

BAB V

KESIMPULAN DAN SARAN

A. Kesimpulan

Hasil penelitian ini menunjukkan bahwa kemampuan ritmis secara keseluruhan tidak berhubungan dengan kesadaran fonologis pada anak kelas 1 SD di Kota Yogyakarta. Namun, kemampuan reproduksi ritmis memiliki hubungan positif yang signifikan dengan kesadaran fonologis pada anak kelas 1 SD di Kota Yogyakarta, sementara hubungan persepsi ritmis dengan kesadaran fonologis cenderung mengarah negatif dan tidak signifikan. Hal ini menegaskan bahwa kemampuan anak dalam mengenali dan secara aktif mereproduksi pola ritmis lebih relevan dalam mendukung perkembangan fonologis dibandingkan kemampuan persepsi ritme pasif. Proses reproduksi ritmis yang melibatkan koordinasi antara persepsi auditif dan keterampilan motorik memungkinkan anak untuk memetakan pola temporal, mengenali suku kata, dan memahami prosodi bahasa, sehingga membangun fondasi kesadaran fonologis yang lebih kuat.

Temuan ini sejalan dengan prinsip TSF yang menekankan pentingnya pemrosesan temporal dan koordinasi sensorimotor dalam perkembangan bahasa anak. Selain itu, penelitian ini juga mendukung PBT, di mana sensitivitas terhadap ritme, tekanan kata, dan intonasi membantu anak mengenali struktur fonologis sebelum mereka sepenuhnya menguasai aturan linguistik. Studi sebelumnya, baik pada anak prasekolah maupun sekolah dasar, menunjukkan bahwa kemampuan reproduksi

ritmis memiliki kontribusi yang lebih kuat terhadap kesadaran fonologis dibandingkan persepsi ritme pasif, memperkuat temuan penelitian ini.

Meskipun penelitian ini memiliki keterbatasan, seperti cakupan sampel yang terbatas, variasi ritme yang belum dianalisis secara menyeluruh, desain korelasional, dan faktor individu yang tidak dapat dikontrol, temuan yang diperoleh tetap memberikan kontribusi empiris yang penting. Hasil penelitian ini menegaskan bahwa reproduksi ritmis alami merupakan indikator krusial dalam perkembangan fonologis anak, sekaligus memberikan dasar bagi penelitian lebih lanjut untuk mengeksplorasi hubungan sebab-akibat dan variasi ritme yang lebih kompleks. Dengan demikian, penelitian ini memperkuat pemahaman tentang peran ritme dan prosodi dalam membentuk kesadaran fonologis pada anak usia sekolah dasar awal.

B. Saran

Berdasarkan dari temuan dan keterbatasan penelitian ini, peneliti merumuskan beberapa saran yang dapat digunakan untuk pengembangan penelitian selanjutnya maupun penerapan praktik pendidikan. Saran yang dirumuskan oleh peneliti adalah

1. Bagi penelitian selanjutnya

Penelitian sebaiknya melibatkan lebih banyak sekolah maupun di wilayah yang berbeda untuk meningkatkan generalisasi hasil. Sampel yang lebih luas dapat memungkinkan analisis perbedaan karakteristik anak. Sejalan dengan hal tersebut, penelitian

selanjutnya dapat mengeksplorasi berbagai jenis ritmis serta memilih kompleksitas pola ritmis yang berbeda. Penggunaan desain penelitian eksperimental atau regresi juga dapat membantu menelusuri hubungan sebab akibat antara kemampuan ritmis dan kesadaran fonologis.

2. Bagi praktik pendidikan

Guru dapat memanfaatkan ritmis dalam pembelajaran bahasa dengan mengintegrasikan kegiatan yang melibatkan reproduksi ritmis, seperti tepukan pola ritmis, permainan ritme, atau nyanyian, untuk membantu anak mengembangkan kesadaran fonologis. Karena, reproduksi ritmis melibatkan koordinasi antara persepsi auditif dan gerakan motorik, pendekatan pengajaran yang menggabungkan gerakan dan bunyi dapat meningkatkan pemahaman fonologis anak secara lebih efektif. Selain itu, guru juga disarankan untuk menekankan intonasi, tekanan kata, dan pola ritme dalam proses belajar, sesuai dengan prinsip PBT, sehingga anak dapat mengenali struktur fonologis secara alami dan lebih mudah membagi bunyi bahasa menjadi unit yang bermakna.

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