

**VOWEL SOUNDS RECOGNITION OF SEVENTH SEMESTER
STUDENTS AT STUDY PROGRAM OF ENGLISH
UNIVERSITAS BRAWIJAYA USING PHONEMIC
RESTORATION EFFECT (PRE) TEST**

THESIS

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ABSTRACT

Putri, Celya I.K. 2015., **Vowel Sounds Recognition of Seventh Semester Students at Study Program of English Universitas Brawijaya Using Phonemic Restoration Effect (PRE) Test.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Istiqomah Wulandari

Keywords: Phonemic Restoration Effect (PRE), top-down processing, bottom-up processing, listening strategy

Listening skill is one of four main aspects in learning foreign language. Nowadays, university or work entrance exams, exit exams, and other examinations often include listening aspect as an important part of the exams to measure applicant's foreign language proficiency. In this study, there are two problems of study, they are: (1) What type of listening strategy is mostly used by the 7th semester students of Study Program of English in Faculty of Cultural Studies Universitas Brawijaya in recognizing the vowel sounds and (2) What are the main factors causing difficulty for 7th semester students of Study Program of English in Faculty of Cultural Studies Universitas Brawijaya in recognizing the vowel sounds.

The research belongs to qualitative research. The data are obtained through a Phonemic Restoration Effect (PRE) test and some interviews of 28 seventh semester students of Study Program of English. The data are analyzed from combination between the participants' test answers and interview transcription.

The study reveals that 14 from 28 seventh semester Study Program of English students tend to use top-down processing in doing listening test. However, the most effective strategy for the participants in listening is using both top-down and bottom-up processing at the same time. This study also reveals that the most factor causing difficulty for participants while they are doing listening test is because they still have low level of concentration by reaching 32.14% of students who face that factor.

The writer suggests the next researcher to be more cautious in developing the questions of the test. The writer also suggests the students to pay more attention in listening matters and some aspects related to listening proficiency. For instance, they should enrich the vocabulary and doing focus training to practice their ability in concentrating.

ABSTRAK

Putri, Celya I.K. 2015., **Pengenalan Suara Vokal pada Mahasiswa Sastra Inggris Semester Tujuh Universitas Brawijaya dengan Menggunakan Pengujian *Phonemic Restoration Effect (PRE)***. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing 1: Fatimah; Pembimbing 2: Istiqomah Wulandari

Kata Kunci : *Phonemic Restoration Effect (PRE)*, proses *top-down*, proses *bottom-up*, strategi menyimak

Kemampuan menyimak merupakan satu dari empat aspek utama dalam mempelajari bahasa asing. Dewasa ini, ujian masuk, ujian keluar universitas atau kerja dan ujian-ujian lain seringkali mengikutsertakan aspek menyimak sebagai salah satu bagian penting yang diujikan untuk mengukur kecakapan bahasa asing pelamar. Dalam penelitian ini, terdapat dua rumusan masalah, yakni: (1) Strategi menyimak tipe apa yang paling banyak digunakan oleh mahasiswa semester tujuh Fakultas Ilmu Budaya Universitas Brawijaya saat mengenali suara vokal dan (2) Apa saja faktor yang menyebabkan kesulitan bagi mahasiswa Sastra Inggris semester tujuh Fakultas Ilmu Budaya Universitas Brawijaya ketika mengenali suara vokal.

Penelitian ini termasuk dalam kategori penelitian kualitatif. Data penelitian ini diperoleh melalui pengujian *Phonemic Restoration Effect* dan wawancara terhadap 28 mahasiswa jurusan Sastra Inggris. Data dianalisis dari gabungan antara hasil ujian partisipan dan transkrip wawancara. Penelitian ini menemukan bahwa 14 dari 28 mahasiswa semester tujuh jurusan Sastra Inggris Universitas Brawijaya cenderung menggunakan proses *top-down* saat menjalani ujian menyimak. Namun, strategi yang paling efektif digunakan oleh partisipan dalam menyimak adalah dengan menggunakan kedua proses *top-down* dan *bottom-up* secara bersamaan.

Penelitian ini juga menemukan bahwa faktor terbesar yang membuat partisipan kesulitan saat menjalani ujian menyimak adalah tingkat konsentrasi mereka yang masih rendah dengan 32.14% mahasiswa yang mengalami faktor tersebut.

Penulis menyarankan peneliti selanjutnya agar lebih berhati-hati dalam membuat pertanyaan yang akan diujikan. Penulis juga menyarankan mahasiswa untuk memberikan perhatian lebih terhadap kemampuan menyimak dan beberapa aspek terkait kemampuan menyimak. Contohnya, memperkaya kosakata dan melakukan latihan fokus untuk melatih kemampuan mereka dalam berkonsentrasi.

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