

ABSTRAK

Anak lamban belajar dikenal memiliki kemampuan belajar yang lambat sehingga memengaruhi pemahaman mereka. Memahami kalimat sederhana merupakan hal yang sulit bagi anak lamban belajar. Penulis tertarik untuk mengetahui pemahaman mereka terhadap kalimat ambigu. Oleh karena itu, penelitian ini ditulis dengan tujuan untuk mengidentifikasi pemahaman anak lamban belajar ketika membaca kalimat ambigu; ambiguitas sintaksis dan semantik. Teori yang digunakan merupakan teori pemahaman membaca oleh Kintsch & Rawson (2005) dan teori ambiguitas oleh Ullmann (2007). Data diperoleh melalui pengamatan terhadap kemampuan membaca 3 anak lamban belajar berusia 10-11 tahun kelas 3 sekolah dasar Galuh Handayani. Para partisipan diminta untuk membaca naskah soal yang terdiri atas 16 kalimat dan menjawab 3 pertanyaan setelah membaca tiap-tiap kalimat. Ke-16 kalimat yang digunakan berasal dari 72 kosa kata yang diambil dari buku Bahasa Indonesia. Kalimat-kalimat tersebut mewakili 3 macam kalimat, yaitu ambiguitas sintaksis, semantik, dan kalimat non-ambigu. Kalimat non-ambigu digunakan untuk mengetahui apakah partisipan dapat membedakan kalimat ambigu dan non-ambigu. Sekitar 6 kosa kata dipilih secara khusus sebagai kata kunci ambiguitas semantik. Kata-kata tersebut dipilih berdasarkan karakteristik sebagai kata berhomonimi maupun berpolisemi. Sedangkan kata-kata lain digunakan sebagai pelengkap susunan kalimat. Beberapa frase juga digunakan sebagai frase kunci ambiguitas sintaksis. Hasil penelitian menunjukkan bahwa dari dua macam ambiguitas, ambiguitas semantik merupakan ambiguitas yang lebih dominan daripada ambiguitas sintaksis. Hal ini disebabkan oleh pemrosesan ambiguitas semantik yang lebih kompleks yang mengharuskan partisipan mengaktifkan makna lain apabila makna primer dinilai tidak konsisten. Akan tetapi, partisipan gagal memenuhi langkah tersebut sehingga menyebabkan pemahaman yang kurang tepat. Oleh karena itu, partisipan semestinya menyimpulkan makna kata dengan semua kemungkinan makna melalui pengetahuan yang telah diperoleh apabila makna primer tidak konsisten.

Kata kunci: anak lamban belajar, ambiguitas sintaksis, ambiguitas semantik, pemahaman membaca, penyimpulan makna kata

ABSTRACT

Slow learners are known to be sluggish in their learning ability in which apparently affects their comprehension. Comprehending simple sentence might be difficult for slow learners. It is interesting to know their comprehension of ambiguous sentences. Therefore, this study aims to identify slow learners' comprehension in reading ambiguous sentences; syntactic and semantic ambiguity. The theories used are reading comprehension proposed by Kintsch & Rawson (2005) and ambiguity proposed by Ullmann (2007). The data was obtained from observing the reading performance of three slow learners aged 10 to 11 of 3rd grade of Galuh Handayani Inclusive School. They were asked to read instrument which consisted of 16 sentences and answer 3 questions after reading each sentence. The 16 sentences were formulated from 72 vocabularies which were chosen from the words appear in Bahasa Indonesia text book. Those sentences covered syntactic ambiguity, semantic ambiguity, and non-ambiguous sentences. Non-ambiguous sentences are used to know whether the participants could identify which sentences are ambiguous. About 6 vocabularies which were used as the keywords of semantic ambiguity based on their characteristics as polysemy or homonymy. While remaining words were used as complementary of the sentences. Some phrases were functioned as key phrases of syntactic ambiguity. The results show that the participants comprehended the ambiguous sentence by inferring the meaning with their acquired knowledge. It is also known that semantic ambiguity was more dominant than syntactic ambiguity. It is due to its more complex processing which required the participants to activate further meaning as primary meaning was inconsistent. However, they were failed to perform such action which leads to their improper comprehension. Thus, to achieve proper comprehension, the participants should infer the word to all possible meaning other than primary meaning as it is inconsistent by employing the background knowledge.

Keywords: slow learner, syntactic ambiguity, semantic ambiguity, reading comprehension, inferring