

**THE CORRELATION BETWEEN PHONEMIC  
AWARENESS AND LISTENING PERFORMANCE OF  
ENGLISH EDUCATION STUDY PROGRAM  
STUDENTS AT UIN RADEN FATAH PALEMBANG**

**A Thesis by**

**Hikmah Zalifah Putri**

**Student Number 06011381520052**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG**

**2018**

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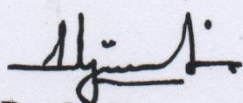
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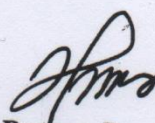
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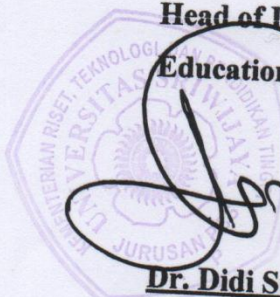
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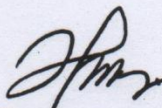
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English Education Study Program Students at UIN Raden Fatah Palembang**

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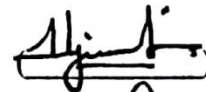
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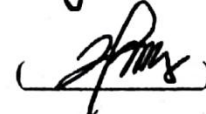
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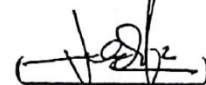
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## DECLARATION

I, the undersigned,

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Palembang, 22 Desember 2018

The Writer

HZP

## **DEDICATION AND MOTTO**

### **This thesis is dedicated to:**

- Allah SWT., the All Mighty who has blessed, guided, and given me the opportunity to complete this thesis.
- My parents, Herizal and Hanifa Aziza, who have been very supportive and patient with me during the writing process of this thesis and before that. Thank you for the love you have given me, and for always praying for my well being. Thank you for being the reason I am pushing forward in life. You both are and always will be my anchor.
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## **MOTTOS**

“People get built different. We don’t need to figure it out, we just need to respect it - B. Bonnibel”

“Be kind to yourself so you can be happy enough to be kind to the world - Misha Collins”

“Be strong in the moments where you want to be weak because life itself is worth living for. If you’re not living the life that you want, you fight for that life - Jensen Ackles.”

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## **ABSTRACT**

The objectives of this study were to find out whether or not there was a significant correlation between students' phonemic awareness and listening performance, and also to find whether or not there was a significant contribution of phonemic awareness to listening performance. The sample of this study was 83 fifth semester students of English Education Study Program at UIN Raden Fatah Palembang. The technique of collecting the data was total population sampling. In collecting the data the researcher used two kind of tests. The first was a phonemic awareness test, and the second was listening test in a form of cloze test. The data then were analyzed using Pearson Product Moment Correlation Coefficient and Simple Linear Regression in SPSS version 24. The result of Pearson Product Moment Correlation Coefficient showed that (1) there was a significant correlation between phonemic awareness and students' listening performance because p-value (0.000) was higher than (0.05), and (2) there was 59% contribution of phonemic awareness to students' listening performance.

***Keyword:*** *Correlation, Phonemic Awareness, Listening Performance*

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# CHAPTER 1

## INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### 1.1 Background of the Study

English is an international language used by people around the world to communicate. English is used to focus on written communication (e.g letter, academic paper, news, books, etc.) but now it has shifted to oral communication especially in East and Southeast Asian countries. This has caused English to be learned by many as ESL or EFL (Sawir, 2005).

It is English that stands at the very centre of the global language system. It has become the *lingua franca par excellence* and continues to entrench this dominance in a self-reinforcing process. It has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalised advertising and popular culture.

(Held, McGrew, Goldblatt, & Perraton, 1999, p. 346).

English is a tool of communication for business, politics, education, and other purposes. This leads to non-English speaking countries integrating English as part of their curriculum. By doing this, the citizen will be able to use English in those situations. Especially in working sectors that involve communicating with people from other countries.

In Indonesia, English is a foreign language. English native speakers utterances become model and standard for pronunciation and understanding meaning (Cahyono, & Widiati, 2015). Students are expected to master four English language skills and three language components. Those four language skills of English are reading, writing, listening and speaking. Each skill is important, but the writer will focus on listening comprehension. Listening comprehension is an important skill to develop in learning English.

However, in East and Southeast Asian nations EFL teaching does not fully support the need for oral communications as they focus more on learning to read English-language texts and to write in English (Sawir, 2005). Many teachers in East and Southeast Asian nations, especially Indonesia, focus their teaching processes on grammar and its usage. They pay little to no attention to oral communication (speaking and listening) since they learned English the same way. Teachers that have been taught this way feel more comfortable to teach their students the same way as them. Even though that, the need for listening and speaking skills cannot be avoided.

Cahyono and Widiati (2015) have argued that learning listening comprehension in ESL/EFL setting has become unavoidable. Students most likely spend their time doing listening than speaking or other skills. Gilbert (1989) notes that students are expected to listen 65-90 percent of the time during learning processes from kindergarten through high school. It is a necessary skill that can help the development of ESL/EFL students' English skill as stated by Rost (2002) that listening provides input for learners. Cahyono et al. also stated that listening comprehension is a crucial skill for communicating in English. Communication can not take place if the message spoken is not understood by the receiver. This requires a good level of listening comprehension. Vandergrift (2007) states that listening is at the heart of learning English and the aim is to be able to understand the utterances of English native speakers. Yet some students find difficulties in listening to real-native speakers. Many EFL learners point out that of all the English skills they need to master, it is listening that is most difficult for them (Bacon, 1989).

Listening difficulties are defined as characteristics, internal and external, that might interrupt text understanding and processing problems at various stages of listening (Goh, 2000). During listening process, there are several factors that may affect learners' listening. Some factors have been the focus of many researches. They are speech rate, lexis, phonological feature and background knowledge or knowledge of the students' L1 (Conrad, 1989; Blau, 1990; Long,

1990; Chiang and Dunkel, 1992; Griffiths, 1992; Rost, 2002; Zhao, 1997). Different characteristic with ESL/EFL students' mother tongue also contributes as a factor that affect someone's listening (Nasir, 2014) All of these factors play a role on affecting the development of listening. Phonemic awareness is included in the phonological feature factor that affects listening.

Montero (2014) argues that native language influences the way people master a second language or a foreign language. If the native language or L1 is completely different than the targeted language, then the knowledge of the L1 will interfere with the learning process (Ellis, 1985). Since there are different characteristics between English and Indonesian, students find problems on listening to English native speakers. These differences interfere with Indonesian students' learning processes because they can't help but to compare the knowledge they have of their own language when they learn English.

Adams (1994) states that in speaking and listening, ESL/EFL learners focus on understanding the meaning as a whole and processing phonemes, syllables and words happens by itself. So even without learning it in formal situations, students already have phonemic awareness. This phonemic awareness happens without a doubt during listening comprehension. When students process phonemes, it is their phonemic awareness that processes them. Cheung, Chen, Lai, Wong, and Hills (2001) describe phonemic awareness as "the ability to analyze spoken language into its component sounds and to manipulate these smaller units" (p. 228). It means the phonemic are analyzed and manipulated during listening situations. It is further explained by Cheung et. al that phonemic awareness is the awareness of words in phonemic levels. People can differentiate words such as light, might, and right as different words by recognizing the phonemes /l/, /m/, and /r/ in the beginning of each words. Cheung, et. al speculated that phonemic awareness has an impact on the process of listening comprehension.

This speculation then was proven right by Cheung et al. (2001). It was shown from their research that there is a correlation between phonemic awareness and listening. Other researchers also stated that phonemic awareness has an effect on listening performance (Caralovas & Bruck, 1993; Wagner, Torgesen, Laughon, Simmons, & Rashotte, 1993; Cheung, Chen, Lai, Wong, & Hills, 2001; Cheung, 2007; Li, Cheng, & Kirby, 2012).

Phonemic awareness has always been linked to reading and writing (Bradley & Bryant, 1991). Nowadays, researchers begin to link phonemic awareness and listening comprehension (Cheung et al., 2001; Cheung, 2007). They believe that since there is a link to reading and writing there is also a link to speaking and listening. Phonemic awareness can help listening comprehension because it deals with speech sounds (Cheung, 2007) For example, L2 learners with good phonemic awareness will be able to associate the sound /meik/ with the word “make” and the sound /meid/ with the word “made”. Phonemic awareness plays an important role on listening comprehension's development. Listening comprehension also affects phonemic awareness' development.

The study on phonemic awareness usually have elementary students as its samples. The reason for this is because phonemic awareness has been linked to early childhood reading ability (Pressley, 2003). The children have been taught from early education how to pronounce words on phonemic levels since the education system uses English as the medium of instruction (whether English is the first language of the students or not). According to Mann (1986) children in America learn to read the English words by alphabet which represents words at a phonemic level. This is evident by the activities performed by the students during learning process. Those activities are phoneme-based word games such as “pig-Latin” and “Geography”. By playing those games American children are aware of phonemes and syllables. Liberman, Shankweiler, and Carter (1974) have found out that American children’s awareness of phonological structure improve by the age they learn how to read.

In Indonesia, however, English is taught differently. In Indonesian curriculum, English is not listed as one of the main subjects for elementary students, because English is taught in secondary schools (Mistar, 2005). Like many Southeast Asian countries, English is taught with the focus on using the correct grammar (Sawir, 2005). Something such as correct pronunciations is taught with teacher pronouncing the words as a whole and the students repeating the words. The students are not taught the pronunciation on phonemic levels.

Phonemic is part of phonology, and phonology is officially taught to those who pursue English as a major in a university. English education study program students are acquired to take a phonology class where they learned about phonemes. In determining the level of phonemic awareness of students, they should at least know English phonemes. That is why it is crucial for the writer to take English education major as a sample.

Based on the discussion above, the writer will conduct a correlation study entitled **“The Correlation between Phonemic Awareness and Listening Performance of English Education Study Program Students of UIN Raden Fatah Palembang”**. The writer would like to know whether or not there is a significant correlation between phonemic awareness and students’ listening performance.

## **1.2 The Problems of the Study**

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

1. Is there any significant correlation between phonemic awareness and students’ listening performance?
2. Is there any significant contribution of phonemic awareness to students’ listening performance?

## **1.3 Objectives of the Study**

Based on the problems of the study above, the objectives of the study are to find out whether or not:



1. There is a significant correlation between phonemic awareness and student's listening performance.
2. There is a significant contribution of phonemic awareness to students' listening performance.

#### **1.4 Significances of the Study**

The significances of the study are as follows:

1. For educators:

To provide some information on phonemic awareness and its contribution to students' listening performance.

2. For researchers:

To use the findings as a basis for further study about phonemic awareness and students' listening performance.

3. For the writer:

This correlation study will answer the writer's questions about phonemic awareness and students' listening performance. The result will give information whether or not there is a significant correlation between phonemic awareness and students' listening performance. It will also show how much contribution phonemic awareness has on students' listening performance.

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