

The Development of Reading Teaching Material through Phonics Method for Kindergarten Students at DD2 School Medan in 2023/2024

Siti Yohana^{1*)}, Azhari Tambusai²⁾, Asnawi³⁾

¹⁾ Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia

Corresponding Author: siyo0731@gmail.com

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Abstract

Several factors influence the teaching and learning process. The first is students. They have different interests, abilities, and behaviours, which will affect their achievement in learning English. Motivation is a basic factor in the teaching and learning process in the classroom. Students who are highly motivated will be active, but students who are low motivated will be passive and disturb other students. The Development Model in this study will be conducted to develop the phonics method as a method in teaching reading materials for kindergarten students. To achieve this goal, a research approach is needed that highlights efforts to produce reading teaching strategies. Therefore, in designing the model, researchers used the Research and Development approach by adapting the Borg and Gall model. Based on the result of the research and development carried out, it can concluded that developing reading materials through the phonics method designed by researchers aims to help students read simple sentences in English. The development of reading materials through the phonics method that has been designed by researchers has passed the validation stage by 2 expert validators. The effectiveness of reading material through phonics method for kindergarten students at DD2 School Medan that has been developed by researchers can be seen from the results of the effectiveness test

Keywords: development, reading, teaching, phonics

I. INTRODUCTION

Language is a symbol system that categorizes, organizes, and clarifies our thoughts (Otto, 2015). According to the 2013 Curriculum on Early Childhood Education which currently currently guides the implementation of PAUD in Indonesia, the language aspects of early childhood include understanding receptive language (listening and reading), understanding expressive language (expressing language verbally and non-verbally), and recognizing literacy through play. Verbal and non-verbally), and recognizing literacy through space. Language skills possessed by five-year-old children develop dynamically; for example, the vocabulary possessed by children at the age of five is around 5000-8000 words (Seefeldt, C., & Wasik, 2008). This ability can also be utilized to acquire foreign languages. Therefore, foreign language learning has begun to be implemented in PAUD environments. Foreign language introduction for early childhood in Indonesia is currently popular, namely English, Arabic, and Mandarin. The learning process taken during the foreign language introduction process has challenges for teachers. Of the many foreign languages introduced at the Kindergarten level, English is one of the most commonly encountered foreign languages at the Kindergarten level.

Various assumptions arise related to learning English in early childhood. For example, the golden age of children or golden age is used by parents with positive activities to achieve optimal child development. The reason is that the child's brain growth and development occurs when the child is under five years old, so it requires positive stimuli, can receive stimuli quickly, has a strong memory, and has extraordinary imitation abilities.

English learning is categorized into foreign languages because the general public does not use the language daily; only certain people communicate in English. The process of acquiring English in early childhood certainly varies. Exposure to English that appears and forms in the surrounding environment has a different effect on the process. One example is the English language exposure given in PAUD environments. The acquisition of foreign languages in early childhood depends on the situation, conditions, and time, meaning that foreign languages will be easily absorbed by children when the language is often used so that the learning process can provide real learning experiences for children and encourage children to speak fluently (Barac et al., 2014). This is also in line with learning activities for early childhood that aim to help children to develop potential that covers various aspects optimally, one of which is the language aspect (Suminah, 2015).

Studies show that young children can learn to read from age four (Suggate et al., 2013). The National Reading Panel states that one of the most important skills for children when starting school is to begin learning to read. Kindergarten

students already have the basic ability to learn to read and write. Children realize that words are expressions of graphic symbols containing meaning. Furthermore, he began focusing on one or two aspects of a word, such as the first letter in a word and its image (Jamaris, 2014). Tom & Sobol (Dhieni, 2011) also suggest that children who already have reading readiness in kindergarten will be more confident and full of joy.

In teaching reading, the teacher should have the ability to guide students in learning reading. However, sometimes the technique used by the teacher makes the students inactive, bored and they do not participate in teaching and learning process in the classroom. Based on the experience of researchers, the initial reading learning method currently found in the field is the communicative method. In applying this method, teachers use songs to introduce the alphabet in English; for example, A is pronounced [ei], B is pronounced [bi] and so on. The recognition of alphabetic names differs from the concept of letter sounds in learning to read the beginning of English because it needs to be underlined that English is a spoken language, not a written language, so the concept of letter sounds is crucial in learning to read the beginning of English.

The phonics method is a reading method in which "teachers teach children how to sound and mix sounds together to form words" (Seefeldt, C., & Wasik, 2008). This opinion is in line with (Sanrock, 2002) statement which states that "The phonics method is a reading technique that emphasizes the sounds produced by the letters contained in the word (such sounds can differ from the names of these letters, such as in English when the sound of the letter "c" does not match the pronunciation of the word [cat]). The phonics method makes the child understand that there is a systematic and predictable relationship between the written word and the spoken sound with this method the child will recognize familiar words accurately and automatically, and be able to spell new words. The phonics method can use letter cards while pronouncing them. Reading practice should be stimulated from an early age. The aspects of beginning reading must be mastered by early childhood. Recognition of typefaces, recognition of linguistic elements, phrases, clause patterns, sentences, etc. are all aspects of beginning reading. This purpose of reading can make early childhood understand the meaning of a series of language symbols. Comprehension of a series of language symbols using simple words or sentences.

Phonics will be defined as the systematic and explicit instruction of letter-sound correspondence. The goal of phonics instruction is to help students develop the alphabetic principle. Students who understand the alphabetic principle know that the sounds of spoken words are mapped onto written words in systematic ways. As students develop an understanding of this principle, they become adept at using letter-sound correspondences to figure out unrecognized words. Command of the alphabetic principle is the foundation for accurate word recognition and a prerequisite for fluency well-documented characteristic of skillful readers.

According to (Lloyd, 2007) The phonics method is a good method for developing children's reading and writing skills, namely by using a way of synthesizing sounds to teach the sounds of letters and a multi-sensory approach and fun activities for children. in line with liu's opinion cited in khansa (2020) "Phonics is the system of teaching reading that builds on the alphabetic principle, a system of which the central component is the teaching of correspondences between letters or groups of letters and their pronunciation". The use of the phonics method is recommended for teaching children to read; instead of teaching children how to read and memorize the 26 alphabets (A-Z), it is better to teach through the sounds of the letters taught to children.

The language skills that need to be developed include four important aspects, namely the ability to speak, listen, read, and write, as with learning English. While studying, children need good exposure through listening and reading activities. Listening and reading abilities are receptive abilities that influence children's productive abilities, namely writing and speaking. Through reading activities, children are exposed to more English. Of course, this is combined with other language skills, such as listening activities.

Khansa Alrazi's research entitled The Use of the Phonics Method in the Learning Process of English Reading for 4-5 Year Old Children found that in learning to read using the phonics method, children become faster at recognizing letters, children can combine two to three letters into one word. Teachers should not force children to follow learning in the same way so that children have freedom in receiving the material provided.

The abilities of Aisyiyah Tanjung Barulak Kindergarten students in Tanjung Emas District, Tanah Datar Regency after being given the phonics method. Therefore, researchers are increasingly confident that the phonics method can help kindergarten students read English well and increase the nation's children's interest in learning English. The researcher is interested in developing reading materials using the phonics method for kindergarten students at the DD2 Medan School in 2023/2024.

II. METHODS

The Development Model in this study will be conducted to develop the phonics method as a method in teaching reading materials for kindergarten students. To achieve this goal, a research approach is needed that highlights efforts to produce reading teaching strategies. Therefore, in designing the model, researchers used the Research and Development approach by adapting the Borg and Gall model.

Educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings related to the product to be developed, developing a product based on those findings, field-testing the product where it will be used

eventually, and revising the product to correct any deficiencies found in the field-testing stage. The resulting product indicates that it meets the stated objectives.

The Borg and Gall model consists of ten main steps. These steps are as follows: Step 1 involves research and information gathering or needs analysis. This includes literature review, classroom observation, and preparation of a research report. Steps 2 and 3 consist of planning and developing the initial form of the product. Planning includes defining skills, determining objectives, determining course sequencing, and small-scale feasibility testing. Developing the initial form of the product includes preparing instructional materials, manuals, and evaluating the design. Then step 4 involves initial field testing. This includes interviews, questionnaire data collected and analyzed from schools. For steps 5 and 6, the main product revision and main field testing were conducted.

The main product revision uses quantitative data on the course as an evaluation. Operational product revision is carried out in step 7, namely product revision according to the suggestions given by the results of the main field trial. Furthermore, steps 8 and 9 involve the operational field test and final product revision. And the last step or step 10 is dissemination and implementation. This is a report on the product at professional meetings and journals. Cooperating with publishers who assume commercial distribution. Monitoring the distribution to provide quality control.

However, to simplify and shorten the product design process, researchers limited the development to only six steps. In addition, researchers also adapted the process to the needs of the development.

The development procedure in this study was based on the Borg and Gall development model. This model includes ten steps as previously stated, but researchers only took six steps in this study due to time constraints. The first step is needs analysis. This step is carried out to find information on how important the product to be developed is. This consists of a review of the literature.

A literature review is conducted to gather research findings and other information related to the planned development. As in basic applied research, one of the purposes of the literature review is to determine the state of knowledge in the area of concern.

At this stage, researchers interviewed the principal, subject teachers and students. Related to the development of the phonics method as a method in teaching reading materials, an analysis is needed which consists of describing the use of the phonics method. The next literature review is related to the formulation of reading learning materials, lesson plans (RPP) and validation instruments as planning.

After the initial planning is completed, the next major step in the R & D cycle is to build the initial form of an educational product that can be field tested. Before creating a learning design using the phonics method, the researcher studied this method. This was done to learn more about it. Thus, the development of the Phonics Method becomes easier and faster. The development of the Phonics Method was carried out in several stages. In the next stage, the researcher designed the system planning of the method. System planning is implemented using the phonics method. In using the method, there are two actors related to the system. They are students and teachers. Next, the researcher made a planning design for the implementation of the phonics method. Researchers conducted an assessment of the application of the Phonics Method. Starting from the concept of how the application of learning reading material through the phonics method is used, the stages of using the phonics method and others. Furthermore, researchers conducted the development of the phonics method in the field trial.

The basic competencies developed in this study consist of reading materials, learning steps and questions in the form of quizzes and games. Furthermore, the basic competencies were developed and organized into lesson plans, teaching materials, and assessment instruments.

The purpose of the preliminary field test is to obtain an initial qualitative evaluation of the new educational product. The field test consisted of a small group trial to determine the feasibility and suitability of using the phonics method. At this stage, the subjects were visited and learned to read with the reading materials through the phonics method.

In all phases of the R&D cycle involving product evaluation. It is important to establish a field location similar to the location where the product is used when fully developed. After the initial field test of this strategy, all data is collected and analyzed. From these results, re-planning is done and then necessary revisions are made.

The purpose of the main field test in the R&D cycle is to determine whether the product under development meets its performance objectives. Generally, an experimental design is used to answer this question.

In a study, it is necessary to have an object that will be used as a research target. Therefore, before the research is carried out, the author first needs to determine the research object, called the population. Sugiyono (2007: 107) states that the population is "A generalization area consisting of objects/subjects that have certain qualities and characteristics that researchers apply to study and then draw conclusions."

According to Martono (2010: 66), the population is "All objects or subjects that are in an area and meet certain conditions related to research problems or all units or individuals in the scope to be studied." According to Dimiyati (2013: 53) explains that population is "Elements of research that live and live together and theoretically become the target of research." The objects that will be the population are all kindergarten students at DD2 School consisting of two classes with a total of 46 students

This section discusses the research instruments used in this study. Researchers used two data collection techniques, namely qualitative descriptive data and quantitative data. Qualitative and quantitative data were obtained from expert validation questionnaires, material expert reviews and learning method experts. While the data from the field trial results

were obtained from comments or responses, questionnaire results and test results. The validation questionnaire was addressed to instructional design experts and teachers. The validation questionnaire is made so that researchers know the suggestions and revisions that must be made by researchers. This questionnaire was made to collect information about the validity of the developed method.

In addition, this can help researchers find out the weaknesses of the method. The questionnaire was given to expert reviewers consisting of instructional design experts and teachers. They assessed the prototype and provided suggestions to revise the prototype. The pilot test was conducted based on the test expert validation questionnaire. After the test was declared valid based on the questionnaire validation, the test was given to the research subjects. In addition to data from test results, documentation is also needed to assist researchers in carrying out research. According to Arikunto, the documentation method is a method used to find data about things or variables in the form of school conditions, school facilities, books, classroom conditions while learning, game facilities, teacher and student data, agendas, and so on. Researchers used documents related to the object of research such as student rosters and lesson plans.

The types of data in this research are qualitative data and quantitative data, the data are analyzed by descriptive statistics. Qualitative data in the form of comments and suggestions for improvement from material experts and media experts are then analyzed and described descriptively qualitatively to revise the products developed. Qualitative data was also obtained from teachers' opinions and suggestions. Then quantitative data was obtained from the assessment scores of material experts and learning method experts. After that, researchers looked for the average score of all quantitative data from all validation questionnaires.

III. RESULTS AND DISCUSSION

This chapter presents and discusses the findings of the research. The first part includes the result of the needs analysis, course grid, materials design, and the first draft of materials, expert judgment and revisions. The second part elaborates the discussion of the finding.

A. Research Findings

This chapter presents the research findings and discussions. The research was conducted on May 22nd 2024, at K2 Students of DD2 School Medan. The findings related to the need analysis, the explanation of the course grid, the process of designing materials, the process and the analysis of expert judgment, and the revisions of the designed materials are discussed.

B. The English Materials Needed by The Students of DD2 School

Researchers conducted research at DD2 School Medan in the Villa Gading Mas Complex 2 Blok DD No 8, at the Kindergarten B (K2) level. This class consisted of seven female students and ten male students as respondents. Researchers entered the class to provide lessons to respondents.

A questionnaire is a number of written statements used to obtain information from respondents in the sense of reports about their personal or things they know. In this study, researchers used a closed questionnaire with the alternative answers "Yes" and "No." The questionnaire in this study amounted to four questions regarding phonics learning for students. Since kindergarten children are not yet able to read, the researcher read the statement directly to the subject when distributing the questionnaire.

C. The Result of Planning

After the needs analysis is conducted and the results are analyzed, the next step is to design the text formulation of learning materials, lesson plans, and validation instruments as planned. These were designed with reference to the results of the questionnaire by selecting the highest percentage of respondents. The learning materials only focused on reading simple sentences. The teaching-learning process is conducted using the phonics method

D. The Validation of Reading Teaching Material through Phonics Method

After the draft learning materials are developed, the next step is to conduct expert judgment to evaluate the feasibility of the product in terms of material. The material questionnaire was adapted from BSNP which evaluates the feasibility of content, language, presentation, and graphics. This questionnaire uses four Likert scales. An expert assesses the learning material by choosing option 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. At the end of each table, there is an open question that allows the expert to provide comments and suggestions. The following is a description of the results of the expert assessment. The questionnaire for the material aspect consisted of eighteen statements categorized into three groups, namely content feasibility, language feasibility, and layout feasibility. The material expert assessment consists of 18 aspects. The results of the validation 1 calculation reached 100%. From the above calculations, a percentage of 100% is obtained, so the reading material is categorized as valid.

E. The Effectiveness of Teaching Reading Material through Phonics Method.

At this stage the subject is visited and studied reading material using the phonics method. The pre-test is given at the beginning of class to determine students' knowledge of the material they will be considering. After the pre-test, students

are given treatment. The treatment is through the Phonics Method. Having taught the students about reading material through phonics method, the researcher given the students a post-test in order to see the result whether the method was effective or not. it was obtained that result of the both the tests in the class, the lowest score for pre-test was 50 and the highest score was 75 while the lowest score for post-test was 65 and highest score was 80.

F. Main Field Testing of Teaching Reading Material through Phonics Method

Table 1 Paired Samples Statistics

Pair 1		Mean	N	Std. Deviation	Std. Error
		Mean			
Pair 1	Pre-test	56.47	17	6.063	1.471
	Post-test	73.53	17	6.316	1.532

Based on the descriptive analysis results, the pre-test's average value is 56.47, and the post-test is 73.53. it means there is an increase in students' reading skills after treatment. Thus, the phonics method has a significant effect on improving students' reading skills at DD2 School.

Table 2. Paired Samples Test

Pair 1	Pre-test - Post-test	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-17.059	3.976	.964	-19.103	-15.015	-17.690	16	<.001

Based on the output table of the t-test results, the sig value is 0.001, which means it is smaller than 0.005. Thus, Ho is rejected, and Ha is accepted. The result of the total value of the pre-test table above was 960 which consists of the names of students (sample) and for the mean was 56,5. The total score on the post-test was 1.245 and the mean score was 73,2.

IV. CONCLUSIONS

This chapter explains the conclusions and suggestions of the research. The conclusion is the answer to the research questions formulated from the research objectives. Some suggestions are given to English teachers at DD2 School and other strategy developers for improving kindergarten students' learning process of English reading. Based on the result of the research and development carried out, it can concluded that developing reading materials through the phonics method designed by researchers aims to help students read simple sentences in English. This aims to meet students' needs and overcome their difficulties in reading. The researcher also provides a module that contains the steps of teaching phonics, which is very easy for teachers to understand. If this method is well utilized in reading materials, it will solve reading problems in DD2 School students. The development of reading materials through the phonics method that has been designed by researchers has passed the validation stage by 2 expert validators. From the expert validation data, it is found that the reading material meets the eligibility standards for use in kindergarten level classes with a score of 100% and 90% which means the material is Very Valid. The effectiveness of reading material through phonics method for kindergarten students at DD2 School Medan that has been developed by researchers can be seen from the results of the effectiveness test in chapter IV. Based on the output table of the t-test results, the sig value is 0.001, which means it is smaller than 0.005. Thus, Ho is rejected, and Ha is accepted. and based on the descriptive analysis results, the pre-test's average value is 56.47, and the post-test is 73.53. it means there is an increase in students' reading skills after treatment. Thus, the phonics method has a significant effect on improving students' reading skills at DD2 School.

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