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Early Detection of Javanese Phonological Awareness of Grade 4 Elementary School Students in PJJ

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Abstract. This study aim to detect the phonological awareness of Javanese in elementary school grade 4 students early through the distance learning process. To be able to determine the level of awareness of children's phonology, one indicator is to look at the child's ability to write and read Javanese text. This research is a descriptive qualitative type. Data was collected by archiving all assignments related to writing and reading Javanese text sent by students through the WhatsApp application. The collected data were then analyzed descriptively. The results showed that grade 4 elementary school students made many phonological errors when writing and reading Javanese text. The most common mistakes are when writing vowels /a/ and reading consonants /dh/ and /th/. Based on the many errors, it can be concluded that the phonological awareness of Javanese elementary school students is still low, or it can be said to be less aware.

Keywords: Phonological Errors, Writing Vowels, Reading Consonants

1 Introduction

The Covid-19 pandemic had a major impact on all aspects of life, one of which is the field of education. During the pandemic, the educational process, namely teaching and learning activities, is carried out online or better known as distance learning (PJJ) [1]–[5]. The existence of PJJ is certainly a new habit for both teachers and students, where previously learning was done face-to-face, now it must be done remotely. However, changing the learning process does not necessarily reduce the substance and essence of the learning material. As in learning Javanese in grade 4 elementary school, there is material about *jejeg* and *miring* characters.

In the learning process in this PJJ era, teachers actually made it very easy in terms of learning media [6]. One of which was the WAG application or whatsapp group [7]–[9]. As is well known, the WhatsApp application is the easiest and most affordable application to be used by all groups, both children as students and parents as teachers. In learning the *jejeg* and *miring* characters through this WAG, teachers only need to send material in the form of text or voice that all group members can read and hear. Even so in sending assignments for the assessment process. Students only need to send their performance results in the form of photos or voice via voicenote. In that way, the teacher can correct and assess student assignments carefully, so that the level of error and understanding of students' understanding of the material presented by the teacher can be found. With this, it can only be concluded that the level of awareness of students in Javanese language, especially at the phonology level. It is important to know the awareness of phonology in Javanese, given that in Javanese there are Javanese characters whose way of writing is strongly influenced by the writing of Latin letters and their pronunciation.

Phonological awareness is one of the best initial indicators to measure children's reading skills, in this case low grade elementary school age children [10].

One aspect of children's language development that is important to pay attention to during elementary level learning is the learning process towards reading and writing skills, especially in Javanese text. One of the determinants of the success of reading and writing skills is the awareness of phonology in children. Phonological awareness is the sound system of a language, including the use and combination of sounds [11]. In other words, phonological awareness is a person's quickness to the sound structure of language. This requires a person's ability to be able to shift attention as quickly as possible from the structure of the sound into spoken and written language. Moreover, in the sound structure of the Javanese language where there are *jejeg* characters and *miring* characters that are different in terms of writing and pronunciation.

Phonological awareness in the context of learning is the ability to detect and manipulate sound structures [12]. The development of sound structures in phonological awareness is sequential from the largest sound unit to the smallest unit, namely words, syllables, onset-rime, and sounds [13]. This is in line with the stated that the initial development of phonological awareness was syllables, then rhyme and phoneme awareness [14]. So, it can be underlined that the development of children's phonological awareness follows word awareness, syllable awareness, onset awareness (initial sound) & rime (final sound) and sound awareness.

Based on the opinion of the experts above, it can be concluded that the phonological awareness of Javanese language is the speed of a person to be able to understand the relationship between Latin letters and Javanese letters and the sounds spoken. From that understanding, the role of Javanese language teachers in elementary schools during the learning process is very large. The classroom teacher who is also the Javanese language teacher in elementary school is an important key in the success of students to have phonological awareness which also greatly influences the level of reading and writing skills in Javanese both Latin and Javanese script.

Research on phonology awareness has been widely carried out, both by foreign researchers and domestic researchers [15]–[18]. However, to the knowledge of the researcher, until now there has been no research on the awareness of Javanese phonology, especially among elementary school students. Research on the effect of phonological awareness interventions on reading and spelling speed in children's literacy skills [19]. The results showed that phonological awareness intervention was effective in the process of reading and spelling words. Another relevant research is research on the development and relationship between basic metalinguistic skills and Arabic word reading skills [20]. The results show that although the differences in phonological awareness of each student can be eliminated, morphological awareness and reading skills persist during the junior and senior high school years. This research differs in its focus and locus, namely on the development of awareness of the Arabic language. Another relevant research is the research on the relationship between oral phonological awareness and reading ability of the deaf group [21]. The results suggest that learning to read needs to rely on basic language skills and phonological processing. Based on some of the relevant previous studies mentioned above, it can be concluded that this study is different, which focuses on the level of phonological awareness of elementary school students.

2 Method

This study uses a qualitative approach to the phenomenology type. The data of this research are in the form of linguistic units in the form of words, syllables, onset, rhythm, and Javanese

phonemes that appear in the learning process of Javanese language in 4th grade students of SD Negeri Manguharjo, Madiun City, 2020/2021 academic year. The data was collected by means of observation and documentation in the form of student performance results both in writing and orally during the Javanese language learning. Data analysis was performed using a contrastive technique with inductive stages [22]. The stages are collecting data, namely collecting data in the form of words, syllables, onset, rhythm, and Javanese phonemes which are part of phonological awareness; identifying errors, namely identifying errors to determine the level of awareness of Javanese phonology; classifying errors, namely classification errors; quantifying error to measure the level of error which then measures the level of phonological awareness; analyzing the source of error, namely analyzing the source of the error; and remedying for errors, which is doing remedials to eliminate the error rate.

3 Results and Discussion

Investigating the phonological awareness of class elementary school students in distance learning can be carried out in the letter recognition material taught in this odd semester. All students have textbooks and worksheets in their homes. In this case, the teacher provides material via a video link on the youtube channel. After seeing this video, students were given the task of writing text dictated by the teacher via voicenote on the whatsapp group. After writing the text that was listened to, the students then read back the text they had written and sent it back on whatsapp. The following is an example of an assignment that has been sent by students.

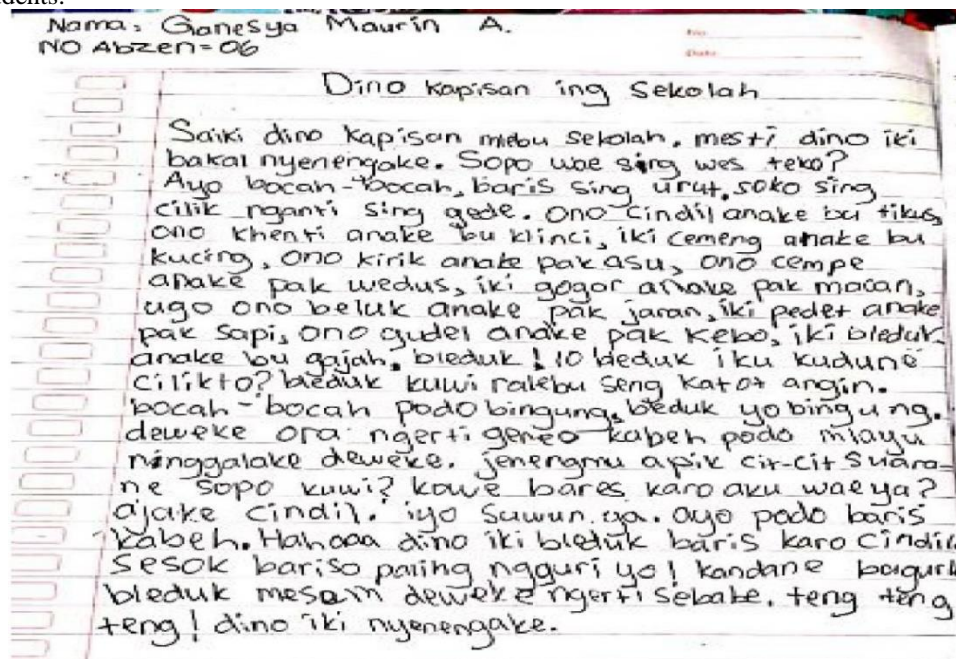


Fig. 1. Student's assignments

Submitted assignments are then analyzed as in the table below.

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Table 1. List of Student Problems when Writing Text in Javanese

Problematic	Fact	Cause
Vowel writing confusion /a/	Many students write /a/ jejeg by writing /a/ italic, such as /dina/ written /dino/, /sapa/ is written /sopo/, /saka/ is written /soko/, /ana/ is written /ono/, and so on	In the orthographic system, jejeg and miring script writing are the same, there is no special sign to distinguish the two. The vowels /a/ <i>jejeg</i> and <i>miring</i> are both written /a/, but with different pronunciation. The letter /a/ jejeg is pronounced [ɔ], and /a/ miring is pronounced [a]. This phoneme [ɔ] is considered the same as the letter /o/ in Latin writing, so that many write /opo/ instead of /apa/.
Vowel writing confusion /i/	Writing words with closed syllables containing the letter /i/, written /wes/ which should be written /wis/, /baris/ written /bares/.	Similar to the writing of a vowel /a/, in Latin letters the writing of /i/ jejeg is the same as /i/ miring, the difference is in the pronunciation. The letter /i/ jejeg is read like the letter [i] in general, but /i/ miring is read like the letter [e].
Vowel writing confusion /u/	The word /katot/ should be written as /katut/.	The writing of the vowel /u/ is often confused, namely /u/ miring where the writing is still /u/ but reads [o]. that difference makes students confused to write /u/ miring
Confusion in writing consonants /dh/	Students have not been able to distinguish between the use of the letters /dh/ correctly, such as the word /gede/ which should be written /gedhe/, /cindil/ should be written /cindhil/, /wedus/ should be written /wedhus/, /pedet/ written /pedhet/, /podo/ should be written /padha/, and /deweke/ should be written /dheweke/.	The number of words in Javanese that are lifted from Indonesian makes students confused to write them in Javanese, such as in the words education, method, medhia, and so on. If students are confused in writing loanwords from Indonesian, this is also true for words that are original from Javanese
Confusion in writing consonants /th/	Students have not been able to distinguish between the use of the letter /th/ correctly, such as the word /must / which should be written /mesthi/, and /kenti/ which should be written /kenthi/.	It is rare for students to hear words in Indonesian that contain the letter /th/ causes students now to hardly recognize words containing the letter /th/.
Confusion in writing consonants /g / at the end	Students are still confused in distinguishing words ending in the letters /k/ and /g/, such as the word /bleduk/ which should be written /bledug /	The number of words in Javanese are almost the same in pronunciation as words in Indonesian, such as the word /jejeg/ almost the same with /jejek/.

Elementary school children's phonological awareness can be seen based on the writing and pronunciation of words containing distinctive vowels and consonants that only exist in Javanese. Based on the data analysis above, students still find it difficult to distinguish between written language and spoken language, because what they write is the same as what they pronounce. Whereas in the area of Javanese orthography there are two types of letters, namely Latin letters and Javanese letters or *legena script*. The two types of letters in Javanese certainly influence each other in terms of orthography. This influence certainly creates confusion in writing spoken Javanese.

In terms of material management, learning materials have not been packaged in an innovative and attractive manner, so that students are not motivated to study seriously. Javanese language learning material should be taken from a variety of sources so that learning activities can really add to students' insight. The problem raised here is in the management of Javanese phonology material. In the Javanese orthography system, the writing of *jejeg* and *italic* characters are the same, there is no special sign to distinguish the two. The vowels /a/ *jejeg* and *miring* are both written /a/, but with different pronunciation. The letter /a/ *jejeg* is pronounced [ɔ], and /a/ *miring* is pronounced [a]. This phoneme [ɔ] is considered the same as the letter /o/ in Latin writing, so that many write /opo/ instead of /apa/. The material is presented only in theory without any examples in the use of real language. The material is not packaged in a real contextual way. Teachers only provide rules and regulations without being able to explain why the rules emerged. So the material is still abstract and not real. The absence of dialogue in teachers makes students less understanding and can only accept material which then immediately applies it in assignments and it turns out that in the process it is also only perfunctory. It has not been conveyed correctly so that students still experience many writing errors. The monotonous packaging of the material makes students' awareness of learning and mastering Javanese, which is actually their mother tongue and everyday language low. This contradicts previous research with whatsapp application [23], [24].

Based on the above non-innovative material management, the choice of method is also problematic. The material is rigid and not contextual making the learning method used only the lecture method and is conventional. In lectures so far, the material is only delivered briefly with the lecture method which only explains a few examples in terms of writing, then the lecturer immediately assigns students the assignment to write a few paragraphs in Javanese.

The monotonous packaging of materials and method selection made classroom management less innovative. The conventional class conditions apply a competitive system in which individual success is oriented towards other people's failures, further exacerbating the problem. Students do their assignments only in moderation with the motivation to be a mere abortionist without any motivation to really learn Javanese.

Confusion in writing spoken language or called ortho-phonological confusion can occur due to the uncertainty of standard Javanese pronunciation [25]. Until now, there are still many Javanese language users, both laymen and educated people who still confuse the phonological system and the orthographic system. If students in the elementary level class have difficulties and experience many mistakes, then until they grow up they will use the same writing grammar, which is wrong according to the rules of Javanese.

The factors causing ortho-phonological confusion are the presence of linguistic factors and nonlinguistic factors. Linguistic factors in the form of differences in phonological systems and orthographic systems in one language or between languages that are not understood by language users. In addition, Javanese speakers ignore or do not understand the differences between the phonological system and the orthographic system. This indifference is very common, because since elementary school, the language learning model has been led to a traditional model where

writing equals language. There, language lessons are identified with reading and writing lessons. Listening and Speaking, which are the essence of language learning, are neglected. From here then emerge two kinds of language, namely spoken language and written language. This kind of thing continues to understanding at the next level. Even Javanese linguists have been trapped by the confusion between spoken language (the language in its true meaning) and written language (the embodiment of language with graphic media), for example in Javanese language textbooks in schools.

The nonlinguistic factors that influence are such as the speech style of students who like to follow figures or figures that are on the rise [26], like now many *dangdut* artists are popularizing Javanese songs. Via Vallen, for example, pronounce *sewu kutha* into *sewu kuta*, *kudu* became *kudhu*. Children, who often listen to Javanese songs, will surely get used to pronouncing the wrong words.

4 Conclusion

Based on the analysis and discussion above, it can be concluded that grade 4 elementary school students make many phonological errors when writing and reading Javanese text. The most common mistakes made are when writing vowels /a/ and reading consonants /dh/ and /th/. Based on the many mistakes, it can be said that the phonological awareness of the Javanese language of elementary school students in grade 4 is still low, or is included in the category of being less aware, namely actually knowing the rules or rules, but still making mistakes.

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