

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the present study. A brief description of the present study and the overall findings of the present study are presented in the conclusion. Meanwhile, suggestions provide some recommendations to improve language development, especially for future research and the teachers.

5.1. Conclusion

The aims of this study are exploring first grade students' performance on English phonological awareness and investigating factors that influence English phonological awareness. The first question is obtained by testing the students' performance in six subtests on English phonological awareness. Meanwhile, to answer the second question is obtained by distributing the questionnaire to students' parents and conducting the interview to the teachers.

There are two points that can be drawn from the present study to answer the research questions. Firstly, English phonological awareness of first grade students appears in three levels of *sound units*: syllable, onset-rime, and phoneme. Students perform higher result in syllable unit rather than in onset-rime and phoneme. However, students' performance is poor in rime test because it is the most difficult test comparing the other test. Secondly, the chronological order of acquisition and language proficiency influence English phonological awareness. The findings in the chronological order of acquisition and language proficiency show that Indonesian as the language that is mostly learned and used by the child. In addition, active exposure to the most dominant language used and for social interaction have a positive effect on language development. Thus, the present study has an assumption that a transfer between target language and other language(s) previously acquired may affect the students' performance.

5.2. Suggestions

Based on the conclusion above, this study provides several recommendations for future research related to phonological awareness to expand the limitation and complete the present study. In addition, this study also gives suggestions to the teachers in teaching English, concerning phonological awareness.

5.2.1. Recommendation for Future Research

Firstly, researchers should give account to the other element of phonological awareness. This present study touches the dimension of *sound units* because of the limitation of time. Thus, future research may cover another dimension, for instance *type of manipulation of sound units*, to collaborate with the present study and will later help to enrich more comprehensive data for this study.

Secondly, phonological awareness could be explored in different levels of formal educational background, extending the variables in term of English-as-a-foreign-language (EFL) learners in Indonesia.

Thirdly, research in phonological awareness can be conducted through examining various aspects in an individual and language backgrounds. The scope of this study is by looking through English as a language and the linguistic background of certain individuals. Thus, by exploring phonological awareness in various backgrounds from an individual and a culture, it may give certain findings to enlarge the theory on language development.

Fourthly, researchers could explore more deeply to the transfer of two different languages. This present study examines factors influencing phonological awareness and makes an assumption that a transfer may be used by the students. The reason is because the performance on English phonological awareness has the same result as Indonesian phonological awareness. Thus, future research may investigate how students perform the transfer in Indonesian and English language,

giving further information with the present study and later help to enrich the present study comprehensively.

5.2.2. Recommendation for the Teachers

Firstly, Elementary teachers should make activities that facilitate phonological awareness. Phonological awareness acts as a bridge in reading literacy and to learn to differentiate alphabets to its sounds, especially in English which is a type of opaque orthography.

Secondly, teaching phonological awareness should not be according to the levels from larger to smaller *sound units* in a word. However, students should be guided well enough to understand the activities on phonological awareness. In addition, teachers may use nonverbal cues as an instruction to help children understand and engage well in the learning activities.

Thirdly, the school should provide adequate time for English teachers to teach English subject in class therefore students are more proficient in English. In addition, active exposure to English as a language of instruction may be needed. It can give a positive feedback to language proficiency in developing children's performance on English.

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*ENGLISH PHONOLOGICAL AWARENESS A Descriptive Study of First Grade Students
at an Elementary School in Northern Bandung*

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