

A Study of the development of phonological awareness in Indonesian first graders = Studi tentang perkembangan kesadaran fonologis pada anak Indonesia kelas satu sekolah dasar

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Abstrak

[ABSTRAK

Jurnal ini berisi tentang laporan penemuan dari sebuah studi tentang kesadaran fonologis dari 30 anak Indonesia kelas satu sekolah dasar. Para partisipan diuji kemampuannya dalam mengidentifikasi panjang silabel, tes penggabungan kata, deteksi silabel, membalikkan silabel pada nonkata, membalikkan fonem pada nonkata, dan memilih gambar dengan rima yang sama. Ditemukan bahwa kesadaran silabel seperti yang diujikan pada tugas identifikasi panjang silabel, deteksi silabel, dan membalikkan silabel pada nonkata, merupakan tes yang cukup mudah bagi para partisipan, sedangkan tugas membalikkan fonem pada nonkata didapati sebagai yang paling sulit. Hasil dari penemuan studi ini ternyata berhubungan dengan metode pengajaran membaca di Indonesia. Hasil studi ini kemudian dibahas dalam kaitannya dengan fonotatik bahasa Indonesia dan metode pengajaran membaca di Indonesia yang lebih menekankan pada pengajaran silabel. Dikarenakan penelitian tentang ortografi Bahasa Indonesia terbilang sedikit, studi ini merupakan awal yang baik untuk meningkatkan dan memperluas penelitian literasi Bahasa Indonesia selanjutnya.

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ABSTRACT

This paper reports the finding from a study on the phonological awareness skills of 30 Indonesian first grade students. Participants were tested on identifying syllable length, blending task, syllable detection, reversing syllable in nonwords, reversing phoneme in nonwords, and choosing picture with the same rime. It was found that syllabic awareness as assessed by the identifying syllable length, syllable detection, and reversing syllable in nonwords, was relatively easy for Indonesian students while reversing phoneme in nonwords found to be the most difficult task. These findings were turned out to be related to the methods of teaching reading in Indonesia. Due to the findings, these results are then discussed in relation to the Indonesian phonotactics and teaching of reading in Indonesia, which put more emphasize in syllable. Since less research has been conducted in Bahasa Indonesia orthography, this study is a good start to enhance and expand the future literacy research in Bahasa Indonesia.;This paper reports the finding from a study on the phonological awareness skills of 30 Indonesian first grade students. Participants were tested on identifying syllable length, blending task, syllable detection, reversing syllable in nonwords, reversing phoneme in nonwords, and choosing picture with the same rime. It was found that syllabic awareness as assessed by the identifying syllable length, syllable detection, and reversing syllable in nonwords, was relatively easy for Indonesian students while reversing phoneme in nonwords found to be the most difficult task. These findings were turned out to be related to the methods of teaching reading in Indonesia. Due to the findings, these results are then discussed in relation to the Indonesian phonotactics and teaching of reading in Indonesia, which put more emphasize in syllable. Since less research has been conducted in Bahasa Indonesia orthography, this study is a good start to enhance and expand the future literacy research in Bahasa Indonesia.;This paper reports the finding from a study on the phonological awareness skills of 30 Indonesian first grade students.

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