

# Using Phonetic Methods for Children's Reading Ability Development in Kindergarten

Indriana W. W.  
Yogyakarta State University  
Yogyakarta, Indonesia

indrianawarih.2017@student.uny.ac.id

Suparno  
Yogyakarta State University  
Yogyakarta, Indonesia  
suparno@uny.ac.id

**Abstract**—This study examines the effects of the phonics method approach towards children's reading skills in kindergartens. The reading ability is necessary when the child continues his education. This research was conducted by evaluating children's learning outcomes with the application of phonics methods. The subjects of this study are children aged 5-6 years. Fifteen children from group B in TK ABA (Aisyiyah Bustanul Athfal) evaluated their reading ability by looking at the effectiveness of their implementation and achievement outcomes. Equally children are given the same activities and will be observed using check list and rating scale. The data was analyzed using explorative descriptive statistics. In accordance with the existing hypothesis that the phonetic method is effective for developing children's reading abilities. As many as 93.32% of children can be categorized as developing very well in their reading ability based on the evaluation of learning outcomes.

**Keywords**—*phonic, reading, children*

## I. INTRODUCTION

Children experience interacting with literacy from an early age will prepare them for formal school learning. Children who have mastered literacy skills early on will cause the child to become a learner throughout his life [1]. Early childhood is a child who is in the age range of birth to six years which is a critical age range and at the same time strategic in educational position, early childhood education can influence the results of education of the next stage [2]. However, on the basis of a study, large numbers of children enter and leave kindergarten risk not acquiring basic literacy skills [3]. This is due to a variety of factors, one of which is poverty, which corresponds to an article entitled "High Poverty Schools That Beat the Odds" Cunningham in [4]. which states that "poverty is the greatest correlation of reading achievement" and "school - schools with large numbers of poor children rarely achieve their goals in the final literacy tests" (p382). Yet in this age period is a period conducive to cultivate a variety of capabilities, including reading ability.

The unfavourable state of the economy makes parents less concerned about the quality of their children's education, many of which discourage parents from introducing, accompanying, or repeating what they have learned in school when they are at home. This is in accordance with the article entitled "Research shows the importance of parents reading with children -even after children read" Merga in [5] his research found that of the 997 Year 4 and Year 6 respondents at 24 schools who took part in the 2016 Western Australian Study in Children's Book Reading, nearly three-fifths reported that they are not being read at home. Parents who have poor economic conditions submit the task to the teachers in school. They assume if the child is in school then the one responsible

for teaching reading, writing, counting and other trays is the teacher. Although the teacher's job at school teaches it, but the parents also do not escape the role in that matter. Whereas language aspect can be done by anyone, both parents at home, teachers at school, and people around children [6].

The reading ability is very important to teach children, because by reading the future of children will also be good. This is in accordance with research conducted by Papalia & Feldman in [7] that by teaching reading then children will have a mature readiness for the next level. In addition, according to Dhieni in [8] reading for early childhood has a purpose, among others: (1) To obtain information. (2) In order to increase the child's self-image. (3) To get pleasure or holiday. (4) To find the values of beauty or aesthetic experience. (5) Without any purpose or because it is assigned and reading also can to learn.

Reading especially for early childhood differs from adults, children should get special treatment tailored to the stage of their development. That is tailored to the curriculum, teaching materials and also learning methods used. Statkus, *et al.* in [9], describes reading as a communication skill that produces many other skills and it is an important part of our capacity to improve our performance. If learners struggle to read, it will be difficult for them to cope with other subjects because learning involves understanding concepts, improving thinking skills and overall academic child development. Therefore it takes a proper method to develop it.

Children's reading ability can be improved through phonic methods which in this case include teaching children to make ballot correspondences with basic decoded words such as consonant-vowel-consonant patterns. Phonemic awareness skills (namely alertness and sound manipulation in words spoken) are enhanced when children learn to associate letters with their respective voices [10]. Based on a study showing that providing early and intensive literacy instruction for kindergarten children at risk of reading failure greatly improved their reading achievement outcomes in the main classes [11]. Therefore, it is important to develop children's reading abilities.

The rest of this paper is organized as follow: Section II describes the proposed hypotheses. Section III describes the material and proposed methodology. Section IV presents the obtained result and following by discussion. Finally, Section V concludes this work.

## II. AIMS AND HYPOTHESES

This study examines how effective it is to develop children's reading abilities using phonic methods. The researcher wants to know whether by using these methods in

learning children can read better when applied phonetic methods in learning.

It is expected that with this phonic method to be a very powerful reason for the success of reading, in the application of children's phonetic methods are taught to name the character characters, as well as mention the sounds of letters. Children are expected not only to say but also to understand the existing letters and the children have enthusiasm and activity that can be categorized as "evolving according to expectations" in following the learning process of reading.

**III. MATERIAL & METHODOLOGY**

This section presents the data used and the proposed method.

**A. Participant**

Fifteen children of group B in TK ABA in Darungan, Lumajang Regency, East Java Province.

**B. Methodology**

This study uses authentic assessment (authentic assessment) to see the behavior shown by the child when given action during the learning process. According to Hemel & Snow, C. in [12], authentic assessment is a type of assessment that uses tasks close to the child's daily life, intellectual challenge and the child completes the desired behavior in terms of being close to everyday life.

Authentic assessment is a model of appraisal that conforms to the demands of contextual learning [13]. This assessment has indicator indicators that end in the achievement of competency standards which is a measure of the achievement of education programs at the national level. Moreover, to combine and translate the data obtained then used also formative and summative assessment to see how far able to give a picture of the development of children in each period.

Formative assessment is a measurement conducted while the activity is in progress, and for summative assessment is a measurement conducted at the end of the activities undertaken [14]. In the formative assessment is intended to make improvements, while the summative assessment to check the achievement of goals.

**C. Techniques and Instruments**

This study uses quantitative decryption, and when it can be obtained it will be processed later in the description. The data of research include primary data obtained from note of observation result of child development in reading skill and secondary data obtained through observation of enthusiasm behavior and activity of child during activity.

Instrument of data collection in this research uses check list observation sheet from primary data achievement and scale rating for secondary data are described in Tables I & II.

TABLE I. READING CAPABILITY INSTRUMENTS

Variables	Indicator
Reading	<ul style="list-style-type: none"> <li>The child can name the characters</li> <li>Children can mention letters</li> <li>The child can match both uppercase and lowercase</li> <li>The child can read simple writing</li> </ul>

TABLE II. ACTIVITY INSTRUMENTS AND CHILD ENTHUSIASM

Variable	Indicator
Enthusiasm	<ul style="list-style-type: none"> <li>Children focus when activities</li> <li>The child looks happy during the activity</li> <li>Children are excited during the activities</li> <li>Children sing along and ask questions during activities</li> </ul>
Activity	<ul style="list-style-type: none"> <li>The child expresses the opinion during the activity</li> <li>Children can interact with friends</li> <li>The child can help a friend</li> <li>The child can invite his friend to join the game</li> <li>The child can retell the activities that have been done</li> </ul>

**D. Data Analysis**

Data analysis in this study using quantitative descriptive statistics, the calculation yields percentage data which is then described with explanatory sentences. How to calculate the percentage of children based on observation sheet according is as follows:

$$P = \frac{\text{Overall score obtained by students}}{\text{Number of students} \times \text{maximum score}} \times 100\% \quad (1)$$

From this presentation, this study takes 4 presentation criteria applied and assessment procedure in kindergarten, namely in Table III:

TABLE III. PERCENTAGE OF ASSESSMENT CRITERIA

Criteria	Percentage
BSB ( <i>Berkembang Sangat Baik</i> )	75%-100%
BSH ( <i>Berkembang Sesuai Harapan</i> )	50%-77.99%
MB ( <i>Mulai Berkembang</i> )	25%-49.99%
BB ( <i>Belum Berkembang</i> )	0%-24.99%

**IV. RESULTS AND DISCUSSION**

This section presents the results obtained and following by discussion.

**A. Results**

The result of formative reading skill assessment in class B of TK ABA based on 4 indicators that have been made is that children can mention names of characters of letters, children can mention the sounds of letters, children can match capital letters and lowercase letters, children can read simple writing that is as much 93.32% of the total number of children in the class or a total of 14 children can be categorized as very good because it has a 75%-100% achievement percentage, whereas 6.68% of the total number of children in the class or 1 child can be categorized as having the ability to develop accordingly hope because it has a percentage of achievement between 50%-74.99%.

The result of the summation of reading skill in class B of TK ABA based on 4 reading skill indicator is 93.32% from the total number of children in the class or 14 children can be categorized as very good because it has achievement percentage of 75%-100%, while 6.68% of the total number of children in grade B or 1 child can be categorized as having the

ability to develop as expected because it has a percentage of achievement between 50%-74.99%.

In addition, the results of the assessment of the children activity are depicted in Figures 1 and 2 below:

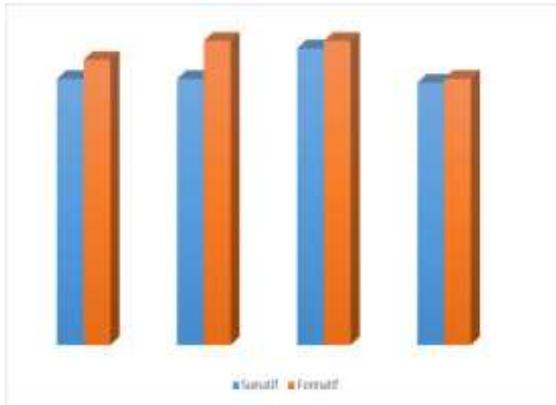


Fig I. Comparison of Observation Results of Enthusiasm Behavior

From Figure 1, the first to the last bars are respectively describes: (1) Children can interact with friends; (2) Children can help friends; (3) The child can invite his friends to join in the permanent; (4) Children can re-enter the activities that have been done.

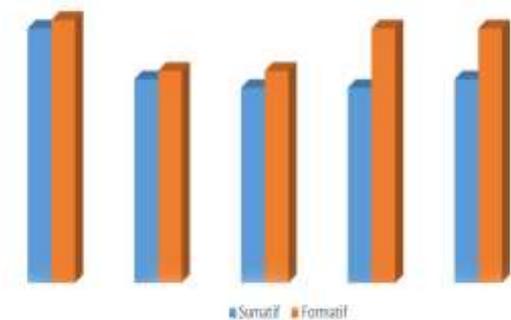


Fig II. Comparison of Activity Observation Results

From Figure 2, the first to the last bars are respectively describes: (1) Children focus when activities; (2) The child looks happy during the activity; (3) Children are passionate about activities; (4) Children join in singing and ask for activity; and (5) The child expresses his opinion during the activity.

### B. Discussion

The results of formative and summative assessment that have been conducted is known that the children of grade B TK ABA get a high percentage so that it can be said the reading ability of children develop very well and in accordance with expectations. This means that the results of formative and summative evaluation of grade B students can improve reading ability. As the results of research conducted Johnston, *et al.* in [15], that children who were taught using phenomenal synthesis had better word reading, spelling, and reading comprehension. There was no evidence that the synthetic phonics approach, which early on teaches children to blend letter sounds in order to read unfamiliar words, led to any impairment in the reading of irregular words.

Barratt-Pugh & Rohl in [16] also states that in teaching programs consisting of letters and sounds or letters have an impact in the reading and spelling process rather than simply teaching awareness phonology or letters of the alphabet separately. Therefore, with a phonetic method where combining the introduction of letters and sounds can improve the reading ability of children in accordance with the research that has been done.

In addition, the results of observations of the comparison of enthusiasm and the activity of children when doing activity is known that from the four indicators of enthusiasm scale scores three indicators get a very high percentage both when formative evaluation and summative evaluation. The three indicators include children focus on the three activities, the child looks happy while doing the activity and the child is so excited in following the activities. As for the fourth indicator is participate in singing and asking has decreased between data comparison of formative evaluation result and summative evaluation. This is because the child is more interested in talking to a friend next to him than listening to what the teacher explained. However, it is not so significant that it can be said that these four indicators still have a high enough success so that proves that children are still quite enthusiastic in following the activities.

Being for child activeness is known that formative evaluation and summative evaluation indicate a decrease of percentage in summative observation data. This is due to time constraints, however the results are quite high. Nevertheless the results of the observation of children's activity still showed good results, evidenced by these five indicators still have a high percentage. Both of the above results prove that the phonetic method can boost the enthusiasm and the activity of children in reading activities.

### V. CONCLUSION

This research indicates that with formative and summative evaluation of children reading ability of class B of TK ABA group based on the existing indicators with the result of 93,32% that is 14 children are categorized very good, 6,68% from the total categorized to grow as expected. The observation result for the enthusiasm of class B students of TK ABA can be categorized as very good because it has percentage between 75% -100%, and for the observation of the activity of the children shows the result according to the expectation that is 50% -74.99%.

### REFERENCES

- [1] Bruns, D. B. & Pierce, C. D. (2007). *Let's read together: Tools for early literacy development for all young children. Young Exceptional Children*, 10(2), 2-10.
- [2] Depdiknas. (2005). *Pedoman Pengembangan Fisik / Motorik di Taman Kanak-kanak*. Jakarta.
- [3] Foster, W. A., & Miller, M. (2007). *Development of the literacy achievement gap: A longitudinal study of kindergarten through third grade. Language, Speech, and Hearing Services in Schools*, 38, 173-181.
- [4] Cunningham, P. M. (2006). *High-poverty schools that beat the odds. Reading Teacher*, 60, 382-385.
- [5] Merga, M.K. (2017). *Research shows the importance of parents reading with children –even after children read.* <http://theconversation.com/research-shows-the-importance-of-parents-reading-with-children-even-after-children-can-read-82756>.

- [6] Carol Seefeldt & Barbara A. Wasik. (2008). *Edisi Kedua: Pendidikan Anak Usia Dini (Alih Bahasa: Pius Nasar)*. Jakarta: PT Indeks.
- [7] Papalia, D. E., & Feldman, R. D. (2014). Menyelami perkembangan manusia. *Jakarta: Salemba Humanika*.
- [8] Dhieni, N. 2009. *Metode Pengembangan Bahasa*. Jakarta: Universitas Terbuka.
- [9] Statkus, S., Rivalland, J., & Rohl, M. (2005). *In teachers' hands: Effective literacy teaching practices in the early years of schooling*.
- [10] National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- [11] Bus, A.G., & Van Ijzendoorn, M. H. (1999). *Phonological awareness and early reading: A meta-analysis of experimental training studies*. *Journal of Educational Psychology*, 91, 403-414.
- [12] Hemel, Van. S., & Snow, C. (2008). Assessing all children. In *Early childhood assessment: Why, what and how* (pp 233–280). Washington, DC: National Academies Press.
- [13] Nurgiyantoro, B. 2018. *Penilaian Otentik dalam Pembelajaran Bahasa*. Yogyakarta: Gadjah Mada University Press.
- [14] Susilawati, D. 2018. *Tes dan Pengukuran*. Sumedang: UPI Sumedang Press.
- [15] Johnston, R.S., McGeown, S., & Watson, J.E. (2012). Long-term effects of synthetic versus analytic phonics teaching on the reading and spelling ability of 10-year-old boys and girls. *Reading and Writing*, 25(6), 1365-1384.
- [16] Barratt-Pugh, C., & Rohl, M. (2001). Learning in two languages: A bilingual program in Western Australia. *The reading teacher*, 54(7), 664-676.