

THE IMPORTANCE OF PHONOLOGICAL AWARENESS FOR ENGLISH FOREIGN LANGUAGE STUDENTS

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ABSTRACT

Phonology may be a field of etymology that thinks about, analyzes and talks about arrangements of dialect sounds which are etymologically shaped from the words phon, to be specific sound, and logi, specifically science. Agreeing to the progression of sound units which are the question of consider, phonology is isolated into phonetics and phonemics. Within the learning prepare as a outside dialect. Each understudy must get an approach that emphasizes habituation and capacity (talking, perusing, composing and tuning in) to utilize the dialect they have learned. This article was composed utilizing subjective strategies based on library investigate. This could be translated as a investigate prepare carried out utilizing different scholarly sources or in this setting sources related to The Significance Of Phonological Mindfulness For English Outside Dialect Understudies as reference fabric. phonological mindfulness is vital for English as a Remote Dialect exceptionally youthful learners. "Phonological mindfulness alludes to the set of abilities which empowers us to analyze the sounds in words we say and listen" (Layton & Deeny, 2002,). Other creators have characterized the concept of phonological mindfulness, and most definitions incorporate two fundamental concepts. To begin with, phonological mindfulness could be a ability or capacity. And to begin with, it incorporates a clear tongue examination.

Keywords : *Phonological; English, Language Studend.*

INTRODUCTION

As it is the main language in most countries in the world, English is a universal language. Apart from that, one of the foreign languages that is important to learn or master is English. English is taught as a second language in some countries, especially in former British colonies, and is studied after local languages. This is clearly visible in the educational landscape in Indonesia. From elementary school to graduate school, students are taught a wide variety of subjects, including English.

With the 1994 Basic Education Curriculum, the Indonesian government began teaching English to children in schools and introduced English as a local content topic. Even though the 2013 curriculum introduced in SD/MI in Indonesia did not include English language education, this is not the case. This means that English classes cannot be held at school. Teaching English in schools is still permitted through extracurricular activities. (Novi Indriyani, Laylatul Usriyah, 2022)

Various English learning techniques will certainly stimulate students' interest in learning. This is a challenge for elementary/MI English teachers. Teachers must continue

to innovate to help students participate actively in the learning process. Less than 8% of Indonesians speak English well and correctly, and this percentage is still relatively low. On the other hand, English is effective in conveying Indonesia's potential so that it can help raise Indonesia's profile abroad. (Novi Indriyani, Laylatul Usriyah, 2022)

English is probably the most widely used dialect because it is the most commonly used dialect in most countries in the world. In addition, English is a global dialect and important to learn or study. In some countries, especially former British colonies, English is the second most prominent dialect after the native dialect. Even though English is a foreign dialect in Indonesia, this language has an important role in the daily lives of our society. In the world of Indonesian education, this is commonly seen.

English is one of the subjects instructed to understudies from basic to progressed levels. The Indonesian government started educating English to rudimentary school (SD) or Madrasah Ibtidaiya (MI) understudies based on the 1994 basic school educational programs. Since the presentation of this educational modules, English subjects have too been instructed in expansion to lesson IV (4) SD/MI fabric. Indeed in spite of the fact that the 2013 educational programs executed in Indonesian SD/MI maintains a strategic distance from educating English, this does not mean that educating English is disallowed in schools. Schools are still permitted to offer English classes as portion of after-school programs. (Blisma maduwu, 2016)

A variety of English learning procedures can certainly attract students' interest in learning. This can be a disaster for English teachers in SD/MI. Instructors require continuous progress so that students can be effectively included in instructional preparation. The infiltration of legitimate and accurate use of English in Indonesia is still very poor, especially below eight percent. In fact, English makes Indonesia superior in the international world because the potential of this nation can be communicated well using this universal dialect. Apart from that, there is still an opinion that Indonesian people who speak English are considered not nationalist, even though this is an incorrect assumption. Indonesia is a developing country, so it still has to follow the international world which makes English an international language. (Byslina Maduwu.2016)

METODHE OF RESEARCH

This article was written using qualitative methods based on library research. This can be interpreted as a research process carried out using various literary sources or in this context sources related to The Importance Of Phonological Awareness For English Foreign Language Students as reference material. This method also helps researchers deepen terrorism research and sharpen their methodology without having to go into the field.

The author has collected various information regarding The Importance Of Phonological Awareness For English Foreign Language Students as reference material. In this regard, the author divides reference materials into two sources, namely primary sources and secondary sources. Primary sources refer to the purchase of Israeli products to defend Palestine. The author hopes that by combining these two sources, the existence of this article will not only be theoretical, but also more factual, and can enrich the treasures of education throughout the world. As a scientific work, writing this journal certainly also has research objectives. The aim of this journal study is The Importance Of Phonological Awareness For English Foreign Language Students. (Mestika Zed. 2008)

RESULT RESEARCH

1. Defenition Of Phonology

Phonology is the science of the lexicon of dialect sounds (phonemes) and their conveyance. The word phonology actually includes a straightforward meaning. Phonology comprises of a combination of the words or (fon) which suggests sound and logi which implies science. Phonology is characterized as the ponder of dialect which thinks about the sounds of dialect delivered by the human discourse device. The field of consider of phonology is dialect sounds which are the littlest units of discourse with sound units that shape syllables.

Phonology comprises of 2 (two) parts, specifically phonetics and phonemics. Phonology is distinctive from phonetics. Phonetics considers how the phoneme sounds of a dialect are realized or articulated. Phonetics moreover considers how the human body's organs work, particularly those related to them. with dialect utilize and elocution. In other words, phonetics is the portion of phonology that thinks about how to produce language sounds or how a sound, dialect sounds are delivered by the human discourse device. In the mean time, phonemics may be a part of phonology that ponders discourse sounds concurring to their work as differentiators of meaning.

Agreeing to (Chaer, 2007:100) phonology could be a field of phonetics that ponders, analyzes and examines groupings of dialect sounds which are etymologically shaped from the words phon, specifically sound, and logi, specifically science. Agreeing to the hierarchy of sound units which are the question of consider, phonology is partitioned into phonetics and phonemics. In common, phonetics is as a rule clarified as a department of phonology that considers the sounds of dialect without paying consideration to whether these sounds have a work to distinguish meaning or not. Meanwhile, phonemics may be a department of phonology that ponders the sounds of dialect by paying consideration to the work of these sounds as differentiators of meaning. In line with this explanation, Satriya (2008:1) states that phonology in Javanese is additionally called widyaswara, Widya implies information and swara implies sound.

Phonology is the science that examines and considers dialect sounds agreeing to their work. Phonology is the science that explores the phonemes of a dialect. Phonology thinks about the sounds delivered by the human discourse device, so phonology encompasses a equation or standard with respect to how each phoneme is delivered by the human articulator. For case, the consonant /t/ is articulated in a stop-blown way with the tongue touching the teeth (dental) and occurs in a voiceless condition (vocal strings don't vibrate). The vowel /a/ is articulated with the lips open, the tongue situated moo, the tongue moving forward. Phonology could be a field in phonetics that examines dialect sounds concurring to their work or phonemics (Kridalaksana, 2011:63).

The Huge Indonesian Lexicon (Suharso & Retnoningsih, 2006:143) states that phonology may be a field in etymology that explores dialect sounds agreeing to their work. In assention with this, the Kridalaksana phonetics word reference states that phonology may be a field in linguistics that examines dialect sounds

concurring to their work. Hence, phonology is the sound framework in Indonesian or it can too be said that phonology is the science of dialect sounds. Underneath we'll examine the sciences secured by phonology.

2. English

It cannot be denied that English could be a lingua franca. English is utilized at official meetings of the Joined together Countries (UN). English is additionally utilized as the standard tongue for worldwide flights. Wherever we go around the world, we are confronted with the utilize of English the primary time we set foot in an airplane terminal or harbour. examine from the nation we are getting to.

This demonstrates that English is exceptionally broadly utilized. Hence, learning and mastering English can ended up a need, in the event that we do not ought to say it can gotten to be a need. In Indonesia, learning English is still something that's exceptionally troublesome for most individuals, and some of the time indeed frightening for a few bunches. A few time back, it was introduced in rudimentary schools, English was instructed beginning from junior tall school level, for 3 (three) a long time; at tall school level, for 3 (three) a long time. Seen from a time viewpoint, 6 (six) long periods of time can be a long time to ace one range of ability. Really, after considering for 6 (six) a long time, most of us still cannot talk English, indeed within the most complicated structures. . In truth, numerous individuals conclusion up not knowing a single word of English. In truth, on the off chance that Indonesian children are asked what their dreams are, most of them need to ended up pilots, masters, and so on. (Brian Tomlinson, 2005).

All of these callings require great English aptitudes, so they can make their claim eagerness. English could be a gigantic exchange, English tongue abilities are no diverse. "This is critical for a person's competitiveness. "With great English lingo aptitudes, tall competitiveness, it is exceptionally important for our nation,". But that doesn't cruel we ought to disregard Indonesian which has ended up our national tongue. Instructing tongue is one component of educating as crude fabric. learning both in formal and non-formal instructive teach, with respect to the representation of English tongue instructing in Indonesia, we are not like most schools in urban zones. What is at the center of Dharmawangsa College is the representation of current English educating as seen within the English dialect instructing setting in Indonesia.

Based on an examination conducted by the world of instructing, EF English To begin with reported the primary comprehensive report on the list. English tongue capacity or EF English Capability List (EF EPI) in 44 nations English dialect capacity in Indonesia is exceptionally good at 34th put, whereas Malaysia is at 9th put. The EF EPI is the most list that compares the English lingo capacities of grown-ups totally different nations. This file employments special test data (uncommon techniques) on more than two million individuals in 44 nations, who utilized free online tests over a three-year period (2007-2009)(Fisher, 2011).

The most center is on whether the instructive programs that have been set up in schools have been able to contribute to progressing the instructing of English tongues or not. In common, instructive modules made by schools have not been able to engage understudies in Indonesia to be able to talk English successfully. Separated from that, in case we see at the increment in English dialect learning in Indonesia, right now children have a part of time to memorize English (from kindergarten to PT). Coherently and theoretically, these proposals can be well caught on, in case children have time to memorize English, they will rapidly be able to talk English, particularly in case they learn English from an early age.

Can this speculation be associated in Indonesia? Separated from school instruction modules and educating procedures, one exceptionally noteworthy issue can be seen which is the most key to making strides English dialect aptitudes. Paying consideration to the position of English as a farther tongue is the most reason why our children's capacities are destitute. Speculatively, we are able see that the way we see English as an outside tongue will certainly be diverse in case we see English as a lingo of the minute or L2 (implies of communication of the minute) as in Malaysia and Singapore which utilize English in English. life unfurls in extension to the main/official tongue. (official lingo).

In Indonesia, English is as it were instructed in schools but isn't utilized in life. That's why English in Indonesia is by and large instructed as a outside lingo. The term 'foreign language' within the field of tongue instructing is distinctive from 'second language'. Long-distance lingos are tongues that are not utilized as a implies of communication in a specific nation where they are taught. In the mean time, the second lingo could be a lingo that's not the foremost common lingo but is one of the tongues commonly utilized in a nation. In the event that we return to the definition of tongue as a communication system in talk and composing utilized by people of a specific country. So, the status of a tongue, whether as a mother tongue, moment dialect, or foreign tongue, will moreover impact the reasons why a tongue is considered.(Brian Tomlinson, 2005).

3. English as a Foreign Language

English as a outside dialect implies that English is as it were utilized and plays a part in learning in an instructive institution, both formal instructive teach and non-formal instructive educate and isn't utilized as a dialect in social life and in lifestyle intelligent. utilized as dialect. premise in a nation (Tomlinson, 2005).

English as a remote tongue implies that English is as it were utilized and plays a part in learning in an educational institution, both formal instruction educating and non-formal instruction educating and isn't used as a lingo in social life and in standard of living. cleverly is additionally not utilized as a tongue. introduce in a nation (Tomlinson, 2005).

It seems that English as it is considered at the level of hypothesis and science. Usually, of course, it contradicts the concept of dialect learning: where learning a dialect implies learning 4 dialect aptitudes:tuning in, talking, perusing and composing. Within the learning handle as a outside dialect. Each understudy must get an approach that emphasizes habituation and capacity (talking, perusing, composing and tuning in) to utilize the dialect they have learned. A few

characteristics or characteristics of outside dialect learning carried out at school are:

1. The point of a outside dialect learning strategy is hone, instruction and culture. In outside dialect learning, the hone of the dialect being considered is the foremost vital thing that must be done by understudies. This implies that the instructor not as it were gives information approximately articulation, structure or arrange of sentences, but moreover makes dialect intelligent, particularly from the outside dialect that students have procured. , this points to pick up mental support additionally hone information development.
2. The strategy utilized employments a few standards:
 - a. Verbal dialect is the essential principle utilized by instructors within the learning prepare.
 - b. Understudies are given an understanding of the fabric that will be instructed orally some time recently perusing or composing it down.
 - c. Prioritize dynamic learning
 - d. Smothering the hone carried out by understudies

In communicating information, phonetic arrangement is very necessary, phonetic arrangement makes a difference for students in choosing a discourse framework in communication, meaning and the work of the discourse itself. This means that communication carried out by students can be a process, and information regarding the etymological structure alone is not enough (Tomlinson, 2005).

An vital run the show that's utilized as a run the show for learning English as a long-distance tongue is the application of English itself when utilized in a social environment, meaning that the lingo is utilized scholarly people in social life (Tomlinson, 2005). So, on the off chance that lingo can be an capacity that must be utilized at that point utilizing English in genuine life is the key to triumph in acing that tongue. For illustration: understudies who ace a wide vocabulary fundamentally cannot talk or get it English well, understudies who have memorized all sorts of tenses or language structure may not essentially be able to compose English well, and understudies who have memorized numerous tenses or language structure may not fundamentally be able to type in English well, and understudies who ace numerous English expression tenses may not be able to utilize them accurately.

DISCUSSION OF RESEARCH

Phonological consideration may be an unused concept for our. We talked around it when we examined how children procure their starting tongue, and it caught my consideration. At this time of year, we were talking about phonological concerns in English, and we kept considering around this concept. That's when we chose, we needed to inquire almost phonological concerns in English as a Long-Range Lingo. we was excessively enthusiastic approximately Montessori materials and the autonomy it advertised understudies, so within the beginning, we chose to make manipulative structures that taken after Montessori guidelines that made a distinction in understudies planning their sound-related capacities to partitioned the 4 sets of English vowels. The thought is to conduct a pre-test and post-test to decide the ampleness of this fabric in

students' capacity to isolated and verbalize vowels. In any case, there were a few variables that made me select to alter the title of my paper. This year we am interning in Finland. This internship is until Easter. This truth leads to two primary issues:

We may not do any follow-up on the fabric, so we ought to put as well much weight on the educators; and we likely won't do the post-test until after Easter, which is as well late for me. In this way, we chose to abbreviate this exertion. We will center on arranging a phonological mindfulness test for Catalan 5-year-olds learning English as a Remove Lingo (EFL) and analyzing the Catalan Basic Directions Instruction module, as well as conducting center bunches with preschool teaches and English dialect educates. My address around addresses is whether.

Phonological consideration is particularly vital for English as a Long Remove Lingo for exceptionally youthful learners. "Phonological attention relates to a set of gifts that empower us to analyze the sounds within the words we talk and tune in to" (Layton & Deeny, 2002,). Other makers have characterized the concept of phonological consideration, and most of their definitions combine two main thoughts: the most one, that phonological consideration may be a capacity or capacity; and to begin with, it incorporates a thorough tongue examination. as an outline, state: b"La conciencia fonológica se refiere a la toma de conciencia de cualquier unidad fonológica del lenguaje hablado".

Another thought with which numerous makers concur is that "the particular thought that talked tongues comprise of courses of action of these little sounds does not emerge clearly or effectively for people" (Adams, Foorman, Lundberg & Beeler, 2004, p.1), which brings We think that this capacity must be arranged. commented that "phonological mindfulness is the understanding of different ways that verbal lingo can be apportioned into more diminutive components and controlled".

Numerous makers state that phonological consideration is the key to the change and securing of perusing capacity. For case, Layton & Deeny (2002) state that "phonological consideration is fundamental for perusers to require full advantage of the alphabetic rules that bolster the lingo system we construct" (p. 8). Other makers such as Content fashion & Vilaró (2002) and Cuadro & Trias (2008) moreover point out the significance of phonological consideration for perusing and spelling wins. "Consideration to phonemes is fundamental to understanding the in sequential order rules that underlie our organized colloquial system" (Chard & Dickson, 1999, p. 263).

found that generally phonological consideration planning expanded learners' capacity to confine prepared sounds, in spite of the truth that learners did not accomplish local segregation levels. He too found that the students' capacity to form these sounds did not make strides altogether. As mentioned already, age may be an critical calculate within the trouble of accomplishing exactness in creating these sounds, but more investigate ought to be done to confirm this. Much of the considering around phonological consideration centers on phonological consideration inside lingos to begin with, but there's not much inquire about on whether phonological consideration plays an critical part in learning moment-to-moment or past lingos.

Adams et al. (2004), in his book, prescribes that "many of the works out counting rhymes, rhymes, tunes, and sounds that preschool-age children have long delighted in are within the domain of idealize fit" (p. 1) for phonological mindfulness arrangement, moreover expressing that these works out will advance upgrade phonological mindfulness

on the off chance that teachers pay consideration to this objective. This book gives educates with a phonemic mindfulness planning program for preschool-age children. The program displayed in this book guides children through planning from attunement in amusement to phoneme consideration and spelling start, moving powerfully from syllables to single sounds, which makes it a important asset for educates who ought to bring phonological consideration to their instruction. program.

Chard & Dickson (1999) proposed that “practices such as substituting distinctive sounds for recognizable melodic fundamental sounds can offer assistance children make phonological attention” (p. 261). They moreover propose having a clear thought of how these capacities create in children, where to begin and how to get ready, and utilizing materials that can offer assistance children “see” the tongue and ended up more mindful of it, such as manikins or cards. Let us not disregard that we are talking approximately exceptionally youthful children, and when organizing gatherings of this age there's an perspective that cannot be overlooked, to be specific fun. As Chard & Dickson (1999) clarify in their article, “instruction in phonological consideration can be fun, locks in, and age suitable, but the picture isn't as fundamental because it seems” (p. 263), so it is the teacher's duty. commitment to discover ways to realize those objectives.

Numerous creators, such as Cuadro & Trias (2008), state that the key to expanding students' phonological mindfulness is to supply them with works out that offer assistance them reflect on tongue and its normal units. Layton & Deeny (2002) give perusers with a few techniques or works out that can offer assistance educates advance Parenthood in their understudies:

“Nurseryvthymes, as well as jingles and other word recreations, act as triggers to raise phonological consideration to a speedier rate” (p. 11). They moreover pass on to the educators a few etymological tips which will too be valuable for children, for case, “should constrain the sound “schwa”: /ccoc/ rather than “cuh”” (p. 13).

Taking after this line of thought, Lourenço & Andrade (2014) found through their considering that the “language stimulating” (AtL) program contributed to the change of phonological consideration (differentiating evidence and control of sounds) in children's local dialect. In expansion, they found that the program was especially useful for children with other local dialects, because it covered more than one tongue. Furthermore, we might think that this program might be valuable for growing phonological consideration in remote tongues, and indeed way better for Catalan understudies, since they are in a bilingual environment. They describe the AtL program as an instrument that gives children with the opportunity to see “dialects and talk units as objects that they can observe, think approximately, and act on, which contributes to the enhancement of their fathers and improves reflection-based capacities with regard to lingos, considering their introduction palatable and deliberate” (Lourenço & Andrade, 2014, p. 315)

CONLUSION

Phonology may well be a field of phonetics that considers around, analyzes and looks at courses of action of tongue sounds which are etymologically molded from the words phon, particularly sound, and logi, particularly science. Concurring to the chain of command of sound units which are the dissent of consider, phonology is isolated into phonetics and phonemics. In common, phonetics is customarily clarified as a division of phonology that considers almost the sounds of tongue without paying thought to whether

these sounds have a work to distinguish meaning or not. Within the intervals, phonemics may well be a office of phonology that considers almost the sounds of lingo by paying thought to the work of these sounds as differentiators of meaning. In line with this clarification, Satriya (2008:1) states that phonology in Javanese in addition called widyaswara, Widya suggests data and swara infers sound.

found that phonological mindfulness planning basically increases the learners' capacity to isolate the arranged sounds, in show disdain toward of the truth that learners did not reach the original level of segregation. He also found that students' ability to make these sounds was essentially unimproved. As has now been pointed out, age figures may be of concern due to the difficulty of achieving precision in producing these sounds, but developmental research must be conducted to validate them. Much thought about phonological attention centers on phonological attention in primary terms, but there is little question about whether phonological attention plays an important role in tongue learning briefly or further

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