


## THE STUDENTS PHONOLOGICAL AWARENESS ON READING COMPREHENSION AT SENIOR HIGH SCHOOL

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: October 3, 2022 Revised: October 28, 2022 Accepted: December 13, 2022 Published: December 30, 2023</p> <p><b>Keywords:</b> Phonological Awareness Reading Comprehension</p>	<p>This research aims to find out the significant correlation between students' phonological awareness and reading comprehension at senior high school. This research employs a descriptive quantitative research design. The research population consisted of 21 samples from Ma Pesantren Al-Tenth Qamar's grade. Purposive sampling was used, and data was collected using phonological awareness and reading comprehension tests. The data was analyzed using SPSS 25.0 by the researcher. The average of the phonological awareness test was 79,28, and the average of the reading comprehension test was 72,85, based on findings of this study. At the 0.05 level of significance, the correlation coefficient was 0.711. The correlation coefficient (0.711) was within the range of 0.600 - 0.800, indicating that the interpretation of correlation could be classified as enough. Based on the findings, it was possible to conclude that the correlation coefficient <math>H_a</math> was accepted. As a result, there was a strong relationship between students' phonological awareness and reading comprehension.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

Reading is an active and interactive activity that mentally and verbally reproduces words and attempts to understand the content of the text being read. It is important to remember that reading is not a fixed skill and there are different types of reading skills that correspond to many different purpose for which we read. According to Brassel and Rasinski (2008), reading comprehension is the capacity to take in data from written texts and interpret it in light of the author's viewpoints. Reading is characterized by the process of translating symbols and letters into words and sentences that have significance for individuals. Understanding is reading's ultimate goal, which can be attained through phonological awareness.

Phonological awareness is the foundation of reading literacy. Phonological awareness is fundamental to understanding letter principles and reading success. Identifying sounds in words is more difficult than it appears. Reading literacy is built on phonological awareness. Kilpatrick (2015) defines phonological awareness as the capability to pay attention to the sound structure of words. Students' reading ability is likely to suffer if they do not master phonological awareness. Students, on the other hand, are powerful. Reading and spelling success are associated with phonological awareness.

Phonological awareness is the ability to reflect, manipulate, and distinguish the phenomena of sound components in words. So phonological awareness is students' awareness of the sounds spoken as well as students' ability to catch the spoken word. Weak phonological awareness can lead to learning disabilities, because students know how to decode new words. In addition, decoding problems lead to further difficulties in fluent reading and comprehension of written texts.

Phonological awareness was assessed as the strongest predictor of supporting factors for students' reading ability. Students who have difficulty in reading often show minimal awareness of the structure of sound in oral language, awareness of the structure of sounds in oral language is what is called phonological. In addition, students must also be able to relate that a word is composed of sounds and sounds are composed of letters and letter combination, this understanding is the foundation for building reading skills.

Along with the experience, the researcher found situations in which students proceeded to ignore the importance of learning English. As evidenced in the learning process, many students had difficulty understanding the reading material they were assigned to read. Therefore there are some problems such as not paying attention to how to read properly and not being able to pronounce words well. Because the researcher wants to know students' phonological awareness on reading comprehension, and the correlation between students' phonological awareness and reading comprehension. The majority of students had difficulty reading texts in their studies because they were difficult to comprehend and catch information in. Additionally, when students completed exercises in the texts, they had difficulties answering questions because they did not know the contents of the texts.

Related to the preceding explanation, the researcher is interested in conducting a study titled "The Students' Phonological Awareness On Reading Comprehension at Senior High School"

## RESEARCH METHOD

This study's methodology was descriptive research. In descriptive research, a researcher examines and describes a phenomenon with the aim of explaining and forecasting it based on the field data collected. Descriptive research only tries to describe clearly and sequentially the research questions that have been determined before the researcher goes to the field. The goal

of descriptive research in this instance is to gather and compile the fundamental data in a descriptive manner or to create a description of the issue in English teaching and learning.

## RESULT AND DISCUSSION

In this research, to get the data, the researcher conducted the research by giving test about phonological awareness and test reading comprehension. This research was conducted on class X Ipa students of MA Pesantren Al-Qamar in the academic year 2022/2023 which consisted of 21 students. After receiving all the data, the researchers analyzed the data to determine the relationship between students' phonological awareness and reading comprehension.

### a. The result of students' phonological awareness (X variable)

In this study, students' phonological awareness was considered as an independent variable (X-variable). The authors tested 21 tenth graders in Pesantren Al-Qamar, MA. The average phonological awareness tests are 79.28. It means that, in mean score of phonological awareness was good level. In phonological awareness there were fourth indicators that word, rhyming, syllables, and sound. The result of test is described on the table below:

Table 1 The Mean Score of the students' phonological awareness

Item	Classifications	Mean Score
Phonological awareness	High Phonological awareness	79.28

### b. The Result of Reading Comprehension (Y variable)

The data analysis of students' reading comprehension at the ten grade students of MA Pesantren Al-Qamar was in good level. The average score for the reading comprehension test is calculated by dividing up all the scores is 72.85. That means reading scores are pretty good. In reading comprehension, there are two indicators, finding the main idea and supporting details. Referring to data from previous studies, the researchers found that reading comprehension is also the most important part of language learning. the total number was in the following table:

Table 2. The Mean Score of Students' reading comprehension

Variable	Mean Score
Reading Comprehension	72.85

## c. The Correlation Result

Table3 :The Result of Correlation Calculation

		Correlations	
		Phonological	Reading
Phonological	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	21	21
Reading	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	21	21

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the calculation about the correlation between the students' phonological awareness and the students' reading comprehension at the tenth grade students MA Pesantren Al-Qamar can be gotten the result of the research was rxy 0.711, significant (2-tailed) 0,000 and the number of subject 21.

The statistical hypothesis:

Ha: sig.2 tailed < 0.05 (there is a significant correlation between the students' phonological awareness and reading comprehension.)

Ho: sig. 2 tailed > 0.05 (there is no significant correlation between the students' phonological and reading comprehension.)

The calculation's output found that students' phonological awareness (X) and reading comprehension (Y) had a 0.711 coefficient of correlation. Then the significance was 0.000 less than 0.05 (sig. 2 tailed 0.000 < 0.05). Therefore, it can be assumed that there is a correlation between students' phonological awareness and reading comprehension.

The following rules helped to create the interpretation of the correlation coefficient's rate:

Table 4. The Indexes of Correlation

No.	Coefficient Interval	Level of Correlation
1.	0. 800 - 1. 000	High correlation
2.	<b>0. 600 - 0. 800</b>	<b>Enough</b>
3.	0. 400 - 0. 600	Moderate
4.	0. 200 - 0. 400	Low

5.	0. 000 - 0. 200	Very low correlation
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From calculations, the value of  $r_{xy}$  is known to be 0.711. It is classified using the coefficient correlation criteria described above. It is known that 0.711 is classified as a sufficiently correlated interval 0.600 - 0.800.

The correlation between the students' phonological awareness and reading comprehension of MA Pesantren Al-Qamar tenth graders is a sufficient correlation. Based on the findings, the calculation results show that the average value of the correlation between students' phonological awareness and reading comprehension is the final score  $r_{xy} = 0.711$ . In the table of indexes correlation, it can be concluded that the level of this correlation is 0.600-0.800, based on the table of criteria ( $r$ ) product moment was in the sufficient correlation. These factors imply that the students' activity and frequency in phonological awareness gave a useful contribution to enlarge their reading comprehension. It means that if the students improve their phonological awareness, their reading comprehension will improve as well.

The previous research that identified the correlation between phonological awareness and reading comprehension was carried out by Isabel (2020) showed that the increasing phonological awareness score can be predicted by the reading comprehension score, proving that the two concepts are related. It means that there was a significant correlation between the phonological awareness and reading comprehension was accepted. The researcher reached the conclusion that there was a sufficient relationship between students' phonological awareness and their reading comprehension at the MA Pesantren Al-Qamar students' in the tenth grade based on the findings and the discussion above. Therefore, the alternative hypothesis ( $H_a$ ) could be accepted and the null hypothesis ( $H_0$ ) was rejected. In addition, the students will understand more about the meaning of words, rhymes, syllables, and sounds by improving their reading comprehension. It will be easier for the student to recognize the words that they often read or hear. Students' reading comprehension results will increase if they understand and realize the meaning of words. This implies that students' phonological awareness increases along with their reading comprehension.

## CONCLUSION

Based on the results, it can be concluded that this research investigates the connection between students' phonological awareness and reading comprehension. The findings from the students' reading comprehension and phonological awareness tests were described in this study using correlational analysis. The data obtained from the research was then calculated using the Pearson Product Moment Correlation Coefficient in the SPSS Program version 25.

The mean score of the phonological awareness in the tenth grade at MA Pesantren Al-Qamarin for the academic year 2022/2023 was 79.28 (good). Based on the results, it is possible to conclude that the students are competent. The mean scores of students' reading

comprehension was 72.85 (fairly good). There was a significant correlation between phonological awareness and reading comprehension in the tenth grade at MA Pesantren Al-Qamarin during the academic year 2022/2023. The correlation coefficient between phonological awareness and reading comprehension in students was 0.711. Based on this finding, it was possible to conclude that there was a relationship between phonological awareness and students' reading comprehension.

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