The Phonic Method for Improving Students’ Speaking Ability

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Abstract

The study was underlain by the child’s introduction to letters performed by memorization, in which the children find it difficult to know it in sequence. Therefore, the purpose of this study was to increase children’s ability to know the letters through phonic methods. The study applied the Class Action Research (CAR) Method with a model of Kemmis and Taggart. The data collection technique used is observation and test. The result of the study showed that a child could recognize the vowel and consonants. However, no child can recognize the initial letter sounds of the images of objects contained on the card, and there was no child able to combine letters into syllables and words at the pretest stage. In cycle I, there are 12 children able to recognize the vowel and consonant letters, 13 children can recognize the initial letter sounds of the images of objects contained on the cards, and 12 children can combine letters into syllables and words. In cycle II, there are 17 children able to recognize vowel and consonant letters, 16 children can recognize the initial letter sounds of the images of objects contained on the cards, and 15 children can combine letters into syllables and words. Thus the application of the phonic method can improve child-speaking ability.

Keywords: Speaking Ability, Phonetic Method

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INTRODUCTION

The Law of Republik Indonesia Number 20 of 2003 concerning the National Education system in article 1 paragraph 14 states that early childhood education is an effort of guidance aimed at children from birth to the age of six which is carried out by providing educational stimulation to assist growth and development, physically and spiritually so that children have readiness to enter further education (Kemendikbud, 2015). Early childhood is a sensitive period or sensitive period in children, namely a period when a certain function needs to be stimulated and directed so that its development is not hampered. For instance: if the sensitive period for speaking in this period is not passed, the child will face obstacles in development and language in the next period. It also affects the development of social relationships, child’s language development begins with language, both one syllable, two syllables, composing simple sentences, and then socializing using complex language according to the level of social behavior (Haryati, 2015; Madyawati, 2016).

Language is an arbitrary system of sound symbols used by members of a society to cooperate, interact, and identify themselves (Devianty, 2017). Language is also an expression that contains the intention of conveying something to another person. Something that is intended by the speaker can be understood and understood by the listener or interlocutor through the language expressed. Children learn a language like any other human being which they are learning, imitating, and repeating as the results obtained by early language learning methods (Ruhaena, 2008; Yus, 2011). Then the child adds words by imitating the sound they hear. In language, there are language skills that aim to obtain perfection in language skills including listening, speaking, reading, and writing (Ariawan & Pratiwi, 2018; L. A. Sari et al., 2018).

The four skills are unity. Each skill is closely related to the thought processes that underline the language. Therefore, the four skills are expected to be balanced during the strengthening of children’s language, starting from listening / hearing the voices or conversations from people around them and they start to speak. Their speaking was the result of a child’s recording from their environment so that the child is able to say it based on their experience (Ariawan & Pratiwi, 2018; Ningsih, 2013). After speaking, they read. Reading was the development process after children hear and speak, and the last is writing, which this is the last process of the language stage, where what has been heard, said, and read can be proven by writing.

In this study, researchers only focused on reading skills, this was in accordance with the problems in the field. Reading is a basic ability that children must have in order to be able to get information through written media for the sake of further children’s survival (Norfienti, 2012). Finochiaro and Bonomo state that reading is a process of picking and understanding the meaning contained in written language (Devianty, 2017). In accordance with reading in early childhood, reading is matching letters into a syllable and words so that they become perfect sentences and can be read by readers to obtain information from the process.

The ability to read and write in children is strongly influenced by the child’s ability to be aware of phonemics. Phonemic awareness is the ability to distinguish sounds in language. Phonemic awareness in kindergarten is shown with the characteristics that care about the
sound/relationship of the symbols, and able in mixing phonemes and dividing syllables (Pratiwi, 2017).

Juel & Minden-cupp stated that the child’s ability to read is influenced by learning experience that teachers display on learning methods. Phonics constitute a path to finding the written letter code relationship with pronunciation. Phonics instruction teaches the child that there is a connection between letters from the written language and the individual voice (the sound) of the spoken language (Phajane, 2014).

Based on preliminary study, the letter recognition carried out by the teacher is only fixated on letter recognition using an alphabetical poster posted on the wall. The teacher used to tells the child to read the letters listed, so that the child is not remembering the letters being taught but memorize. One of the methods used in improving children's language skills is by using the Phonic Method. The Phonic method is a method that relies on learning the alphabet that is given to children in advance to learn the names of letters and their sounds. This method aims to provide reading practice to children, so that all words are regular and can be sounded (Au lia, 2018). So that through the phonic method children can recognize letters and sounds properly and correctly.

Stahl divided phonics methods into two types, they are phonics syntactics and phonics analytics. Phonics analytics is characterized by children analyzing sounds in words such as they start with a word and take it separately. For example, the word “love (cinta)” that is taught first then says four sounds c / i / n / t / a. After the child says each voice, they mix the three voices together (Phajane, 2014).

The next method of phonic, Feitelson outlines the synthetic of phonic as being taught to the child after several letters and letter sounds, then they show how sound can be mixed together to form a word as the spelling process. Students recite and mix letters to form words (Johnston, R. S., & Watson, 2005; Phajane, 2014). The introduction of letters was done starting from the objects they most often encountered, such as /m//a//m//a/; /p//p///a//; /s//u//u//u//u/ (Hasan, 2009).

This study is following the previous study by Nina Khayatul in her thesis of application of Phonic methods in English for young learners whose purpose by using this method, the children can recognize vocabulary in English, as for the study there are three levels of age level that fonic methods will apply in English young learner. They are level one age 2.5 years up, level two age 4 and up, and level three 6 and up, each level have a different way in teaching that purpose to know English by phonic method. This is in contrast to this study in terms of language and child age at this study which is 5–6 years(Khayatul, 2015). Furthermore, the previous study also in accordance with the thesis entitle “The effect of Phonic Method Toward Newbie Reading Skill of Group A”. His thesis try to find out the effect of the phonic method in Reading Skill by Pre Experiment Design and applied One Grup Pre Test Post Test Design, while this study was to recognize the letter to the students and applied Classroom Action Research as its design (Y. K. Sari & Rianto, 2015).
In this study, researchers used a phonic synthetic approach. The reason such approaches were chosen because it was considered best suited to use in the introduction of reading in children with an emphasis on the letter pronunciation process. Learning is focused on the separation of letters on each word. The process of learning in early childhood is presented by disparaging the word into the smallest part of the unit namely the sound (phoneme) (Phajane, 2014). Based on the description above, the writer is interested in researching the article entitle The Phonic method for improving Child Speaking Ability.

METHOD

The study used the Classroom Action Research (CAR) design. The qualitative approach applied in this research and the data will be performed descriptively. Then, the participant and researcher actively involved in research processes ranging from the beginning of research to the results of research in which the researcher acted as the teacher and the teacher became the observer. This classroom action research will be planned for 4 (four) phases, they are actively planning, action execution, action observation, and reflection on actions that have been performed on each cycle (Huberman and Miles, 1992; J. Moleong, 2007). The cycle will be ended after the student finds the requirement of the indicator fulfillment. This study is conducted in TK Nurul Chadijah located in Kota Langsa class B1 which consists of 18 children. Class B1 was chosen because it found that most of the students felt difficult in remembering the letters. The data collection instruments used in this study are related to child language recognition which is focused on knowing letters by using the Phonic method. Before the instrument was tested on the students, the test of validity and reliability of experts with two expert validators with 85 instrument criteria results was excellent. The indicators that will be assessed in the study in accordance with the Republic of Indonesia's National Education Ministerial Regulation number 58 in 2009 on the standards of Early Childhood Education. The technique of data collection in this study are Observation Sheets and Tests. Data analysis techniques conducted in this study are qualitative data analysis techniques that include data reduction, data presentation, and inference withdrawal.

FINDINGS AND DISCUSSION

This study was conducted in two cycles. In Cycle I, the teacher began by showing the letter cards where the letters are vowel letters and continues with the consonant letters. As the result, it is found that the students still felt confused with the pronunciation of the letter sounds, letter shapes and the differences between vowels and consonants, and the use of those letters. The activities performed by the students in the classroom can be seen more clearly in the activities of the students’ cycle. Then, the teacher associates the prefixes of vowels and consonants with the surrounding objects and the last teacher combines the vowels and consonants into syllables and words. As for making it easier for the vowel letters to be in group A and the consonant letters to be in group B then combined into a word such as M (Consonant), E (Vowel), J (Consonant), A (Vowel) for the word MEJA means table.

CYCLE I

Cycle I consists of four phases, they are Planning, Action, Observation, and Reflection. The phase can be described as follows:
Planning

The preparations that were conducted in this study were making a draft of the Lesson Plan that the phonic method applied, determining themes, sub-themes, indicators, and learning activities. Then the teacher prepares the media which is used during the study. The media refers to the themes, in this session letter cards and drawing cards as well as specifying syllables along with the vocabulary was taught. The final step in the planning stage is the preparation of the activity observation sheet during learning.

Action

The implementation of the learning phonic methods in Islamic kindergarten Nurul Chadidjah Langsa was implemented two cycles and each cycle consisted of 2 meetings. At that time, the teacher accompany his students while the learning process take place. This classroom action learning is divided into three stages namely opening, main activities, and closing activities. This learning activity is in accordance with the RPPH that has been prepared at the planning stage.

The opening session performed included greetings, reading du’a before learning, reading short verses, shalawat nariyah, and singing several songs together with related themes being studied. After that, the students will enter the main activities and the teacher introduce the phonic method generally to the students.

At the first meeting, the teacher began by showing the letter cards consist of vowel letters and continued with consonant letters. In this phase, the student feels confused by the pronunciation of the sound-letter, the shape of the letter, and the difference between vowel and consonant. Besides, the students seem difficulty in using the letters.

At the second meeting, the activity is to add the prefix of vowels and consonants with the objects around the students as well as the teacher combining vowels and consonants into syllables and words. To make it difficult, the vowel letters are in group A and the consonant letters are in group B, then it was combined into a word such as M (consonant), E (vowels), J (consonant), A (vowel).

On the closing activities, teachers and students conclude the learning that was learned together. The teachers re-question the letters shown by teachers in front of the class, then teachers perform reinforcement as well as explain the benefits of children in knowing the letters and give the motivation for the next day to be present again to school and closing learning by praying and singing together.

Observation

Observations are conducted during the learning process activities on cycle I. Observations are made to observe the teachers’ abilities, students’ activities, and students development outcome as well as things that happen during research. Instrument is needed to observe the teachers’ abilities.

At the meeting, the teacher showed the letter card which is used, then the teacher invited the children to make a circle form and the teacher explain the aims of the subject and the procedures in the learning process. In this phase, students look enthusiastic in listening
the teacher explanation, but there are also students who still do not pay attention into the teachers’ explanation.

Based on observation results, the students seem recognize the letter more difficult by using Phonic method, then it also seem that the student are more interented in learning while the phonic method applied. The students is enthusiastic in asking and mentioning vowel and consonant letters although they are incorrect. But in this phase, the researcher know that the students give a good feedback while the phonic method is applied in the learning activity.

After the first cycle ended, the research determine that the first cycle is fail because the students did not find the requirements in assessment. There are so many weaknesses in this cycle that should be revised into the next cycle.

Reflection

Based on the implementation of cycle I, it is found that 18 students was meet the requirements in students speaking ability by using the phonic method in class B1. 7 students recognize the vowel and consonant letter, 6 students recognize the sound of the first letter from the image that performed by the teacher, and 6 students can combine the letters into syllable and word well.

Based on the problems in the cycle I, the teacher and observer discussed that the improvements should be done in the next cycle. It is needed to correct the weakness and problems, and maintain the success that has been achieved on cycle I. In addition, the implementation of cycle II can be re-planning as follows:

1. Re-recognition into vowel and consonant letters by technique in which the teacher pronounces the letter and follows by the students.
2. The teacher will instruct the students to stand in front of the class one by one and the teacher will ask the student to pronounce the letter as instructed.
3. The teacher will give a reward to the student who can do as teacher’s instruction.

CYCLE II

Planning

The first preparation that should be done in this cycle is to form the Lesson Plan which applied the Phonic method were the form of the drafting of the Daily Plan by phonic methods, determining themes, sub-themes, indicators, and learning activities. On the other hand, the teacher prepared the media that will be used during the study and should be related to the theme. The media consists of letter cards and image cards as well as specifying syllables along with the vocabulary to be taught and continue with the final step, that is the planning stage such as the preparation of the activity observation sheet during the learning process.
The goal of using the media is to know the learning process. The researcher also arranged observation guidance and assessment indicators based on the phonic method which is given to the student during learning process to reach the maximal goals.

**Action**

At this stage, the action applied in cycle I to be the reference in designing a daily lesson plan in cycle II. The action which is done in cycle II would be the same as in cycle I. However the explanation about the subject would be don in front of the class in order the student can see all the procedures explained by the teacher, then the teacher gave the questions directly and the student answered the question in front of the class directly.

In this task, the teacher will give feedback such as jingle celebration to the student who able to answer the question, while the student who cannot answer the question would be given the motivation by the teacher. In this second cycle, the teacher will ask the student to mention the letters by drilling in tree times. It is useful to reinforcement into the subject that has been given. This task would be done until all the student reaches their queue.

**Observation**

During the process of cycle II, the teacher saw the students’ increase. They showed that they are more active than before in doing the learning process. The result of cycle II showed that the phonic method application can increase the students’ ability in speaking, in which the student achieved the criteria of Excellent Developing with achievement (BSB) in the form of recognizing the vowel and consonants contained 12 students, on getting to know the initial letter sounds on the images of objects around are 11 students, and on combining letters into syllables and words contained 10 students.

Based on the assessment, the implementation of cycle II can already be used as a satisfactory result so that it is not necessary to add cycles to achieve the success of acquainting phonic methods to improve Students-speaking ability.

**Reflection**

Reflection on this action was an evaluation of the actions taken during cycle II progress. Based on data results above, it showed that students’ language ability increased especially in recognition by phonic methods and assisted with letter card media and images. Based on the observational result in cycle II implementation, the deficiencies that occur in cycle I are already well overcome so that the language ability can already progress better than the previous cycle.

From the above description, it can be concluded that thoroughly the students’ language skills by phonic methods, suggesting a change in ability on each cycle.

**DISCUSSION**

Based on observation results, in the presence of phonic methods can assist teachers in the introduction of students’ language early on. This is as the teacher activity performed on cycle I that is: designing a Daily Learning Lesson Plan (RPPH) by applying phonic methods,
specifying the themes, sub themes, indicators, and learning activities to be implemented in the learning process. Then the preparation for the media to be used during the study. The prepared media was letter cards and drawing cards. An observation sheet is also used to measure the indicator of successfulness in the learning process. Then, at the first meeting, the teacher began to show the letter cards for which the letters were vowel, and continued with consonant letters. At the second meeting, the teachers began to associate between the first letter of vowel and consonants with objects around the students. The teacher asks to combine vowels and consonants into syllables and words. In this case, the teacher divided the students into two groups (A and B) in which A for vowels and B for consonants. Then the teacher asks the student to combine the letters into a word such as M (Consonant), E (vowel), J (consonan), A (Vowel) for MEJA or table. The result showed in this phase that the students still felt confused by remembering the sound of letter, the shape of letter, the difference of using vowel and consonant, and combining the vowel and consonant (Johnston, R. S., & Watson, 2005; Phajane, 2014). Because of that, the researcher decided to add the cycle in this study. The aims of the next cycle is to correct the weaknesses of the previous cycle and maintain the success that has been achieved on cycle I. The students still felt confused with the pronunciation of the letter sounds, letter shapes, and the differences between vowels and consonants, and the use of those letters (Khayatul, 2015). Then on the implementation of cycle II can be re-planning as follows:

1. Re-recognition into vowel and consonant letters by technique in which the teacher pronounces the letter and follows by the students.
2. The teacher will instruct the student to stand in front of the class one by one and the teacher will ask the student to pronounce the letter as instructed.
3. The teacher will give a reward to the student who can do as teacher’s instruction.

In cycle II, the researcher also designing a Daily Learning Lesson Plan (RPPH) by applying phonic methods, specifying the themes, sub-themes, indicators, and learning activities to be implemented in the learning process. Then the preparation for the media to be used during the study. The media would be applied are letter card and drawing card, then observation sheet during the learning process. The actions performed equal to those done in cycle I, however, in this phase the teacher would explain the subject in front of the class in order the students can see all the procedures and process given by the teacher. The teacher will give the task such as question and ask the student to answer the question in front of the class (Ardyanti, 2015).

At the teacher task, the student would get the reward such as jingle and celebration if they can finish the task as commanded correctly, while those who have not been able to carry out the task get encouragement and motivation from the teacher. In this second cycle, the student mentioned the letter with three repetitions with the aim of reinforcing the given subject. It is done until all the students have a turn. During cycle II, the teacher sees the improvement made by the students in terms of the students’ activity in following the learning given by the teacher. The results of cycle II showed that the application of phonics methods can improve students’ language skills. Based on the achievement of the assessment, the implementation of cycle II can be made as a satisfactory result so that there is no need to
add cycles to achieve the success of recognizing phonics methods to improve students’ language skills (Khayatul, 2015; Phajane, 2014). Based on the achievement of the assessment, the implementation of cycle II can be made as a satisfactory result so that there is no need to add cycles to achieve the success of recognizing phonics methods to improve students’ language skills.

Based on the research that has been implemented, Phonics methods are a language learning model aimed at early childhood and developed by optimizing whole language skills, listening, speaking, writing and reading. This method eases the method of reading with a letter (phone) sound (Khayatul, 2015; Y. K. Sari & Rianto, 2015). Then, in accordance with this research, in general, the increase in students’-speaking ability through phonics methods, is already said to be successful. Hence, letter recognition ability through phonics methods can improve students’ language skills.

CONCLUSION

Based on the results of this study, it can be concluded that students’-speaking ability can improved by phonics method. It is proved by the implementation of the Phonic Method in group B1 of Islamic kindergarten Nurul Chadidjah Langsa. The increase in student-speaking ability on cycle I can be seen from the results of 7 children being able to mention vowel and consonant letters, 6 children being able to recognize the sound of the initial letters of the image of objects contained on the card, and 6 children being able to combine letters into syllables and words.

In Cycle II the result of language ability using a phonic method is that the Improvement of students’-speaking ability. It can be seen from the result of 12 students being able in mentioning vowel and consonant letters correctly, 11 children were able to recognize the initial letter sounds of images of objects contained on cards, and 10 children were able to combine letters into syllables and words. The stimulation is given to children to improve their speaking ability that is through the phonic method.

REFERENCES


