

A Literature Review: Connection Between Phonology and Spelling in English Phonology

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Abstrak

Tinjauan penelitian ini mengkaji hubungan antara fonologi dan ejaan dalam bahasa Inggris, dengan fokus pada bagaimana kedua komponen linguistik ini saling berinteraksi dan mempengaruhi satu sama lain. Fonologi, studi tentang sistem bunyi bahasa, memainkan peran penting dalam pengejaan, terutama dalam bahasa Inggris, di mana ortografi yang mendalam menghadirkan tantangan yang unik. Sesuai dengan metode yang digunakan dalam penelitian ini, yaitu penelitian kepustakaan, tinjauan ini menyoroti temuan-temuan utama dari berbagai penelitian, yang menunjukkan bahwa kesadaran fonologis merupakan prediktor kuat dari kemahiran mengeja. Namun, karena ketidakkonsistenan dalam ejaan bahasa Inggris, kesadaran morfologi dan pengetahuan ortografi juga penting. Strategi pendidikan yang efektif sering kali menggabungkan pelatihan fonologi dengan instruksi dalam morfologi dan ortografi untuk meningkatkan kemampuan mengeja. Dengan mensintesis wawasan dari teori linguistik dan studi empiris, tinjauan ini memberikan pemahaman yang komprehensif tentang interaksi antara fonologi dan ejaan dalam bahasa Inggris dan membahas implikasinya terhadap pengajaran literasi. Penelitian di masa depan harus terus mengeksplorasi interaksi ini dan mengidentifikasi metode yang paling efektif untuk mengajarkan ejaan dalam konteks pendidikan yang beragam.

Kata kunci: *Koneksi, Kajian Pustaka, Fonologi, Pengejaan*

Abstract

This research review examines the connection between phonology and spelling in English, focusing on how these two linguistic components interact and influence each other. Phonology, the study of the sound system of languages, plays a crucial role in spelling, particularly in English, where the deep orthography presents unique challenges. In accordance with the method used in this research, namely library research, the review highlights key findings from various studies, demonstrating that phonological awareness is a strong predictor of spelling proficiency. However, due to the inconsistencies in English spelling, morphological awareness and orthographic knowledge are also essential. Effective educational strategies often combine phonological training with instruction in morphology and orthography to improve spelling skills. By synthesizing insights from linguistic theory and empirical studies, this review provides a comprehensive understanding of the interplay between phonology and spelling in English and discusses the implications for literacy instruction. Future research should continue to explore these interactions and identify the most effective methods for teaching spelling in diverse educational contexts.

Keywords: *Connection, Literature Review, Phonology, Spelling*

INTRODUCTION

Phonology, the study of the sound system of languages, is intrinsically linked to spelling, particularly in alphabetic languages like English. Understanding this connection is crucial for linguists, educators, and cognitive scientists as it underpins the processes of reading and writing. English, with its deep orthography, presents unique challenges in the relationship between phonology and spelling. This literature review aims to explore the intricate connections between phonology and spelling in English, drawing insights from various studies and theoretical frameworks to provide a comprehensive understanding of how these two linguistic components interact and influence each other.

Phonology deals with the systematic organization of sounds in languages, encompassing the rules that govern the distribution and patterning of phonemes (the smallest units of sound that can distinguish meaning) (Kenstowicz, 1994). Spelling, on the other hand, is the representation of these sounds in written form. The English language, unlike some other alphabetic systems, does not have a one-to-one correspondence between phonemes and graphemes (letters or letter combinations). This inconsistency arises from historical changes in pronunciation that were not reflected in the orthography, as well as the influence of multiple languages on English vocabulary (Venezky, 1970). As a result, understanding the phonological structure of English is essential for mastering its spelling conventions.

Research has shown that phonological awareness—the ability to recognize and manipulate sounds in spoken language—is a key predictor of spelling proficiency (Bradley & Bryant, 1983). Phonological skills help learners segment words into their constituent sounds and match these sounds to appropriate graphemes. This skill is particularly important in the early stages of literacy development, where children learn to decode words phonetically. Studies have demonstrated that strong phonological awareness in early childhood is associated with better spelling performance in later years (Treiman, 1993).

However, the complexity of English spelling rules means that phonological awareness alone is not sufficient. Morphological awareness (understanding the structure and formation of words) and orthographic knowledge (recognizing common spelling patterns and rules) also play significant roles (Carlisle, 2003). For example, the spelling of words like "sign" and "signal" reflects morphological relationships that are not immediately apparent from their phonological forms. Thus, a comprehensive understanding of spelling in English requires integrating phonological, morphological, and orthographic knowledge.

Educational practices and interventions often leverage insights from phonological research to improve spelling instruction. Phonics-based approaches, which emphasize the systematic teaching of sound-letter correspondences, have been shown to be effective in improving spelling skills among young learners (Ehri et al., 2001). Additionally, interventions that combine phonological training with morphological and orthographic instruction are particularly beneficial for students struggling with spelling (Bowers, Kirby, & Deacon, 2010).

This literature review synthesizes key findings from research on the connection between phonology and spelling in English. It examines how phonological principles underpin spelling conventions, the role of phonological awareness in spelling development, and the implications for educational practices. By integrating insights from linguistic theory and empirical studies, this review aims to provide a nuanced understanding of the interplay between phonology and spelling in English.

METHOD

This research uses library research, which is a series of activities related to library data collection methods (Mahmud, 2011). Library research involves collecting information from various sources available in libraries, such as books, magazines, documents, and records of historical accounts, all of which are relevant to the research topic. This approach allows the researcher to conduct an in-depth exploration of existing literature and critically analyze it in order to gain a comprehensive understanding of the topic at hand. In the context

of this research, namely the relationship between phonology and spelling in English, desk research provides a solid basis for reviewing and integrating findings from previous studies.

According to Nazir (2003), desk research is a method used to obtain data and information by utilizing the facilities available in libraries. These facilities include resources such as books, journal articles, research reports, and other documents related to the object of research. Desk research is not only limited to data collection but also includes critical analysis of the available literature to identify patterns, themes, and gaps in existing knowledge. In this study, an in-depth and structured analysis of the literature on phonology and spelling in English will provide insights into the phonology and spelling of the English language.

RESULT AND DISCUSSION

English phonology is a crucial aspect of language learning, as it enables learners to improve their pronunciation accuracy, comprehend spoken English more effectively, and enhance their overall communication skills (Hyman, 1975). Phonology is closely linked to spelling, as the sounds of English are represented by specific letters and letter combinations. Understanding the relationship between phonology and spelling is essential for effective communication in English.

This literature review explores the intricate connection between phonology and spelling in English, highlighting key findings from various studies and theoretical frameworks. The primary results from the literature indicate:

1. Phonological Awareness as a Predictor of Spelling Proficiency

Research consistently shows that phonological awareness is a strong predictor of spelling proficiency in English. Phonological awareness involves recognizing and manipulating the sounds in spoken language, which is fundamental for learning to spell. Studies by Bradley and Bryant (1983) and Treiman (1993) have demonstrated that children with strong phonological skills tend to have better spelling abilities, as they can segment words into phonemes and map these sounds onto graphemes more effectively.

2. Influence of Orthographic Depth

The deep orthography of English, characterized by its inconsistent grapheme-phoneme correspondences, poses significant challenges for spellers. Venezky (1970) noted that English spelling patterns are influenced by historical, etymological, and morphological factors, which contribute to the complexity of learning to spell. This complexity requires learners to develop not only phonological awareness but also morphological awareness and orthographic knowledge.

3. Role of Morphological Awareness

Morphological awareness, the understanding of word structure and formation, is crucial for spelling in English. Carlisle (2003) emphasized that recognizing morphemes, such as prefixes and suffixes, helps spellers make sense of irregular spelling patterns. For instance, understanding that "sign" and "signal" share a common morpheme can help learners understand their spelling despite differences in pronunciation.

4. Educational Interventions and Strategies

Effective educational interventions often combine phonological training with instruction in morphology and orthography. Ehri et al. (2001) found that systematic phonics instruction, which teaches sound-letter correspondences explicitly, significantly improves spelling skills. Additionally, Bowers, Kirby, and Deacon (2010) highlighted that interventions integrating morphological awareness can further enhance spelling proficiency, particularly for students who struggle with traditional phonics-based approaches.

The connection between phonology and spelling in English is multifaceted and influenced by various linguistic and cognitive factors. Phonological awareness serves as the foundational skill for spelling, enabling learners to break down words into their constituent

sounds and map these sounds onto written symbols. However, the irregularities of English orthography necessitate additional linguistic knowledge.

1. Phonological Awareness

Phonological awareness is crucial for early spelling development. The ability to segment words into phonemes and blend phonemes to form words underpins the process of learning to spell. Studies have shown that children who receive phonological awareness training perform better in spelling tasks compared to those who do not (Bradley & Bryant, 1983). This underscores the importance of incorporating phonological training into early literacy instruction.

2. Orthographic Depth

The orthographic depth of English, with its numerous exceptions and irregular spellings, complicates the relationship between phonology and spelling. The inconsistencies in English spelling arise from its historical development and the incorporation of words from other languages (Venezky, 1970). As a result, learners cannot rely solely on phonological strategies and must develop a broader linguistic awareness that includes morphological and orthographic knowledge.

3. Morphological Awareness

Morphological awareness plays a pivotal role in mastering English spelling. Carlisle (2003) pointed out that understanding the morphological structure of words helps learners navigate irregular spellings and make sense of complex words. Morphological instruction, therefore, is a valuable complement to phonological training, providing learners with tools to understand and remember spelling patterns that are not phonetically transparent.

4. Educational Implications

Educational strategies that combine phonological, morphological, and orthographic instruction are most effective in enhancing spelling proficiency. Systematic phonics instruction, which explicitly teaches the relationships between sounds and letters, has been shown to be highly effective (Ehri et al., 2001). Furthermore, integrating morphological awareness into literacy instruction can provide additional benefits, especially for struggling spellers (Bowers, Kirby, & Deacon, 2010).

CONCLUSION

Based on the results and discussion above, it can be concluded that understanding the connection between phonology and spelling in English is essential for developing effective literacy instruction strategies. While phonological awareness is foundational, the complexities of English orthography require a multifaceted approach that includes morphological and orthographic knowledge. Future research should continue to explore the interactions between these linguistic components and investigate the most effective methods for teaching spelling in diverse educational contexts.

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