SYNPHO (SYNTHETIC PHONICS): A METHOD TO TEACH PRONUNCIATION

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Abstract: This research aims to determine the effectiveness of synthetic phonics method in learning how to pronounce vocabulary in English and students' perception of using the synthetic phonics method in learning how to pronounce vocabulary in English. This type of research was quasi – experimental with a quantitative approach. In this research, purposive sampling was carried out, and the author used two classes as research sample, namely VII - 8as the experimental class and VII - 9 as the control class, totaling 30 students each at SMPN 9 Tarakan. Data were analyzed using T - test. The results of the data analysis described that the research result in the experimental class before the students were given treatment illustrated that the average score was 61.03. After receiving treatment, there was a significant increase in the average score of students 84.36; compared to the control class before treatment, the students' average score was 64.50, and after being given treatment, there was no significant increase in the average score; 65.43. Another component examined in this research was perception, which was very important in synthetic phonics because it influenced how each learner experienced and achieved their goals. Data demonstrated that students' perceptions of using the Synthetic Phonics method in learning process at SMPN 09 Tarakan were in the 'positive' category with a percentage of 85%. The synthetic phonics method provided significant progress toward students' mastery of word pronunciation. This research implies that integrating methods in English language learning, and the use of synthetic phonics methods have a positive impact on pronunciation teaching.

Keywords: Synthetic Phonics method, pronunciation, perception

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas metode synthetic phonics dalam pembelajaran pelafalan atau pengucapan kosakata dalam bahasa Inggris dan persepsi siswa terhadap penggunaan metode synthetic phonics dalam pembelajaran pelafalan kosakata dalam bahasa Inggris. Jenis penelitian ini adalah kuasi - eksperimental dengan pendekatan kuantitatif. Dalam penelitian ini, purposive sampling dilakukan, dan penulis menggunakan dua kelas sebagai sampel penelitian, yaitu kelas VII-8 sebagai kelas eksperimen dan kelas VII-9 sebagai kelas kontrol yang masing-masing berjumlah 30 siswa di SMPN 9 Tarakan. Data dianalisis dengan menggunakan uji-t. Hasil analisis data menggambarkan bahwa hasil penelitian pada kelas eksperimen sebelum siswa diberikan perlakuan menggambarkan bahwa nilai rata-rata 61,03. Setelah diberi perlakuan, terjadi peningkatan yang signifikan yaitu ratarata nilai siswa menjadi 84,36. Sedangkan pada kelas kontrol sebelum diberi perlakuan, ratarata nilai siswa adalah 64,50 dan setelah diberi perlakuan tidak terjadi peningkatan yang signifikan yaitu 65,43. Komponen lain yang diteliti dalam penelitian ini adalah persepsi, yang sangat penting dalam fonik sintetik karena mempengaruhi bagaimana setiap pelajar mengalami dan mencapai tujuan mereka. Data menunjukkan bahwa persepsi siswa terhadap penggunaan metode Synthetic Phonics dalam proses pembelajaran di SMPN 09 Tarakan berada dalam kategori 'positif' dengan persentase 85%. Metode fonik sintetik memberikan kemajuan yang signifikan terhadap penguasaan pengucapan kata siswa. Penelitian ini berimplikasi pada pengintegrasian metode dalam pembelajaran bahasa Inggris, dan penggunaan metode sintetik fonik memberikan dampak positif terhadap pengajaran pelafalan. Kata kunci: Metode Fonik Sintetis, pengucapan, persepsi

INTRODUCTION

Language is one of the most important cultural elements of society. People use language in various conditions and social situations. Research from (Korneeva et al., 2019) stated that the function of language in the social context is to consolidate and reflects the facts and abstract ideas that people's historical experience has given rise to due to the unique circumstances of the individual's work, social, and cultural lives. English is one of the languages, English is utilized in several communication activities on a global scale as a first, second, or foreign language. In line with (Lee McKay 2010) 380 million people use English as a first language. However, more than a billion people use this language as a second language. This statement shows that the English language has a tremendous capacity for its usability function. Learning English is necessary to keep up with modern advances and the education system.

One of the language components being explored in this research is pronunciation. (Quoc et al., 2021) defines pronunciation as making sounds that may be understood to express a speaker's message. Pronunciation has a prominent role in the English communication process. Every tone, stress, rhythm, and intonation have the potential to be meaningful; ergo, it is crucial to sound out messages by how the word should sound in oral communication. (Yangklang, 2013) also claimed that pronunciation facilitates not only accessible communication of ideas but also excellent understanding of other speakers. In other words, non-native English speakers must be careful while pronouncing certain terms that could lead to misunderstandings.

There are a variety of pronunciation issues that students could run into, which can be observed when reading aloud. Based on observation and interviews at SMPN 09 Tarakan several factors make the pronunciation learning process challenging. The first one is sound production issues. The seventhgrade students have never been exposed to learning English in elementary school. As stated in the interview results by one of the English Teachers at SMPN 09 Tarakan, since seventh grade had never been studied in seventh grade, the teacher had to start teaching from the beginning. On the other hand (Ghounane, 2018) research stated this condition could lead to issues where the student has difficulty adapting their mother tongue pronunciation patterns to new patterns in the target language, which could lead to mispronunciation or difficulty speaking and understanding the language in, example, students occasionally pronounce an unfamiliar English word according to the conventions of their native language. According to (Dilaimy, 2012), either teachers need to be made aware of the pupils' poor pronunciation, or they place more emphasis on speech perception and comprehension than on teaching speech sounds and how to arrange them in specific sound patterns. Based on the observation in the class at SMPN 09 Tarakan, the teacher has conducted children to copy words he uttered and keeps how the term is pronounced in compliance with the proper pronunciation rules. Pronunciation problems also arise from a need for more exposure to the target language. Because students need more opportunities to hear and practice the language's sounds, and students with minimal exposure to the target language may need help pronouncing some words. (Zoubi, 2018) states that many students learn English in the classroom but need the opportunity to practice it outside the classroom.

It is undeniable that obstacles in pronunciation learning have become an issue in teaching pronunciation. To overcome these issues, allowing students to practice and reinforce their pronunciation components through pronunciation modelling and other strategies is crucial. The times have bombarded change in the education system, requiring teachers to be more creative in managing the learning process in the classroom. Various methods and strategies in teaching instruction will increase student focus in the learning process. (Salikin et al., 2017) Also stated, one factor determining how effectively a person learns a language is their learning approach. Utilizing new instruction as a teaching method and strategy is one way to increase students' pronunciation.

Using synthetic phonics as the instruction in teaching pronunciation is one of the ways. (Machin et al., 2018), synthetic phonic is a method that focuses on how a letter sounds out before combining sounds to create words. In other words, synthetic phonics is a method for teaching reading that involves dissecting words into their sounds (phonemes) and then fusing those sounds to create words. (Glazzard, 2017) claimed that synthetic phonics gives readers a strategy for reading unfamiliar words, it is quite helpful in assisting readers in mastering the skill of decoding. So, using this synthetic phonic in student pronunciation is not impossible. For non-native speakers of a language, using synthetic phonics in pronunciation instruction can be very helpful since it offers a structured and

systematic method for learning the language's sounds and how they correspond to the alphabet's letters. Synthetic phonics can assist non-native speakers in overcoming pronunciation issues and improving their accents. The process that implemented in synthetic phonics provided many opportunities for students to explore the students' language learning process further. This gave students a valuable teaching and learning process rather than memorizing teachers' pronunciation.

Perception is a process through which we interpret and make sense of the sensory data we gather from our environment. With five senses, such as sight, hearing, taste, smell, and touch, humans transmit information to the brain, which processes it to create our conceptualization of the outside world. In (Agape, 2016), perception is the arrangement, recognition, and interpretation of sensory data to represent and perceive the environment. In other words, "student perception" describes how students see or comprehend a particular element of their education, such as a subject, teacher, or instructional strategy. The way students view their education is crucial since it may greatly influence their academic performance and entire educational experience. Here are some justifications for why the perception of students matters in education. Academic performance is one of the most crucial factors. This is due to the greater likelihood that they motivated to learn, persevere through difficulties, and look for growth chances. In (Ganeser, 2020) research stated how the student perception successfully gets the student's view in online learning. He reveals that, regarding communication skills, most students have favourable perceptions about how they perceive and experience online classrooms. For instance, a student who believes that learning to pronounce a word using synthetic phonics is an effective and efficient method is more likely to be engaged with the material and make progress than a student who believes synthetic phonics is difficult or tedious and may struggle with it. Due to the primary rationale, the researchers were inspired to conduct a study on applying synthetic phonics in student pronunciation and perception. This synthetic phonics instruction is expected to effectively improve student pronunciation.

METHOD

The researchers conducted quantitative research utilizing a quasi experimental research method to investigate how effective is Synthetic Phonics in improving students' pronunciation at SMPN 09 Tarakan by administering a pre- test, post-test and describe the students perception toward the methode used. Essentially, quasi experimental research is a process of determining whether those who received the notion (or practice or procedure) performed better on some results than those who did not experience it by assigning people to encounter it.

This research was conducted at VII grades of SMPN 9 Tarakan. It is in Juata Kerikil, North Tarakan, North Kalimantan. Purposive sampling has been used to get a sample in this research. This method aimed to ensure that the chosen participants possess the characteristics relevant to the research objectives. In other words, the researchers intentionally selected students with low abilities, considering this factor to achieve a comprehensive understanding of the subject matter. The researchers selected the VII-8 class consisting of 30 students as the experimental class and VII -9 class consisting of 30 students as control class. The data collection method was concluded in three stages over the course of eighth meeting. The pre-test has been done in the experimental and control group's first meeting The researchers instructed the student using the synthetic phonics method second meetings through seventh in the experimental class, and the control group used the conventional method (the method that usually used in teaching pronunciation by the English teacher in the class). The experimental and control groups received the post-test at eighth meeting and the questionnaire was received by the experimental class to measure students' perception on the methods used. The researchers then assessed the outcomes of student tests to analyse the data.

FINDINGS AND DISCUSSION

FINDINGS

The data collected using the quantitative method. The students' score was gained from pre-test and post-test using pronunciation test as the instrument. The test consisted of twenty – seven questions. Furthermore, the result score was conveyed in a percentage. For the quantitative study, the researchers used SPSS to calculate and analyze the data. The result showed that the students' score before and after giving treatment in experiment class were develop significantly, where the mean scores of the students' increased from 61,03 to 84,36.

The Result of Pretest and Posttest in Experimental and Control Class

The result of pre-test in both classes were showed in the table. The table demonstrated that there were 4 students (13%) with a fair classification, 26 students (87%) got a poor classification in experimental class. While in the control class, that there were 1 student (3%) with a good classification, 8 students (27%) got a fair classification and 21 students (70%).

Table 1. Classification of students score in Pretest							
Classification	Interval	Experi	imental	Control			
		Frequency	Percentage	Frequency	Percentage		
Excellent	90 - 100	0	0%	0	0%		
Good	80 - 89	0	0%	1	3%		
Fair	70 - 79	4	13%	8	27%		
Poor	≤ 70	26	87%	21	70%		
Tot	al	30	100%	30	100%		

The table displays the posttest results for both classes. According to the table, the scores of students who get a poor classification decrease by 0% in the experimental class, whereas 8 students (27%) received a fair classification, 13 students (43%) got a good classification and excellent classification increase to 9 students (30%). In the control group, one student (3%) received a good classification, 15 students (50%) received a fair classification, and 14 (47%) received a poor classification.

Table 2. Classification of students score in positiest							
Classification	Interval	Experi	Experimental		ol		
		Frequency	Percentage	Frequency	Percentage		
Excellent	90 - 100	9	30%	0	0%		
Good	80 - 89	13	43%	1	3%		
Fair	70 - 79	8	27%	15	50%		
Poor	≤ 70	0	0%	14	47%		
Tot	al	30	100%	30	100%		

Table 2. Classification of students score in posttest

The researchers also used SPSS 22 to analyze the data from the descriptive statistic in prestest and posttest both classes, this table provided the minimum score in experimental class was 48 and maximum score was 74 while in the control class the minimum score was 51 and maximum score in the control class was 81.

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Class	Ν	Min	Max	Mean	Difference
Experiment	30	70	100	84,36	18,93
Control	30	48	81	65,43	—

In the posttest, students' score increased in experiment class with a minimum score 70 and maximum 100 while in control class the minimum score decreases to 48 and maximum score was consistently 81.

Table 4. Min, Max and Mean of score in posttest							
Class	Ν	Min	Max	Mean	Difference		
Experiment	30	48	74	61,03	3,47		
Control	30	51	81	64,50			

From the result of the analysis of the normality test in both classes. Based on the result of normality computation, it indicated that the significance of the experimental group in pretest was 0,092. It illustrated that; the probability score was higher than the level of significance (0,092 > 0,05). Conversely, the posttest probability value for the experimental group was 0.103. The results indicate that the probability scores exceeded the significance level (0.103 > 0.05). Therefore, we can conclude that the data is normal.

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Tests of Normality							
Class Shapiro-Wilk							
		Statistic	Df	Sig.			
The Student Score	Pretest	.940	30	.092			
	Posttest	.942	30	.103			

Table 5. The result of Normality test in experiment class

According to the results of the normality computation, the pretest significance for the control group was 0.161, indicating that the probability score (0.161 > 0.05) exceeded the significance level. Conversely, the posttest probability value for the control group was 0.160. The results show that the probability score was greater than the significance level (0.160 > 0.05). Consequently, we can conclude that the data is normal. Besides, the result of significance value in investigated the homogeneity of variance in pretest and posttest in both classes can be visible that the experiment class obtained probability value (Sig.) was 0.344. The result indicates that the homogeneity of variance shows a significance value higher than the level of significance (0.344 > 0.05). While in control class, the outcome reveals that the homogeneity of variance exhibits a significant value (0.741 > 0.05), surpassing the level of significance. As a result, this data inferred that the pretest and posttest in both classes were homogeneous.

Table 6. The result of Normality test in control class

Tests of Normality							
	Class	Shapiro-Wilk					
		Statistic	Df	Sig.			
The Student Score	Pretest	.949	30	.161			
	Posttest	.949	30	.160			

Table 7. The result of Homogeneity test in experimental class							
Test of Homogeneity of Variances							
The Student Score							
Levene Statistic		df1	df2	Sig.			
	.911	1	58	.344			

While in control class, the outcome reveals that the homogeneity of variance exhibits a significant value (0.741 > 0.05), surpassing the level of significance. As a result, this data inferred that the pretest and posttest in both classes were homogeneous.

Table 8. The result of Homogeneity test in control class
Test of Homogeneity of Variances

The Student Score				
Levene Statistic		df1	df2	Sig.
	.110	1	58	.741

The result of t-test computation by using SPSS 22.0, the result of t-test was 8.428. The degree of freedom (df) was 58. From the degree of freedom, the Ttest score was higher than Ttable (8.428 > 2.001), it means there was different outcome between experimental class and control class in pronunciation after the treatment was given by the researchers. H0 was accepted if there was no significant effect of using synthetic phonics towards students' pronunciation of seventh grade of SMPN 9 Tarakan. Meanwhile, Ha was accepted if there was a significant effect of using synthetic phonics towards students' pronunciation of seventh grade of SMPN 9 Tarakan. Meanwhile, Ha was accepted if there was a significant effect of using synthetic phonics towards students' pronunciation of seventh grade of SMPN 9 Tarakan. After the data has been analyzed by using it revealed in probabilistic approach that the T-test revealed that Sig.(2-tailed) was 0.000 and the significance level was 0.05. It can be concluded that the alternative hypothesis (Ha) was accepted, while the null hypothesis (H0) was rejected because the Sig. (2-tailed) was less than the significance level. This demonstrated a substantial difference between students' pronunciation learning before and after using the method.

DISCUSSION

Synthetic Phonics was a method that help students in the process of language learning process especially in pronunciation. (Glazzard, 2020) revealed that synthetic phonics gave readers strategy for pronouncing unfamiliar words. Synthetic Phonics also gave many benefits not only pronounce a word but also in reading and literacy. (Nishanimut, 2013) revealed that the used phonics instruction on literacy skill gave a significant improvement in aspect of fluent in text reading, graphological awareness, word reading and non-word reading. (Xiaojing, 2016) also stated that the of synthetic phonic can assist students in developing a relationship between words and their pronunciation. It allowed them to decode and spell new words in their subsequent reading. This method also provided a new environment in teaching a pronunciation. (Salikin, 2017) stated that one factor that determining how effectively a person learns a language is their learning approach.

Utilizing such methods provided students a chance to explore their materials and learning processes. According to (Paris, 2019), this method enables students to detect and understand sounds, manipulate phonemes, blend words, and decode sentences, even in long texts. Therefore, the adoption of application learning methods, particularly the Synthetic Phonics method, has been successful in enhancing students' pronunciation proficiency, as indicated by the results of the pretest and posttest of students. In line with (Herrera et al., 2016), this method illustrated how the phonic strategy effectively enhanced students' pronunciation. It was stated that phonics instruction is an excellent method for acquiring reading and writing while enhancing pronunciation. This method may distinguish between several word pronunciation differences and similarities. It also helps with speaking in terms of reading words and phrases, filling in the gaps, and even spelling. Synthetic Phonics method in the classroom was a successful and supportive activity in improving students' pronunciation proficiency. (Kurniati & Suhartono, 2015) stated that the use of the Phonic method increased the student's cognitive in pronouncing, especially in blending the sound of words. Therefore, it is recommended that teachers create materials that can be utilized for teaching pronunciation across all educational levels. This approach would be beneficial for students, aiding in skill improvement and goal achievement, or at the very least, offering an alternative method of instruction for their learning journey.

Another component examined in this research is perception, which perception was essential in synthetic phonics because it influences how each learner experiences and achieves their goals. Regarding synthetic phonics, perception is how people understand and make sense of the information they are exposed to. In line with (Prabawati et al., 2021), the senses humans use to get information from the environment are known as perceptions. These senses include sight (the eyes), hearing (the ears), touch (the body's various parts), smell (the nose), and taste (the tongue). It implies that structuring the received data or information is a component of perception and human sense. It other words that perception could have a big impact on how well students learn.

If we consider the total values for each indicator and aspect in student perception of the use of synthetic phonics on students' pronunciation, the data demonstrated that students' perceptions of the use of the Synthetic Phonics method in the learning process at SMPN 09 Tarakan fell on the 'positive' category with percentage 85%. Therefore, the learning process should be more enjoyable using effective methods, fostering greater student interest and participation to ensure the achievement of learning objectives. Unfortunately, the implementation of Synthetic Phonics in this research was only partially completed. Certain aspects of the implementation procedure were not carried out to their full potential, including the use of various materials, and the duration of the treatment was restricted. Therefore, further work is needed to enhance the implementation of this strategy, possibly involving larger samples and more meaningful data or alternative research methodologies. The future researchers an explore the extent to which integration of synthetic phonics methods with the general curriculum can enrich reading comprehension and phonics skills at the primary education level.

CONCLUSION

Based on the findings, the significance factor is less than 0.05, and the result of the t-value is higher than the critical t-value, indicating the rejection of H0 and acceptance of Ha. This suggested that the use of the Synthetic Phonics method is effective in enhancing the English pronunciation proficiency of first-grade students at SMPN 09 Tarakan. The Synthetic Phonics learning method proved to be excellent for students, aiding in their pronunciation learning and development. This is

because students are highly engaged in using the Synthetic Phonics method. Throughout the treatment, students' activities improved, enabling them to pronounce unfamiliar words independently by sounding out the letters and blending them. There is a noticeable difference in the learning outcomes of students before and after the use of the Synthetic Phonics method. In conclusion, the researchers posits that the effective use of Synthetic Phonics as a learning method has the potential to significantly improve students' English pronunciation.

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