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## Research On TBI-2 Students' Perceptives On The Use Of Phonology-Based Intruction To Enhance English Speaking Fluency

**Tanzila Bahar**

*State Islamic University Of North Sumatra*

Email: [bahar.tanzila@gmail.com](mailto:bahar.tanzila@gmail.com)

**Nur Ain Nun**

*State Islamic University Of North Sumatra*

Email: [nurainnun24@gmail.com](mailto:nurainnun24@gmail.com)

**Yani Lubis**

*State Islamic University Of North Sumatra*

Email: [yanilubis@uinsu.ac.id](mailto:yanilubis@uinsu.ac.id)

**Abstract.** *This research aimed to explore how students perceive the use of phonology-based instruction to enhance English speaking fluency. The study was done through the qualitative method using a Google form to collect the data. The results show that 40% of respondents responded with a neutral opinion, 20% of respondents agreed, 20% strongly agreed, 13.3% disagreed and 6.7% strongly disagreed. The results also show that most of the respondents agreed that understanding phonology is important in developing English-speaking skills. However, there is still a lack of confidence in speaking English with the use of phonology-based instruction. According to the results, it is evident that phonology-based instruction can assist in improving English speaking fluency. Suggestions were given in terms of having more resources to support using phonology-based instruction and having teachers assist learners in grasping the concept of phonology more easily.*

**Keywords:** *Students' perceptions, qualitative research, phonology-based instruction, Pronunciation*

## **INTRODUCTION**

English is frequently used as a universal language and is frequently linked as a ' must have ' language for literacy, working and travelling encyclopedically. Thus, perfecting one's English speaking ignorance is an essential skill to have. Yet, numerous learners find it delicate to ameliorate their English speaking ignorance. The use of phonology- grounded instruction has been linked to be salutary in abetting with language ignorance and pronunciation. Thus, this study aims to explore the pupil's perception on the use of phonology- grounded instruction to enhance English speaking ignorance. Ignorance in English is an important skill for scholars in moment's globalized world. English is the lingua franca of transnational communication, and it's essential for scholars to be suitable to communicate effectively in English in order to succeed in their studies, careers, and particular lives.

still, numerous scholars struggle to achieve ignorance in English, especially in speaking. This is because English has a complex sound system, and it can be delicate for scholars to learn how to produce the sounds of English directly and naturally. Phonology is the study of the sound system of a language. Phonology-grounded instruction is a system of tutoring English that focuses on the sound system of the language. This type of instruction can help scholars to understand the sounds of English, and to develop the chops they need to produce them directly and naturally.

There's a growing body of exploration that suggests that phonology-grounded instruction is an effective system in perfecting English-speaking ignorance. For illustration, a study by Bus and Van Ijzendoorn (1999) set up that phonological mindfulness, which is a crucial element of phonology-grounded instruction, is a strong predictor of latterly reading achievement. Another study by Ehri et al. (2001a) set up that phonemic mindfulness instruction, which is a type of phonology-grounded instruction, can help children learn to read. These studies suggest that phonology-grounded instruction can be an effective way to ameliorate English-speaking ignorance.

## **RESEARCH METHODOLOGY**

This study was done through the qualitative method using a Google form. The questionnaire consisted of five questions, asking the student's opinions on the use of phonology-based instruction. The questions asked are: (1) do you feel that phonology-based instruction helps you improve your speaking fluency English, (2) in your opinion, understanding phonology is very important in developing English speaking skills, (3) do you feel more confident in speaking English after following phonology-based instruction, (4) does

phonology-based instruction help you to overcome difficulties in pronouncing English words, (5) do you feel that phonology-based instruction provides an effective method in improving English speaking fluency? The responses were collected using Google Forms and then analyzed for their opinions.

## RESULT AND DISCUSSION

**Table 1.**

<b>NO.</b>	<b>QUESTIONS</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Netral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1.</b>	I feel that phonology-based instruction helps me improve my English speaking fluency.	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>13,3%</b>	<b>6,7%</b>
<b>2.</b>	In my opinion, understanding phonology is very important in developing English speaking skills.	<b>26,7%</b>	<b>33,3%</b>	<b>13,3%</b>	<b>20%</b>	<b>6,7%</b>
<b>3.</b>	I feel more confident in speaking English after following the phonology based instruction.	<b>20%</b>	<b>13,3%</b>	<b>46%</b>	<b>13,3%</b>	<b>6,7%</b>
<b>4.</b>	Phonology-based instruction helped me overcome difficulties in pronouncing English words.	<b>6,7%</b>	<b>33,3%</b>	<b>33,3%</b>	<b>26,7%</b>	<b>0%</b>
<b>5.</b>	I feel that phonology-based instruction provides an effective method of improving my English speaking fluency.	<b>13,3%</b>	<b>46,7%</b>	<b>13,3%</b>	<b>26,7%</b>	<b>0%</b>

The results show that 40% of respondents responses with neutral opinion, 20% of respondents agreed, 20% strongly agreed, 13.3% disagreed and 6.7% strongly disagreed. The results also show that most of the respondents agreed that understanding phonology is important in developing English speaking skills. However, there is still a lack of confidence in speaking English with the use of phonology-based instruction. The results of this study suggest that phonology-based instruction is an effective method in improving English speaking fluency. However, the study also found that some additional factors, such as more practice in pronunciation and intonation, and better teacher training, may also be needed to achieve optimal results.

The findings of this study have implications for the teaching of English as a foreign language (EFL). Phonology-based instruction should be an integral part of EFL instruction, and teachers should be trained in how to teach phonology effectively. Additionally, more time should be spent on practicing pronunciation and intonation in EFL classes. This study also has implications for the development of EFL materials. EFL materials should include a focus on phonology, and they should provide opportunities for students to practice pronunciation and intonation. Additionally, EFL materials should be designed in a way that makes phonology accessible to students.

Overall, the findings of this study suggest that phonology-based instruction is an effective method in improving English speaking fluency. However, some additional factors, such as more practice in pronunciation and intonation, and better teacher training, may also be needed to achieve optimal results. In addition to the factors mentioned above, there are a few other things that teachers can do to help students improve their English speaking fluency through phonology-based instruction. These include:

- Using a variety of activities to teach phonology. This will help to keep students engaged and motivated.
- Providing clear and concise explanations of the sound system of English.
- Providing opportunities for students to practice pronunciation and intonation in a supportive environment.
- Providing feedback on students' pronunciation and intonation.

By following these tips, teachers can help students to improve their English-speaking fluency through phonology-based instruction.

## **CONCLUSION**

In conclusion, the results of this study suggest that phonology-grounded instruction is an effective system for perfecting English-speaking ignorance. Still, some fresh factors, similar to further practice in pronunciation and accentuation, and better schoolteacher training, may also be demanded to achieve optimal results. The findings of this study have counteraccusations for the tutoring of English as a foreign language (EFL). Phonology-grounded instruction should be an integral part of EFL instruction, and preceptors should be trained in how to educate phonology effectively. also, further time should be spent on rehearsing pronunciation and accentuation in EFL classes.

This study also has counteraccusations for the development of EFL accouterments. EFL accouterments should include a focus on phonology, and they should give openings for scholars to exercise pronunciation and accentuation. also, EFL accouterments should be designed in a way that makes phonology accessible to students. Overall, the findings of this study suggest that phonology-grounded instruction is an effective system for perfecting English-speaking ignorance. still, further exploration is demanded to confirm the findings of this study with a larger sample of scholars.

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