

**ENGLISH STUDENTS' PHONOLOGICAL AWARENESS  
BASED ON QPAS IN MUHAMMADIYAH UNIVERSITY OF  
BENGKULU**



**THESIS**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
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2025**

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Dengan ini saya menyatakan bahwa Skripsi yang saya tulis dengan judul **“ENGLISH STUDENTS’ PHONOLOGICAL AWARENESS BASED ON QPAS IN MUHAMMADIYAH UNIVERSITY OF BENGKULU”** merupakan hasil karya saya sendiri, bukan plagiat dan bukan skripsi orang lain kecuali kutipan yang sumbernya dicantumkan. Apabila dikemudian hari pernyataan saya ini tidak benar, maka saya bersedia menerima sanksi akademis yang berlaku dari Fakultas Keguruan dan Ilmu Pendidikan di Universitas Muhammadiyah Bengkulu. Demikian surat pernyataan ini saya buat dengan sebenarnya, tanpa paksaan dari pihak manapun.

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## MOTTO AND DEDICATIONS

### MOTTO

لَكُمْ شَرُّهُ وَهُوَ شَيْءٌ أَحَبُّهُ الْآنَ عَسَا كُمْ خَيْرٌ وَهُوَ شَيْءٌ أَتَكَرَّهُ الْآنَ عَسَى  
تَعْلَمُونَ لَا وَانْتُمْ يَعْلَمُونَ اللَّهُ

- ◆ It may be that you hate something, even though it is good for you and it may be that you like something, even though it is bad for you. Allah knows, while you do not know. (Al-Baqarah:216)
- ◆ Everyone has their turn, be patient and wait. Your turn will surely come (Gol D. Roger, One Piece 849)
- ◆ Silence, calm, and a little smile are the best ways to win.
- ◆ I try to stroll through the tough trials of life, I try to sew open wounds, I try to assemble broken hearts, I try to glue broken stairs, and I try to cast damaged roads. Make your life trials and heartbreaks your motivation.

### DEDICATIONS

- ◆ For My Lord, Allah SWT who always guide me in this life.
- ◆ For My Beloved Parents Mr. Amat Zaeni and Mrs. Ermawati, S.Pd who always remind me, pray for me, loved me and take care for me.
- ◆ My Beloved Great Family, (Sister Kartika, Brother Dio, Aunty Sopuah, Sister Retna, Sister Diana, Sister Mulia, Sister Desi, Aunty Sri, Aunty Asih, Aunty Imbuh, Sister Wiwid, Sister Manna, Brother Aziz, Brother Gendi, Sister Putri, Sister Atik, Brother Yoga, Sister Inggrid, Grandma Nurhayati, Aunty Nde) which I can not mention one by one, thank you so much for giving me the spirit especially in finances helped me to complete my thesis, kindness you all will not be forgotten forever.
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Finally, it is not forgotten, this research needs to have some suggestion from all of the readers to improve this thesis.

Bengkulu, August 2025

Dyah Putri Wulandari

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## ***ABSTRACT***

DYAH PUTRI WULANDARI. 2025. ***ENGLISH STUDENTS' PHONOLOGICAL AWARENESS BASED ON QPAS IN MUHAMMADIYAH UNIVERSITY OF BENGKULU.***

Supervisor: Drs. Epi Wadison, M.Pd

**Key words: Phonological Awareness, Pronunciation, Phonology, QPAS**

The objective of the research was to describe the students' phonological awareness based on QPAS of the English Language Education Study Program in Muhammadiyah University of Bengkulu. This study used a descriptive qualitative method. The main instruments used by the researcher were (1) the QPAS test, which consisted of 10 indicators to assess students' phonological awareness; (2) a camera recorder to record students' pronunciation of the QPAS test; and (3) a dictionary and answer key to verify students' pronunciation. The data was collected by recording students' pronunciation of using QPAS test. The data was analyzed by listening to the recording of students' pronunciation and writing transcriptions of student pronunciation, and then calculating student scores and classifying them into the colour score rubric. The result of students' phonological awareness showed that 8 students got "Excellent" with green colour coding (80% and above), and 15 students got "Good" with yellow colour coding (70% - 79%). So, the students' phonological awareness in Muhammadiyah University of Bengkulu is "**Good**".

## ***ABSTRAK***

**DYAH PUTRI WULANDARI. 2025. KESADARAN FONOLOGIS MAHASISWA BAHASA INGGRIS BERDASARKAN QPAS DIUNIVERSITAS MUHAMMADIYAH BENGKULU.**

Pembimbing: Drs. Epi Wadison, M.Pd

**Kata kunci: Kesadaran Fonologis, Pengucapan, Fonologi, QPAS**

Tujuan penelitian ini adalah untuk mendeskripsikan kesadaran fonologis mahasiswa berdasarkan QPAS Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Bengkulu. Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen utama yang digunakan peneliti adalah (1) tes QPAS, yang terdiri dari 10 indikator untuk menilai kesadaran fonologis mahasiswa; (2) kamera perekam untuk merekam pengucapan mahasiswa pada tes QPAS; dan (3) kamus dan kunci jawaban untuk memverifikasi pengucapan mahasiswa. Data dikumpulkan dengan merekam pengucapan mahasiswa menggunakan tes QPAS. Analisis data dilakukan dengan mendengarkan rekaman pengucapan mahasiswa dan menuliskan transkripsi pengucapan mahasiswa, kemudian menghitung skor mahasiswa dan mengklasifikasikannya ke dalam rubrik skor warna. Hasil penilaian kesadaran fonologis mahasiswa menunjukkan bahwa 8 mahasiswa memperoleh nilai "Sangat Baik" dengan kode warna hijau (80% ke atas), dan 15 mahasiswa memperoleh nilai "Baik" dengan kode warna kuning (70% - 79%). Dengan demikian, kesadaran fonologis mahasiswa di Universitas Muhammadiyah Bengkulu adalah "Baik".

## **PREFACE**

### **Bismillahirrahmanirrahim**

First of all, the researcher would like to say thanks to Allah SWT, the lord of universe, because has blessed me in this work. And the greatest thank full for my beloved father and mother, the greatest parents all over the world, for the support to finish this proposal. Thank full my lovely older sister, you are my inspirations for spirit to finish this proposal. And thank full for my friends both from the same campus and different campuses. Then, my sincerely gratitude for my Supervisors are Mr. Drs. Epi Wadison, M.Pd for the ideas, recommendation and guidance in doing this thesis from the beginning to the end.

The researcher realizes that this proposal still has many mistakes because of that the researcher hopes for suggestion and critics to make a better one in the future.

Finally, the writer hopes this proposal can be used by the readers, especially English Study Program Students and English Lecturers.

Bengkulu, August 2025

The researcher

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## **CHAPTER I**

### **INTRODUCTION**

This chapter described about background, research question, objectives of the research, significant of the research, the limitation of the research, and definition of key term.

#### **1.1 Background**

Phonology is seen as a sub-discipline of linguistics that studies the sounds of language in general—whether the sounds carry meaning ( phonemic ) or not ( phonetic ). Every speaker has a natural awareness of the phonological system in their native language. However, each language possesses a distinct phonological system, and these systems vary across regions depending on local linguistic influences. This diversity arises due to phonetic features specific to each language. Traditionally, speech development in children has been evaluated from two distinct approaches: phonetics and phonology. While phonetics focuses on how speech sounds are physically produced, phonology examines how these sounds function within a language to distinguish meaningful units (such as words), and how these sounds are patterned. As a result, the study of phonology requires the consideration of meaning, whereas phonetics does not.

When learning English as a second or foreign language, students are expected to develop this awareness through activities like syllable repetition

and rhyme recognition, which serve as indicators of phonological sensitivity (Konza, 2011). Phonological awareness, in this regard, is a broad term that includes the ability to focus on the sounds of speech independently of meaning. It involves awareness of aspects such as intonation, rhythm, rhyme, and the segmentation of individual sounds. Research by Torgesen and Wagner (1998), and Yopp & Yopp (2009), confirms that phonological awareness contributes significantly to students' ability to decode sounds, segment words, and produce accurate pronunciation. Without this awareness, students often face long-term communication challenges, especially those preparing to become future English teachers.

In the context of second language learning - particularly in environments where English is taught as a foreign language - pronunciation is one of the most challenging aspects for learners. Many university students, including those majoring in English education, continue to struggle with producing clear and intelligible speech. This difficulty often does not stem from limited vocabulary or grammar knowledge, but rather from a lack of phonological awareness. This awareness is essential, as it allows students to recognize, analyze, and manipulate the sound structures of spoken words. Without this foundation, students are prone to frequent mispronunciations and are often misunderstood when speaking English.

Preliminary data collected on Monday, July 8, 2024, from English students at Muhammadiyah University of Bengkulu revealed some prevalent

mispronunciations. When requested to articulate specific words, students pronounced “vegetable” as /'ve-ge-ta-bel/ rather than the accurate /'vedʒ.tə.bəl/, and “comfortable” as /com-for-ta-bel/ instead of the correct /'kʌmf.tə.bəl/. Furthermore, they normalise mispronounced words, such as “finger” articulated as /fin-ger/, “Wednesday” as /wed-nez-dey/, and “entrepreneur” as /enter-pren-yor/, which should be pronounced correctly rather than becoming accustomed to the erroneous pronunciations. These errors are not simply trivial blunders; they indicate profound phonological difficulties, notably in pupils' perception and processing of English sound patterns. Students often halt, employ improper emphasis patterns, or revert to pronunciation affected by their home language. Furthermore, challenges were observed in recognising rhyming words and segmenting syllables in new lexicon. For example, when asked for a rhyming word for “light,” some students replied with “late” or “live,” indicating a dependence on spelling rather than phonetics. In identifying the final sound of “follow,” pupils frequently articulated “double you” instead of the phoneme /w/. These events indicate a restricted degree of phonological awareness. As a result, students' speech is frequently challenging to comprehend, causing them to feel uneasy and apprehensive about speaking, which subsequently diminishes their confidence and may lead to the avoidance of speaking chances, particularly in public or formal contexts.

Notwithstanding its acknowledged significance, phonological awareness continues to be inadequately evaluated in higher education. University courses predominantly prioritise grammar, reading comprehension, and writing, often neglecting pronunciation and oral fluency. Conventional language tests neglect essential phonological indications, like the capacity to blend or isolate phonemes. Failing to evaluate students' phonological awareness jeopardises essential opportunities for early intervention and focused pronunciation assistance.

Students sometimes concentrate on memorising vocabulary lists without practicing accurate pronunciation. Some presume that pronunciation is inconsequential, leading to restricted advancement of their phonological abilities. Significantly, these pronunciation issues are not solely attributable to insufficient practice. They frequently arise from insufficient phonological awareness. Students have not undergone systematic training to analyse or alter phonetic structures in English. As a result, their pronunciation is influenced by conjecture, orthographic conventions, or interference from their mother tongue.

An effective approach to evaluate this is through the Quick Phonological Awareness Screening (QPAS) Test, which comprises ten fundamental indicators: rhyming recognition, rhyming production, word awareness, syllable awareness, initial sound identification, final sound identification, sound segmentation, sound blending, medial sound

identification, and deletion tasks. Each indicator undergoes evaluation via specific phonological tasks.

Based on phenomenon above, the researcher was interested to in conducting a research papertitled "*English Students' Phonological Awareness Based on QPAS in Muhammadiyah University of Bengkulu.*"

## **1.2 Research Questions**

The research questions of this study: How is the Phonological Awareness of English Students in the Muhammadiyah University of Bengkulu?

## **1.3 Objective of the Research**

The objectives of the research is to know phonological awareness of English students' in the Muhammadiyah University of Bengkulu, by the quick phonological awareness screening (QPAS) test adapted from the HPEDSB Speech and Language Pathologists or Student Success Coordinators, revised in November 2013.

## **1.4 Significant of the Research**

The significance of the research can gave information about dphonological awareness of English students in the Muhammadiyah University of Bengkulu based on data from the quick phonological awareness screening (QPAS) test adapted from the HPEDSB Speech and Language Pathologists or Student Success Coordinators, revised in November 2013.

### **1.5 Limitation of the Research**

This research only described the Phonological Awareness among English students in the Muhammadiyah University of Bengkulu based on data from the quick phonological awareness screening (QPAS) test adapted from the HPEDSB Speech and Language Pathologists or Student Success Coordinators, revised in November 2013.

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

- 1) Phonological Awareness is the knowledge that words have separate parts (syllables, onsets and rimes, phonemes). It also includes the ability to separate sentences into individual words.
- 2) Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.
- 3) The Quick Phonological Awareness Screening (QPAS) is a brief assessment tool designed to measure students' phonological awareness. QPAS helps teachers quickly evaluate essential sound-related skills such as rhyming, syllable counting, identifying beginning and ending sounds, blending, and segmenting words. The tool provides a structured method to screen multiple students efficiently and identify who may need additional support in developing literacy skills.