/v/eI/t/	/plate/	/plant/, /flat/, /polite/, /plat/, /plet/, /plot/, and /plit/	54%
9	/t/r/v/p/	/trip/	/trap/, /cremp/, /grape/, /drip/, /crop/, /tribe/, /creep/, /cruch/, /treat/, /thread/, /crib/, and /crab/	14%

10	/m//ʌ//s//t/	/must/	/mosque/, /east/ /paste/, /mask/, /most/, and /mash/	70%
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Table above shows about the result of misheard sound by the EFL students in blending phoneme into word. (1) First, in word /froze/. Students are answering with /frost/, /froz/, /foz/, /house/, /horse/, /froz/, /fruit/, /funk/, /frog/, /frozt/, /frozen/, /fry/, /fresh/, and /fall/. (2) Second, in word /stamp/. Students are answering with /scam/, /stand/, /stomp/, /stop/, /step/, and /scumb/. (3) Third, in word /shelf/. Students are answering with /self/, /shells/, /slept/, and /sells/. (4) Fourth, in word /got/. Students are answering with /gath/, /great/, /god/, /garage/, /goat/, and /duch/. (5) Fifth, in word /sport/. Students are answering with /start/, /sporch/, /scotch/, /sp/, /spora/, /shoot/, /spot/, and /stock/. (6) Sixth, in word /bent/. Students are answering with /paint/, /bunch/, /bamp/, /pump/, /bench/, /bamt/, /bump/, /blunt/, /bend/, /pain/, /beat/, and /pant/. (7) Seventh, in word /dusk/. Students are answering with /desk/, /dash/, /task/, /duck/, /dask/, and /disk/. (8) Eighth, in word /plate/. Students are answering with /plant/, /flat/, /polite/, /plat/, /plet/, /plot/, and /plit/. (9) Ninth, in word /trip/. Students are answering with /trap/, /cremp/, /grape/, /drip/, /crop/, /tribe/, /creep/, /cruch/, /treat/, /thread/, /crib/, and /crab/. (10) Last is in word /must/. Students are answering with /mosque/, /east/, /paste/, /mask/, /most/, and /mash/.

#### 4.1.1.5 Segmenting Word Awareness

Segmenting word awareness is the ability to segmenting the word in phoneme. According the table 4.2, it is found out that segmenting skill of EFL learners are poor (Mean = 1.47). Most of learners are struggling in segmenting words as shown in figure 4.5.



The figure above shows that in phoneme /l//e//f//t/ there are 48 out of 100 students with the correct answer. Then followed by phoneme /l//i//d/ that there are 34 students out of 100 having correct answer. Next is phoneme /f//v//k//s/. There are 16 out of 100 students who have correct answer. In phoneme /k//e//i//dʒ/, there are 13 out of 100 students who answer correctly. In phoneme /f//a//i//n//d/ there are 11 out of 100 students who answer correctly. Then in phoneme /t//e//n/. There are 9 out of 100 students who have correct answer. In phoneme /g//r//e//i//p/, 6 out of 100 students are having correct answer. Next in phoneme /f//Λ//n/, there are 5 out of 100 students have correct answer. Then in phoneme /f//l//əʊ//t/, there are 4 out of 100 students who have correct answer. Last is in phoneme /b//Λ//m//p/, There are

only 2 out of 100 students that having correct answer. It can be concluded that most of the EFL students are struggling in segmenting word into phoneme.

Here below are the most frequent sounds misheard by the EFL students in medial sound awareness.

**Table 4.7 Summary of Segmenting Word Awareness**

No.	Word	Expected Phoneme	Result	PA (Percentage)
1	Fun	/f/ʌ/n/	/h/ə/n/t/, /h/u/n/t/, /f/a/n/, /h/a/n/t/, /h/a/i/n/t/, /p/ɔ/n/d/, /f/a/ɔ/n/d/, /k/ai/n/d/, /h/ä/r/d/, /h/ä/n/t/, /p/a:/n/d/, /p/a/n/t/s/, /t/a/n/k/, /c/h/a/m/p/, /p/a/n/k/, and /t/ä/n/g/.	5%
2	Cage	/k/e/ɪ/dʒ/	/p/æ/g/, /k/e/i/th/, /t/i:/c/h/, /c/a/t/c/h/, /t/i/tʃ/, /k/e/i/tʃ/, /k/e/i/j/, /c/a/g/e/, /c/æ/ɪ/j/, /k/e/i/z/, /g/e/tʃ/, /k/a/j/, /k/æ/dʒ/, /c/a/e/g/e/, /k/a/g/e/, and /f/i/s/.	13%
3	Lid	/l/i/d/	/l/a/t/, /l/e/i/t/, /l/a/t/e/, /b/l/i:/d/, /p/l/a/tʃ/, /l/i/f/, /l/i/t/, /l/æ/t/, /t/a/t/, /l/æ/d/, /b/l/e/a/c/h/, and /l/e/a/d/.	34%
4	Ten	/t/e/n/	/t/æ/n/, /t/e/n/t/, /t/j/i/m/a/, /t/h/i/n/, /t/e/n/d/, /t/i:/m/, /t/h/e/m/e/, /k/æ/n/, /t/i/n/, /t/h/i/n/g/, /t/æ/n/k/,	9%



			/t//e//a//m/, /t//e//e//n/, and /c//æ//n/.	
5	Fox	/f//p//k//s/	/g//ö//t/, /f//j//k//s/, /p//a//s//t/, /k//o//u//g/, /c//o//k//s/, /k//h//o//s//t/, /f//a//l//s/, /k//o//k//s/, /f//ä//k//s/, /h//o//a//x/, and /k//o//s//t/.	16%
6	Bump	/b//ʌ//m//p/	/p//o//u//d/, /p//a//m/, /b//o//n//d/, /p//ʌ//n//k/, /b//ə//m//p/, /g//o//t/, /p//u//m//p/, /k//o//t/, /p//a//m//p/, /b//i//m//p/, /k//o//r//n/, /p//o//t/, /k//ʌ//t/, and /c//o//u//n//t/.	2%
7	Left	/l//e//f//t/	/b//l//e//d/, /l//a//i//f//t/, /b//l//e//s//s/, /g//l//a//e//s/, /l//æ//f/, /l//e//a//f//t/, /l//a//e//s/, /l//ʒ//f//t/, /c//l//a//i//m/, /l//a//s//t/, /l//e//f/, /b//l//e//s//t/, and /g//l//a//s//s/.	48%
8	Find	/f//aɪ//n//d/	/p//u//n//c//h/, /p//l//a//n//t/, /k//l//a//n/, /f//æ//n/, /k//a//i//n//d/, /k//i//n//d/, /c//l//i//m//b/, /f//a//i//n/, /f//a//u//n//d/, /f//a//n//d/, /h//a//n//t/, /c//h//a//n//c//e/, and /f//a//i//n/.	11%
9	Grape	/g//r//eɪ//p/	/k//r//i://t/, /g//r//æ//p/, /g//r//i://d/, /c//r//a//c//k/, /k//r//a//i//g/, /g//r//e//i//t/, /k//r//i//m/, /g//r//e//t/, /g//r//a//i//t/, /g//r//e//a//t/, /g//r//i//e//v//e/, /g//i//e//n/, /g//r//a//e//p/, /c//r//i://t/, /k//r//i//k/, and /g//r//a//e//s/.	6%

10	Float	/f/Λ/əʊ/t/	/h/a/u/n/t/, /g/i/e/d/, /c/h/a/r/c/h/, /h/Λ/n/t/, /f/Λ/æ/t/, /j/a/ʒ/, /f/a/i/t/, /k/a/t/, /g/Λ/a/i/t/, /k/e/n/, /c/Λ/a/s/h/, /c/Λ/u/s/t/, /f/r/i/g/n/d/, /s/w/i:/p/, /c/h/u/r/c/h/, and /c/h/a/r/.	4%
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Table above shows about the result of misheard sound by the EFL students in segmenting word into phoneme. (1) First, in phoneme /f/Λ/n/. Students are answering with /h/ə/n/t/, /h/u/n/t/, /f/a/n/, /h/a/n/t/, /h/a/i/n/t/, /p/ɔ/n/d/, /f/a/ʊ/n/d/, /k/ai/n/d/, /h/ä/r/d/, /h/ä/n/t/, /p/a:/n/d/, /p/a/n/t/s/, /t/a/n/k/, /c/h/a/m/p/, /p/a/n/k/, and /t/ä/n/g/. (2) Second, in phoneme /k/e/ɪ/dʒ/. Students are answering with /p/æ/g/, /k/e/ɪ/th/, /t/ɪ:/c/h/, /c/a/t/c/h/, /t/ɪ/ʃ/, /k/e/ɪ/ʃ/, /k/e/ɪ/j/, /c/a/g/e/, /c/æ/ɪ/j/, /k/e/ɪ/z/, /g/e/ʃ/, /k/a/j/, /k/æ/dʒ/, /c/a/e/g/e/, /k/a/g/e/, and /f/i/s/. (3) Third, in phoneme /l/i/d/. Students are answering with /l/a/t/, /l/e/ɪ/t/, /l/a/t/e/, /b/Λ/i:/d/, /p/Λ/a/ʃ/, /l/i/f/, /l/i/t/, /l/æ/t/, /t/a/t/, /l/æ/d/, /b/Λ/e/a/c/h/, and /l/e/a/d/. (4) Fourth, in phoneme /t/e/n/. Students are answering with /t/æ/n/, /t/e/n/t/, /t/j/i/m/a/, /t/h/i/n/, /t/e/n/d/, /t/i:/m/, /t/h/e/m/e/, /k/æ/n/, /t/i/n/, /t/h/i/n/g/, /t/æ/n/k/, /t/e/a/m/, /t/e/e/n/, and /c/æ/n/. (5) Fifth, in phoneme /f/v/k/s/. Students are answering with /g/ö/t/, /f/j/k/s/, /p/a/s/t/, /k/o/u/g/, /c/o/k/s/, /k/h/o/s/t/, /f/a/Λ/s/, /k/o/k/s/, /f/ä/k/s/, /h/o/a/x/, and /k/o/s/t/. (6) Sixth, in phoneme /b/Λ/m/p/. Students are answering with /p/o/u/d/, /p/a/m/, /b/o/n/d/, /p/Λ/n/k/, /b/ə/m/p/, /g/o/t/, /p/u/m/p/,

/k/o/t/, /p/a/m/p/, /b/i/m/p/, /k/o/r/n/, /p/o/t/, /k/Λ/t/, and /c/o/u/n/t/. (7)

Seventh, in phoneme /l/e/f/t/. Students are answering with /b/l/e/d/, /l/a/i/f/t/, /b/l/e/s/s/, /g/l/a/e/s/, /l/æ/f/, /l/e/a/f/t/, /l/a/e/s/, /l/ʒ/f/t/, /c/l/a/i/m/, /l/a/s/t/, /l/e/f/, /b/l/e/s/t/, and /g/l/a/s/s/. (8) Eighth, in phoneme /f/a/n/d/.

Students are answering with /p/u/n/c/h/, /p/l/a/n/t/, /k/l/a/n/, /f/æ/n/, /k/a/i/n/d/, /k/i/n/d/, /c/l/i/m/b/, /f/a/i/n/, /f/a/u/n/d/, /f/a/n/d/, /h/a/n/t/, /c/h/a/n/c/e/, and /f/a/i/n/. (9) Ninth, in phoneme /g/r/e/p/.

Students are answering with /k/r/i:t/, /g/r/æ/p/, /g/r/i:d/, /c/r/a/c/k/, /k/r/a/i/g/, /g/r/e/i/t/, /k/r/i/m/, /g/r/e/t/, /g/r/a/i/t/, /g/r/e/a/t/, /g/r/i/e/v/e/, /g/i/e/n/, /g/r/a/e/p/, /c/r/i:t/, /k/r/i/k/, and /g/r/a/e/s/.

(10) Last is in phoneme /f/l/əʊ/t/. Students are answering with /h/a/u/n/t/, /g/i/e/d/, /c/h/a/r/c/h/, /h/Λ/n/t/, /f/l/æ/t/, /j/a/ʒ/, /f/a/i/t/, /k/a/t/, /g/l/a/i/t/, /k/e/n/, /c/l/a/s/h/, /c/l/u/s/t/, /f/r/i/g/n/d/, /s/w/i:p/, /c/h/u/r/c/h/, and /c/h/a/r/.

## 4.2 Discussion

The findings reveal that EFL learners' phonemic awareness in identification skills categorized poor in identifying initial sounds and medium in identifying final and medial sounds. Most of students are struggling in identifying the palatal, velar, dental, and bilabial such as /r/, /g/, /ð/, and /p/. However, most of the students are aware to the specific sounds such as the bilabial, glottal, palatal, and alveolar sounds such as /m/, /h/, /ʃ/, /d/, and /s/. In identifying vowel, they are aware with /æ/, /ɪ/, and /i:/ sounds but struggling in identifying /Λ/, /əʊ/, and /aɪ/ sounds. Then in final sounds, students are aware with palatal, alveolar, bilabial, and alveolar such as /ʃ/,

/d/, /m/, and /s/. However, they are struggling with bilabial, alveolar, and velar such as /p/, /t/, /b/, and /k/. From these results, it can be seen that students' phoneme in identifying abilities are still not good, instead onset and rhyme are the most effective focus for phonological activities to encourage reading and spelling for all children (Bowey and Francis, 1993). The use of syllable onset or rhyme difference as the main unit in the initial study of word structures tends to speed up the development of awareness at more difficult phoneme levels.

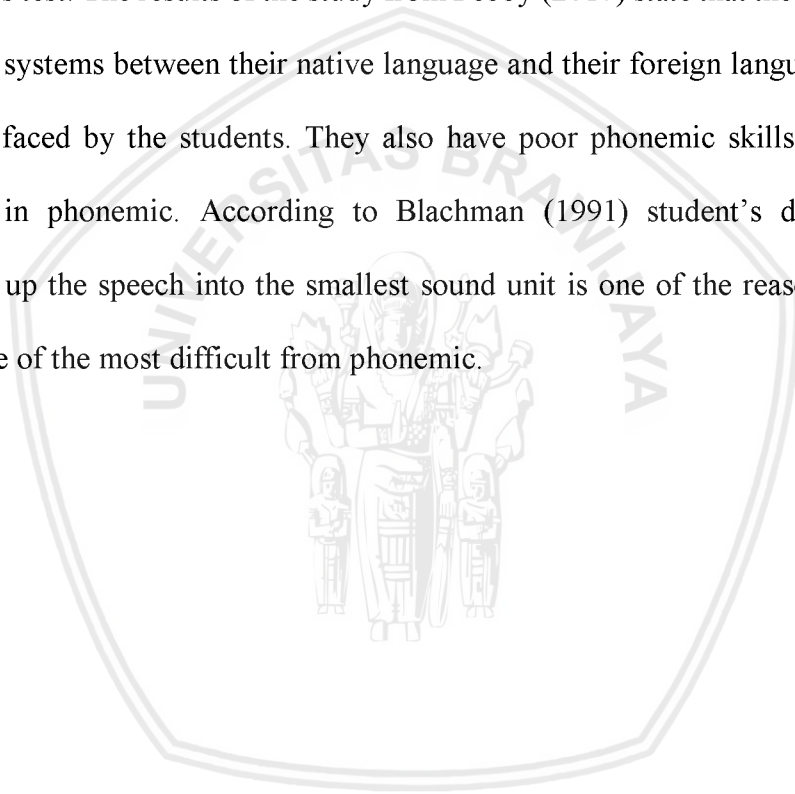
Blending skill is ability to combining sounds into word. Blending skill can affect the listening ability of EFL learners. Results show that Indonesian EFL learners blending skills is categorized medium (Mean = 5.09). EFL learners can blend the word /stamp/, /sport/, /must/, /dusk/, /got/, and /plate/ into the correct phoneme. In another word, they can't blend it into the correct phoneme such as /shelf/ and /trip/. Blending skill is the ability of combining sound in word that affect the listening (Hanna Kivistö-de Souza, 2015)

Segmenting skill, the category in segmenting skill is poor. This is the lowest mean from all of the skills, they are unaware in segmenting phoneme into word such as /b//ʌ//m//p/, /f//ʌ//əʊ//t/, /f//ʌ//n/, /g//r//eɪ//p/, /t//e//n/, /f//aɪ//n//d/, /k///e//ɪ//dʒ/, and /f//ɒ//k//s/. Segmenting is the ability to break words down into individual sounds. Findings reveal that Indonesian EFL learners segmenting skills is categorized poor with mean = 1.47.

The low ability of EFL Learners in segmenting the word is presumably triggered by the low awareness on the previous skills, identification and blending

as argued by Le Roux (2017) that students tend to lose of meaning and struggle to know the word that contribute to the low ability in segmenting.

It can be seen that the result of Identifying skills, blending skill, and segmenting skill shows that the EFL learners phonemic awareness are poor. This is due to the fact on the ground that students are struggling to accomplish phonemic awareness test. The results of the study from Febby (2017) state that the differences of sound systems between their native language and their foreign language are the problem faced by the students. They also have poor phonemic skills. They feel difficult in phonemic. According to Blachman (1991) student's difficulty in breaking up the speech into the smallest sound unit is one of the reasons for this being one of the most difficult from phonemic.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the study based on the findings and discussion which obtained through the study.

#### 5.1 Conclusion

English phonemes are challenging for Indonesian EFL learners. It is proven by the current study that Indonesian EFL learners have problems in identifying English Phonemes. By testing the 5 sub skills (Onset fluency, final sound, medial sound, blending, and segmenting), this research reveals that phonemic awareness is very important in language learning. it contributes to the language acquisition of second language learners, to be specific, the awareness of English Phonemic will influence EFL learners' English acquisition. Therefore, phonemic awareness should be developed an early stage of a child.

The most challenging English phoneme to be identified by the students are phoneme /r/, /g/, /ð/, /p/, and /w/ in onset fluency, phoneme /b/, /p/, /t/, and /k/ in identifying final sound, last is phoneme /əʊ/ in identifying medial sound. In blending phoneme, students are challenging in word /shelf/ and /trip/. Last is segmenting word, students are challenging in segmenting /b//ʌ//m//p/, /f//l//əʊ//t/, /f//ʌ//n/, /g//r//e//p/, /t//e//n/, /f//a//n//d/, /k//e//i//dʒ/, and /f//v//k//s/.

The lack of English Phonemic Awareness experienced by EFL learners probably caused by the different phoneme between Bahasa Indonesia and English. It is also assumed that EFL learners less exposed to the English phonetics.

## **5.2 Suggestion**

The researcher gives suggestion to the students, future researchers, and English Language Education Program, based on conclusion above:

### **5.2.1 The Students**

For the third-semester students of English Language Education Universitas Brawijaya, they must learn more about phonemic. It is better if they know phonemic knowledge in early age. Then, have a lot of listening practice so they don't feel difficult and miss listening to native speakers.

### **5.2.2 Future Researchers**

It is better to record the native speakers using a good recording device. To get clear sound recordings and can be heard well by the participants. Then in addition, maybe the next researcher can use a different accent to do this research. To see about the results, it is same or different.

### **5.2.3 English Language Education Program**

It is suggested for the program design curriculum that introduce phonemic knowledge when they were in the first semester to raise the English Phonemic Awareness of the students since the study reports that PA is essential to the language acquisition.

## **5.3 Research Limitation**

Based on findings and discussion, there are several problems faced by students when the test is going. The first problem is that the students feel struggling to interpret their Bahasa Indonesia into English Language. The next problem is that the students find difficulties to hear the sound from native speaker recordings, they

feel that the sound of native speaker recordings is very fast and they often ask for repetition. So they answered randomly. The final problem is the lack of students' knowledge about phonemic. Many of them don't understand phoneme sounds chart and they answer randomly using random phoneme. The phonemic awareness of Indonesian EFL learners are poor, it caused by their phonemic knowledge are lack.



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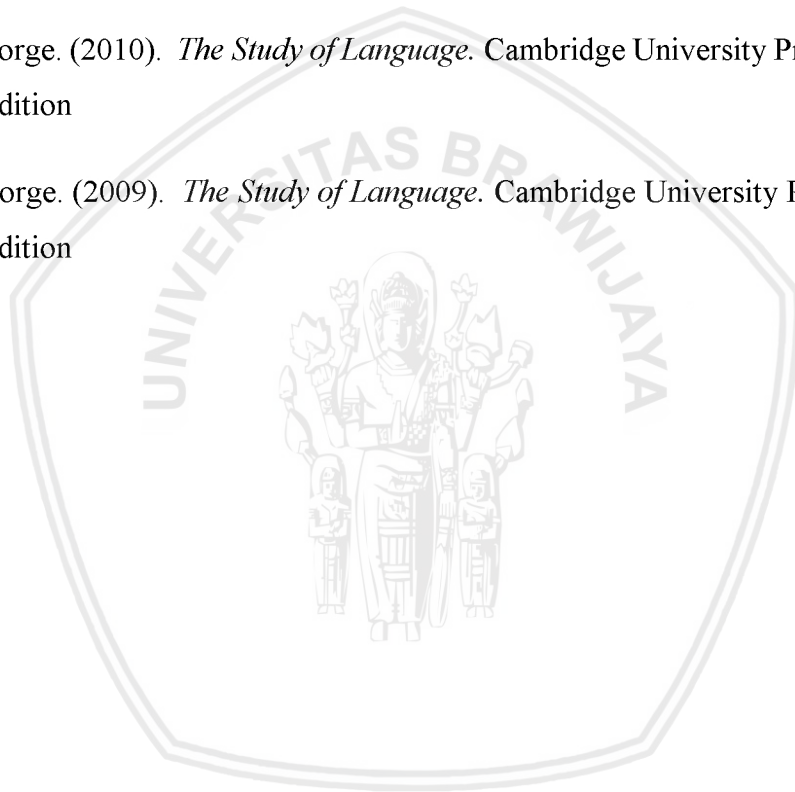
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## APPENDIX 1

### Phonemic Awareness Skills Assessment

Skill 1 : Onset Fluency (Identifying the initial sounds in the words)

**Direction : Identify the beginning sound of the pronounced words**

1. mad _____ /m/	3. get _____ /g/	5. dig _____ /d/	7. chain _____ /tʃ/	9. whale _____ /w/
2. rock _____ /r/	4. hot _____ /h/	6. ship _____ /ʃ/	8. these _____ /ð/	10. plug _____ /p/

#Correct/10

Skill 2 : Identifying Final Sounds

**Direction : Identify the final sound of the pronounced words**

1. cup _____ /p/	3. seal _____ /l/	5. bike _____ /k/	7. sand _____ /d/	9. cliff _____ /f/
2. kite _____ /t/	4. grab _____ /b/	6. wish _____ /ʃ/	8. dream _____ /m/	10. grass _____ /s/

#Correct/10

Skill 3 : Identifying Medial Sounds

**Direction : Identify the medial sound of the pronounced words**

1. cab _____ /æ/	3. nut _____ /ʌ/	5. fox _____ /ɒ/	7. feet _____ /i:/	9. light _____ /aɪ/
2. get _____ /e/	4. big _____ /ɪ/	6. made _____ /eɪ/	8. rope _____ /əʊ/	10. cube _____ /u:/

#Correct/10

Skill 4 : Blending Phonemes into Words

**Direction : Blend and write the phonemes into word**

1. f-r-ə-ʊ-z _____ froze	3. ʃ-e-l-f _____ shelf	5. s-p-ɔ:-t _____ sport	7. d-ʌ-s-k _____ dusk	9. t-r-i-p _____ trip
2. s-t-æ-m-p _____ stamp	4. g-ɒ-t _____ got	6. b-e-n-t _____ bent	8. p-l-eɪ-t _____ plate	10. m-ʌ-s-t _____ must

#Correct/10

Skill 5 : Segmenting Words into Phonemes

**Direction : Segment and write the phonemes into word**

1. fun _____ f-ʌ-n	3. lid _____ l-i-d	5. fox _____ f-ɒ-k-s	7. left _____ l-e-f-t	9. grape _____ g-r-eɪ-p
2. cage _____ k-eɪ-dʒ	4. ten _____ t-e-n	6. bump _____ b-ʌ-m-p	8. find _____ f-aɪ-n-d	10. float _____ f-l-əʊ-t

#Correct/10

## APPENDIX 2

### Berita Acara Bimbingan Skripsi

**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA**



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### BERITA ACARA BIMBINGAN SKRIPSI

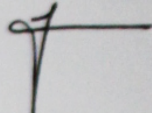
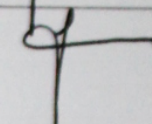
1. Nama : Lintar Yurianto
  2. NIM : 155110501111002
  3. Program Studi : Pendidikan Bahasa Inggris
  4. Topik Skripsi : Phonemic Awareness
  5. Judul Skripsi : Indonesian EFL Learners' English  
Phonemic Awareness
  6. Tanggal Mengajukan : 31 Agustus 2018
  7. Tanggal Selesai : 17 Juli 2019
  8. Nama Pembimbing : Alies Poetri Lintangari, S.S., M.Li.
- Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1	31 Agustus 2018	Pengajuan Judul	Alies Poetri Lintangsari, S.S., M.Li.	
2	18 September 2018	Konsultasi Judul	Alies Poetri Lintangsari, S.S., M.Li.	
3	13 November 2018	Pengajuan BAB I dan II	Alies Poetri Lintangsari, S.S., M.Li.	
4	13 Desember 2018	Revisi BAB I, II dan pengajuan BAB III	Alies Poetri Lintangsari, S.S., M.Li.	



5	14 Desember 2018	Konsultasi BAB III	Alies Poetri Lintangsari, S.S., M.Li.	
6	17 Desember 2018	Konsultasi BAB III	Alies Poetri Lintangsari, S.S., M.Li.	
7	18 Desember 2018	Konsultasi BAB III	Alies Poetri Lintangsari, S.S., M.Li.	
8	20 Desember 2018	Konsultasi BAB III	Alies Poetri Lintangsari, S.S., M.Li.	
9	25 Februari 2019	Revisi BAB III	Alies Poetri Lintangsari, S.S., M.Li.	
10	6 Maret 2019	ACC Semprom	Alies Poetri Lintangsari, S.S., M.Li.	
11	13 Maret 2019	Semprom	Alies Poetri Lintangsari, S.S., M.Li.	
12	10 Juni 2019	Konsultasi BAB IV dan V	Alies Poetri Lintangsari, S.S., M.Li.	
13	18 Juni 2019	Revisi BAB IV dan V	Alies Poetri Lintangsari, S.S., M.Li.	
14	19 Juni 2019	ACC Seminar Hasil	Alies Poetri Lintangsari, S.S., M.Li.	
15	21 Juni 2019	Seminar Hasil	Alies Poetri Lintangsari, S.S., M.Li.	
16	2 Juli 2019	ACC Ujian Skripsi	Alies Poetri Lintangsari, S.S., M.Li.	
17	9 Juli 2019	Ujian Skripsi	Alies Poetri Lintangsari, S.S., M.Li.	



18	15 Juli 2019	Revisi setelah ujian	Alies Poetri Lintangsari, S.S., M.Li.	
19	17 Juli 2019	ACC Jilid	Alies Poetri Lintangsari, S.S., M.Li.	

Telah dievaluasi dan diuji dengan nilai :

B+

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