# The Application of Phonic Methods in Learning of Reading for Early Children

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**ABSTRACT.** Reading is a receptive language skill. These skills must be introduced to children from an early age so that children enjoy reading activities. Teachers or parents must understand the preferred methods and can be easily followed by children. Therefore, researchers will try phonic methods for learning to read in early childhood. This study aims to determine the effectiveness of phonic methods in reading learning for early childhood. This study used an experimental method with a single subject research design. The research subject was a 4.5-year-old child who was taking early childhood education in Mekarsari Village, Cilawu District, Garut Regency. The results showed that the phonic method was effective for reading learning. This is evidenced by the results of the visual analysis between conditions, with one variable being changed, there is a change in the data trail from horizontal to increasing. Changes in trend from variable to stable, change in level -1, and percentage of overlap 0. This shows the influence of good intervention (Phonic method) on target behavior (research subject)

*Keywords: application, phonic methods, learning of reading, early children.*

## 1. INTRODUCTION

Reading is a language skill that modern society must have. The progress of a nation can be measured by the literacy ability of the people in that country. Various research results so far show that the reading interest of Indonesian society is still low. [1] The PIRLS (Progress in International Reading Literacy Study) study, an international study in the field of reading in children around the world sponsored by the IEA, shows that on average Indonesian children are in fourth place from the bottom of 45 countries in the world. Learning to read should be given to children from an early age. [2] Reading interest that begins to develop at an early age and takes place regularly will grow into a reading habit. Meanwhile, reading habits can then be used as a basis for the development of a reading culture. Learning to read for early childhood must use the right method so that children feel comfortable in learning. The phonic method is a reading learning method that can be used for early childhood. [3] The phonic method not only teaches children to read but also teaches language skills, so that through the phonic method children can recognize letters and sounds properly and correctly. [4] Learning using the phonic method is done by repeating, imitating, and lengthening the sounds of letters, so as to help children understand the concept of sounds and apply them. [5] One way

or method that can be used to develop reading skills is the phonetic method. The phonic method for teaching reading can encourage students to understand the meaning of sounds (syllables) and to "combine" these sounds to form words so that reading skills will be honed thoroughly and continuously.

Based on these arguments, the authors conducted a study entitled "The Application of Phonic Methods in Reading Teaching for Early Childhood". The purpose of this study was to describe the effectiveness of phonic methods for learning to read in early childhood.

## 2. METHOD

This research is included in the type of quantitative research. The method used is the experimental method with a single subject research model (SSR) with A1-B design. with this design, it is hoped that authentic data will be obtained because the treatment or intervention is carried out repeatedly and carefully. The reading ability of research subjects will be measured at baseline A-1, then given intervention with the phonic method then measured again. This is done repeatedly. The research subject is a four-year-old girl named Mikaila Navisa Azahra. Data collection was done by using documentation and test techniques. Researchers conducted tests in

the form of measuring reading ability. After getting the baseline score and intervention, the next step is to process the data with a visual analysis stage in the conditions and analysis between conditions to measure the effectiveness of the phonic method as an intervention.

## 3. RESULT AND DISCUSSION

In accordance with the method described in the previous section (A-1 B), this research was conducted in two stages. The first stage is the baseline (A-1), which is a measurement before intervention. The second stage is intervention (B). The baseline stage A-1 was carried out six times, for 15 minutes, the score was 3,4,3,2,3. The intervention stage B was carried out eight times for 30 minutes, the score obtained was 3,4,5,6,7,8,9,10,10. This process is presented in figure 1. Below.
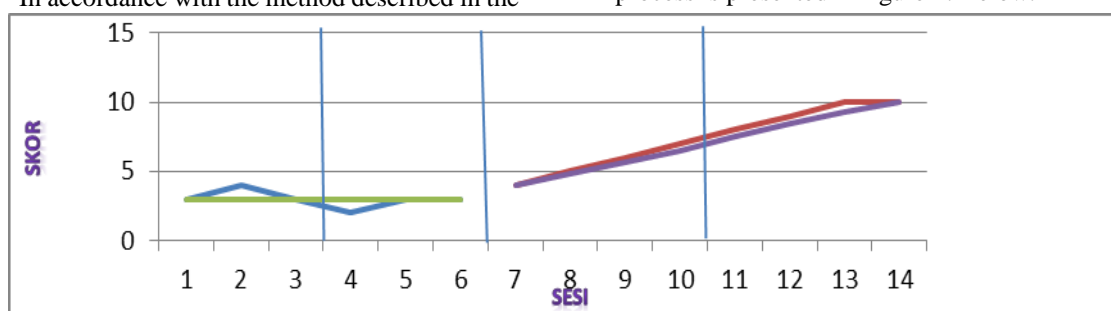


**FIGURE 1**. estimation of directional trend using the split middle method

Furthermore, to process data in the form of baseline scores and interventions that have been obtained, analysis is carried out in conditions and analysis between conditions. Visual analysis between conditions is carried out through the stages of determining the length of the condition, determining the estimation of the direction of the trend, determining the trend of stability, determining the trend of the data trail, determining the level of stability and range, and determining the level of change. The results of visual analysis processing in these conditions are presented in Table 1 below.

**TABEL 1.** Summary Of Visual Analysis Results In Conditions

| Condition | A1 | B |
|---|---|---|
| 1.　　　Long Condition | | |
| 2.　　　Estimation of directional trends | | |
| 3.　　　The trend towards stability | ——— | ⟋ |
| 4.　　　Trending data footprint | | ▬▬ |
| 5.　　　Stability level range | | |
| 6.　　　Level of change | ——— | ⟋▬ |

The analysis between baseline (A1) and intervention (B) conditions was carried out through the stages of determining the number of variables to be changed, determining changes in direction trends, determining changes in stability trends, determining the level of change, and determining the percentage of overlap. The results of the analysis between these conditions are presented in Table 2 below.

**TABLE 2.** Summary Of Inter-Condition Visual Analysis Results

| Comparison of Conditions | | B1/A1 |
|---|---|:---:|
| | | **(2:1)** |
| 1. | The number of variables that are changed | 1 |
| 2. | Changes in Direction | ▬ ╱ |
| 3. | Changes in Stability Trend | |
| 4. | Level Change | |
| 5. | Percentage of Overlap | |

In accordance with the Single Subject Research (SSR) research design that had been planned in this study, the researchers carried out the baseline (A1) and intervention (B) stages. The two stages are carried out in fourteen observations. Baseline A1 condition was carried out six times, the intervention condition was carried out eight times. Observations on baseline A1 conditions were stopped at the sixth observation because the results showed flat results at a low level, namely in the range 3, 4, 3, 2, 3, 3. The percentage of stability was in the range of 66.3% or unstable (vareabel), trend of the data trail flattening, with change level 0.

Furthermore, the observation on the intervention condition (B) with the results of observations 4, 5, 6, 7, 8, 9, 10, 10.With the results of the calculation, the percentage of stability of 87.5% shows a stable increase, the trend of the data trail increases, with a level of change of 6 This indicates a steady increase so it was stopped at the fourteenth observation. The results of this data processing indicate a change in the target behavior in the baseline phase with intervention, in other words, an increase in reading ability on the target behavior after being given intervention with the phonic method.

In the visual analysis between conditions, with one variable being changed, the data trail changes from horizontal to increasing. The change in trend from variable to stable, change in level -1, and percentage of overlap 0. The smaller the overlap percentage the better the effect of intervention on target behavior. Thus the phonic method is effective for learning to read in early childhood.

## 4. CONCLUSION

After intervention, data collection, and data processing, it can be concluded that the phonic method is effective for learning reading in early childhood. This is evidenced by the results of data processing which show an overlap percentage of 0, which means that the method used is an effective intervention.

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