

IMPROVING STUDENTS SPELLING SKILLS THROUGH USING JOLLY PHONICS METHOD (AGE 5 YEARS)

1st Yakoba Novena Srikandewie

*English Education Department
Universitas Panca Sakti Bekasi
novejixa@gmail.com*

2nd Yon A.E.

*English Education Department
Universitas Panca Sakti Bekasi
yon_amrizal@yahoo.co.id*

Abstract: This research describes a classroom action research (CAR) held in Bilingual Kindergarten, Gambir - DKI Jakarta, through the implementation of Jolly Phonics Method to improve the basic ability in spelling using the letter sounds. There are 10 students as a population in one class for K2 level (age 5 years). In this research article, the writer used qualitative method and experimental method to get the data. The major goal of Jolly Phonics method teaching, students have achievements are much greater in both reading and writing relating the letter sounds based on students spelling skills. This research was conducted in two cycles. Each cycle included four stages: planning, observing, improving, and practicing. The data were obtained by the result of pre-cycle, cycle I and cycle II. The finding result of the students of at pre-cycle was 63, then increase to 68 for the first cycle, the last increase up to 73 for the second cycle. The teaching of Jolly Phonics includes 5 teaching points. Those are learning the letter sounds, learning letter formation, blending, identifying sounds in words, and tricky words. The data that were obtained qualitatively and quantitatively show that Jolly Phonics Method could improve: (1) the students' ability in remembering the letter that represent of each sound is taught with an action, (2) the students' ability in pronouncing the letter sounds correctly, (3) the students' ability in spelling the words correctly. The major goal and result of Jolly Phonics method that students have achievements are much greater in both reading and writing relating the letter sounds based on students spelling skills.

Keywords: *Letter sounds; Jolly Phonics; Kindergarten age 5 years.*

INTRODUCTION

Parents need to start educating their children to learn English at an early age. One way is to send their children to schools that include English in the education curriculum. At an early age, children will be easier to teach and understand the lessons, also learn and memorize vocabulary received by children. The literacy-in-play strategy is effective in increasing the range and amount of literacy behaviors during play, thus allowing children to practice their emerging skills and show what they have learned (Neuman & Roskos, 1992). In this case, Many educators consider Jolly Phonics one of the most effective early literacy and reading strategies for children. Jolly Phonics is a fun- systematic program designed to help young or inexperienced learners improve their reading and literacy skills (Neuman & Roskos, 1992).

According to Llyod (2010) the author of Jolly Phonics that method teaches the 5 main skills, beginning with teaching the children the 42 sounds in English, then

progressing to blending and reading skills, while also teaching them to write by identifying the sounds in words (Llyod, 2010). Phonics is a branch of linguistics where the sounds and physical properties of human speech sounds are studied. Phonics reading is highly essential in every child's education. Many parents worry about how much emphasis is placed on phonics reading in their children's education.

Indeed, phonics reading is very important in the education of children. The report of the National Reading Panel (2000) indicates that teaching children phonics will help them in many ways in life. In the first instance, phonics reading is very important in helping children to learn how to spell words. It will be impossible for a person to spell a word correctly if the person is not able to recognize the sounds of the letters used in forming the words. When a child is taught phonics, the child will be able to recognize sounds in words and will be able to spell them correctly.

Due to its popularity and effectiveness,

there are still factors contributing to the strategy's absence. In this case, Mullins (2013) an Analysis of the Phonics, identified a few factors contributing to the absence of Jolly Phonics at school, including a lack of materials and teacher knowledge. As a result, this research was directed to help teachers in developing and improving children's English. Children have a problem in reading because when reading, they are unable to recognize and spell the words' letter sounds. When children are taught to read phonics, they learn to recognize and associate letters of the alphabet with their sounds. These are the best ways to help them improve their reading speed and accuracy. In other words, it will be difficult for a child to improve in his reading skills if the teaching of phonics is removed from their curriculum.

This school is picked as the field of the investigation dependent on the writer has showing learning experience and observe the students for 4 months that conducted twice a week for K2 (kindergarten two) level, in 45 minutes for every meeting and its means 90 minutes in a week. Since that is the case, the researcher knows the current state of this school, and students' issues with learning writing and reading can be discovered by students. In the wake of recognizing the issues, the writer proposes to apply a reasonable strategy to work on student's capacity recorded as a hard copy and perusing for better nature of the school too qualified students. The researcher chooses the last degree of kindergarten (K2 level) which comprises of 15 understudies one class in the 2020-2021 scholarly years as the subjects of the investigation.

METHOD

The method used in this study was Classroom Action Research (CAR) (Smith, 2017). There are 3 definitions: (1) Research, which means appointing an activity to observe an object by using a certain methodology to obtain useful data in improving the quality for writers, (2) Action, which refers to a movement of activities that are deliberately carried out with a specific purpose, (3) Class, which means a

group of students at the same time, receiving the same lesson from the same teacher. The classroom action research design applied in this study was collaborative classroom action research. It meant that the writer collaborated with the class teacher of K2 Class in Bilingual Kindergarten as an observer and collaborator.

Researcher using designed by Kemmis & Mc Taggart (1988), that is comprises of four stages: planning, acting, observing, and reflecting. The exploration was completed in two cycles. In the event that the first cycle is completed yet discovered any issue, it is important to proceed to the second cycle with a similar idea to the main cycle. Each cycle is comprised of two gatherings. The information was accumulated in this examination through talk with, field notes, surveys, and tests.

In this stage, the researcher completes the acting stage dependent on the exercise plan ready in arranging stage. The researcher goes about as the instructor who showed composing box Grouping Strategy, and partner goes about as the eyewitness. The execution of the activity in each cycle. The time table of the execution of the activity can be found in the accompanying table:

Table 1. Action Design

	Meet	Date	Theme
Plenin an			
Cycle 1	1	February, 1 st 2021	Letter Sounds
	2	February, 8 th 2021	Letter Formation
Cycle 2	1	February, 15 th 2021	Blending For Reading
	2	February, 22 nd 2021	Identifying Sounds in Words, Tricky Words

According to Mills (2003), preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea. It is aimed to gain data about problems faced by teachers and students in teaching-learning activities and needed to be solved.

FINDINGS AND DISCUSSIONS

This study was a descriptive qualitative method that was passed out at Bilingual Kindergarten in Jakarta. The subject of this study was a 5 years old student at K2 level at Bilingual Kindergarten in Jakarta. The data were gathered through a sequence of observations in a K2 level class, as well as a discussion with the class teacher, and were then dissected clearly.

The 5 skills in Jolly Phonics:

(1) Learning the letter sounds

Children are taught 42 letter sounds, which is a mix of alphabet sounds (1 sound – 1 letter) and digraphs (1 sound – 2 letters) such as sh, th, ai, and use. Using a multi-sensory approach each letter sound is introduced with fun actions, stories, and songs. We teach the letter sounds in 7 groups of 6 letters at a pace of 4-5 sounds a week. Children can start reading after the first group of letters has been taught.

(2) Learning letter formation

When children knew the letter sound, at the same time they needed to know the letter formation. Firstly, the teacher showed the letter example through a song or flashcard and wrote it on the board. After that, the teacher showed the letter formation in the air as she gave instructions to be followed by children.

(3) Blending for reading

Once the first few letter sounds are learned, children begin blending the sounds together to help them read and write new words.

(4) Identifying sounds in words in preparation for writing in order to learn to write, the children had to have phonological awareness, which meant they had to be able to listen for the spoken words, identify the sound in that word.

(5) Tricky words

Precarious words are at times called ‘watchwords’ or ‘phonically sporadic high-recurrence words.’ They are currently likewise called ‘normal special case words.’ They used to be called ‘sight words’ nevertheless this term is as of now utilized in manufactured phonics. The investigation tracked down that the instructor 2-3 new interesting words each week for the kids through assortment of

methods, for example, cheat sheet action where educator presented precarious words through cheat sheets, and they expected to make sentence with the precarious word expressed. Play memory games like Snap, Focus, Bingo or Go Fish with problematic words on cards. Executioner is a particularly effective game for letter course of action survey in intriguing words. Twofold print out problematic word cards: Playing with Sounds words or Letters and Sounds words.

Table 2. Action Success Criteria

SKILLS	ACTION	MATERIALS
Learning the letter sounds	Children are taught the sounds that the different letters name, and not the names of the letters. In Jolly Phonics, 42 different sounds are taught.	
Learning letter formation	Children are taught how to form (write) letters using a pencil. They are taught the “froggy legs” pencil grip to ensure that they have neat writing.	
Blending for reading	Children are taught how to blend individual sounds together in order to read full words. For example, “s” + “a” + “t” = sat. Lots of blending practice builds reading fluency.	
Identifyin g sounds in words	Children are taught how to hear the individual sounds in full words so that they can break them down to write and spell them correctly. For example, hen = “h” + “e” + “n”	
Tricky words	Some words do not follow the sound rules. Children are taught these words separately, alongside strategies to remember them. For example, “the” and “she”.	

Based on the table above, the goal are: (1) the students’ ability in remembering the letter that represents of each sound is taught with an action; (2) the students’ ability in pronouncing the letter sounds correct; (3) the students’ ability in spelling the words correctly.

The researcher joined the class and

collaborate with the class teacher to observe and children competency test in 5 days on Monday, Tuesday, Wednesday, Thursday, Friday to observe the class situation, student's response, performance, and activities. And also using measure student's skills ability for the test.

Collecting Data

1. Field Notes

The researcher and observer used field notes to record activities during the teaching and learning of students spelling skills through using the Jolly Phonics method, counting depiction of the classroom situation, students' disposition, and teacher's skill and creativity in presenting the materials.

2. Competency Test

This test is utilized to know students' abilities capacity to know the concept of Jolly Phonics strategy. There are 5 skills in scoring: Learning the letter sounds, learning letter formation, blending for reading, Identifying sounds in words, Tricky words. There is a 20 score for each skill, and get 100 scores if the score is completed.

3. Observing

In this phase, the researcher observed the teaching-learning process through field notes; it might be about the class situation, students' responses, and the teacher's performance in presenting the material. Related to the student's response.

RESULT AND DISCUSSION

Table 1. Pre Cycle

NO	NAME	SCORE
1	A	75
2	B	60
3	C	65
4	D	40
5	E	73
6	F	50
7	G	63
8	H	75
9	I	70
10	J	60
	Total	631

The table of Pre-Cycle shows the score of student's skills to understand the Jolly Phonics method are 631, the writer uses the formula as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{631}{10} = 63$$

Based on the result of the applied formula above, the total score of student's skills is 631 of 10 students, and the mean score is 63.

Table 2. Cycle 1

NO	NAME	SCORE
1	A	80
2	B	65
3	C	70
4	D	45
5	E	78
6	F	55
7	G	68
8	H	80
9	I	75
10	J	65
	Total	681

According to the data above, cycle 1 was finished with a total score of 681 means 68. At the same time discovered any issue, it is important to proceed to the second cycle with a similar idea to the first cycle.

Table 3. Cycle 2

NO	NAME	SCORE
1	A	85
2	B	70
3	C	75
4	D	50
5	E	83
6	F	60
7	G	73
8	H	85
9	I	80
10	J	70
	Total	731

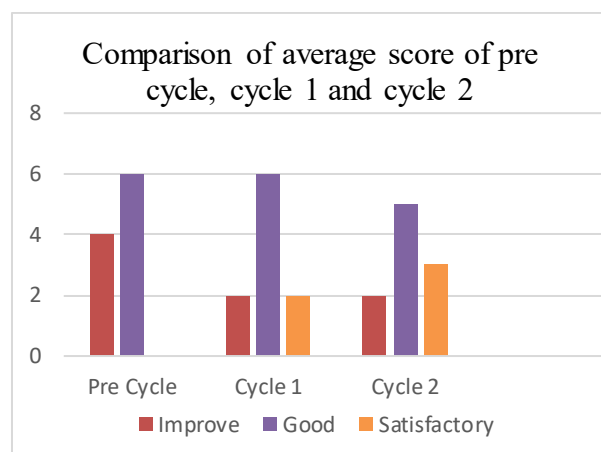
The final result based on cycle 2 is 731 of 10 students, mean score is 73.

Final Results Category of Students Skills Ability.

No	Score	Category	Student	%
1	80 - 100	Satisfactory	3	30%
2	60 - 80	Good	5	50%
3	0 - 60	Improve	2	20%
Total				100%

Regarding to the table result, there are 3 students (30%) getting the score of 80 -100 (satisfactory), 5 students (50%) getting the score of 60 - 80 (good), there are 2 (20%) students getting the score of 0 – 60 (improve). The comparison of students learning abilities can be seen in the following diagram:

Graph of Learning Skills Results at Bilingual Kindergarten (Age 5 Years)



Referring to the above diagram, it can be seen the average of students in pre-cycle that 4 students who fall into improve category with a score between 0 – 60 and there are 6 students with a score between 60 – 80. In this cycle, the researcher not found the students who get a satisfactory category. The next cycle is the first cycle, there are 2 students still in improvement, 6 students have a good category and 2 students have a satisfactory with a score between 80 – 100. The last cycle is the second cycle that found there are 2 students in improve, 5 students have a good category, and 3 students have the ability in satisfactory.

Teaching and learning phonics is an important part of a balanced literacy program for all learners and particularly for those with

learning difficulties (Morgan & Moni, 2005). In establishing a program, teachers must first gain a thorough knowledge of the abilities, needs, and interests of students and then use this knowledge in program planning to ensure that learners will be motivated to learn. There are a variety of activities that may be used to teach phonics to learners with difficulties. There are:

1. The Power of play, play increases a student's emotional, physical, social, and intellectual development. A relatively recent hypothesis is that pretend play enhances the theory of mind development. Theory of mind ability means being able to understand (represent) the knowledge and beliefs of others. In language play, language skills--phonology (speech sounds), vocabulary and meaning (semantics), grammar (syntax), and pragmatics (using language appropriately in social situations) are rapidly developing in the kindergarten age.
2. The Power of Storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills (Haven & Ducey, 2007). In stories, students can do expression and develop their comprehension skills.
3. Affirmations are simple statements you recite to yourself to focus on positive ideas about yourself, your life, and your goals. These statements can help you maintain a confident mindset, remember the positive things, and stay motivated to achieve your objectives. The example of affirmation words for students: 'I can do it', 'I am smart', 'I am fun', 'I am talented', 'I am capable', etc.

CONCLUSION

The research about Improving students spelling skills through using the Jolly Phonics Method (age 5 years) using the data that were obtained qualitatively and quantitatively show that the Jolly Phonics Method could improve: (1) the students' ability in remembering the letter that represents each sound is taught with an action, (2) the students' ability in pronouncing the letter sounds correct, (3) the students' ability in spelling the words correctly, according to from 5 learning skills :

(1) learning the letter sounds, (2) Learning letter formation, (3) blending for reading, (4) identifying sounds in a word, (5) tricky words.

This research was conducted in two cycles. Each cycle included four stages: planning, observing, improving, and practicing. The data were obtained by the result of pre-cycle, cycle I, and cycle II. In the **improved** category, the pre-cycle was 40% increasing to 20% in the first cycle and keep on stable at 20% in the second cycle. This means there are no students who get extremely poor at understanding the concept. Another category is **good**, it can be seen the pre-cycle was 60% and still on stable 60% in the first cycle but it is decreasing 50% in the second cycle. It means the students can understand the concept, even though there is a mistake in other learning skills. At the last criteria is **satisfactory**, there is no percentage in pre-cycle, but increasing to 20% in the first cycle and get 30% in the second cycle as the end at the result. Means the students understand the concept clearly and they have the ability in doing all learning skills and activity of Jolly Phonics.

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