

The Application of Phonics Instruction in Reading Text at Grade X SMK N.1 Pematangsiantar

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ABSTRACT

This research is concerned with finding the types of phonics used by teachers and students when learning English in the classroom. The problem discussed was: What types of phonics instruction are used in reading text at grade X of SMK Negeri 1 Pematangsiantar. This research focused to the four kinds of phonics, they are: The Synthetic phonics, Analytic phonics, Analogy phonics, Embedded phonics. This research used the qualitative research. The subject of this research in grade X SMK Negeri 1 Pematangsiantar are the English teacher and students. Here, the researchers took 15 students. The students in the class are male and female. Some steps taken in collecting the data were reading text from students' reading material, recording the phonics instructions used by the teacher in teaching the reading material, and identifying all types of phonics instructions used by the teacher in teaching the reading material as the research data. After that, the researchers did analysis to the data which covered: identifying the types of phonics instructions, classifying, calculating the frequency of phonics and drawing conclusion. The finding shows that the reception of students to the model was good and they showed much eagerness in following the program. Further investigation revealed that students keen to participate more in the classroom activities.

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Introduction

Language has important role in human being's life. It is important tool in communication. By language, people can express their feeling, ideas and thought. It also makes people easy to do interaction to another people. According to Sapir (1921) in Herman and Pardede (2020), language is a wholly human and non-instinctive manner of transmitting ideas, emotions, and wants through a system of consciously generated symbols. Language is totally human, which means that it was developed by humans (Sihombing et al, 2021). Language has an important and necessary function in human life, and it also offers many advantages in many other aspects of human life. People can interact and communicate with one another through language for whatever reason they choose.

Human language is unlimited which means that every day the language is up to date. Language is defined as a way of interacting with other people via the use of sounds, symbols, and words to express meaning, concept, or thought (Lumbantobing et al, 2020). This language can be expressed in a variety of ways, most notably through vocal and written communication, as well as through body language. We live in

a language-based world. We converse with our friends, colleagues, wives and husbands, lovers, teachers, and parents. Human is unified by language because language and human are inseparable. It means that language connect every human one with the other. Language is like a bridge which connect one side to another. From the explanation above we make note the simple sense of language. Language is tool communication where human is a user that language in society life.

Language, in general, serves as a tool for communication (Damanik and Herman, 2021). Language functions are also employed to indicate the intent or goal of speaking by changing to the situation and location. It indicates that language functions have the ability to convey meaning to the listener in order for them to comprehend what the speaker has stated. Language operates as "the use of language, the intent of an utterance rather than the specific grammatical shape that utterance takes." People employ words to accomplish this goal. Each purpose is referred to as a language function.

Halliday (2003:80) stated a set of seven initial functions, as follows: Regulatory : This is where language is used to tell others what to do.

Interactional : To make contact with others and form relationship.

Representational : To convey facts and information.

Personal : Used to express feelings, opinions and individual identity.

Imaginative : To tell stories and jokes, and to create an imaginary.

Instrumental : This is when the child uses language to express their needs.

Heuristic : Used to gain knowledge about the environment.

It means without language, humans will not be able to express their feelings, thoughts, emotions, desires, and beliefs.

Language development refers to the process of improving one's language skills, which include listening, speaking, reading, and writing. These four language abilities are frequently referred to as "macro-skills." This is in contrast to "micro-skills" such as grammar, vocabulary, pronunciation, and spelling. Speaking can help you in the listening aspect because without realizing it. When you speak you also listen to what you and your interlocutor are saying. Reading is the written mode's receptive skill. It can develop independently of listening and speaking skills, although it frequently develops alongside them, particularly in nations with a strong literary past. Reading, in particular, can help improve vocabulary, which aids listening comprehension in the later stages. In the written form, writing is the productive talent. It, too, is more complicated than it appears at first, and it frequently appears to be the most difficult of the skills, even for native speakers of a language, because it involves not only a graphic representation of speech, but also the development and presentation of thoughts in a structured manner. These four basic skills are interconnected each other and have the important role in communicating. They support each other to learn in other aspects. Communication is simply the act of passing information from one location, person, or group to another.

Every communication has (at least) one sender, one message, and one recipient. A wide variety of factors can influence the message's passage from sender to destination. These include our emotions, the cultural circumstances, the communication medium used, and even our location. Because of the complexities, good communication skills are highly valued by companies all around the world: precise, effective, and unambiguous communication is incredibly difficult.

As this definition demonstrates, communication entails more than just the transfer of information. The phrase implies success in communicating or imparting a message, whether it is information, ideas, or emotions. A communication is made up of three components: the sender, the message, and the recipient. The message is 'encoded' by the sender, who normally uses a combination of words and nonverbal signals. This communication is sent in some form (for example, by speech or writing), and the recipient 'decodes' it. Communications is a continuous process that consists primarily of three elements: sender, message, and receiver. The components of the communication process are described in detail below:

1. Sender

The message is created by the sender or communicator and delivered to the receiver. He is the source of the communication and the one who initiates it

2. Message

It is the sender's concept, knowledge, point of view, fact, or feeling that is intended to be shared further.

English is an international language that is widely used by countries in the world as a liaison language between one country and another (Purba et al, 2021). Including in Indonesia, besides our national language and mother language English is very important for Indonesian and many people think English as their second language. Therefore, if we look to the Education nowadays, starting from the kindergarten level English is applied in the classroom activity and introduced in early age. There are also many schools which use English as main language in delivering teaching instruction. This shows that English plays a key role in our educational system and national life.

In English communication, pronunciation is an important thing and must be considered. When speaking English if the pronunciation is not clear then the information we are conveying cannot be understood properly. It can even lead us to miscommunication (Herman, 2016). Especially in English there are many words with same sound but they have different meaning and this often creates confusion not only in speaking but in reading too. When we read we will produce sound and pronunciation of the text that we are reading. If there is a pronunciation error, there will be also a difference in the meaning of the word.

There is a special approach when we teach English to early childhood. One of the most appropriate to be applied to children is the phonic or phonic method. What is phonics? Phonics is a technique for teaching people to read and write in an alphabetic language. It is accomplished by illustrating the link between spoken language sounds (phonemes) and letters or groupings of letters (graphemes) or syllables of written language. This is also known as the Alphabetic principle or the Alphabetic code in English. Phonics is taught in a variety of ways, for example:

1. Learning individual sound, for example letters A, B, C in phonics their sounds are: A = ae, B = beh, C = keh.

2. Learning the sounds of groups of letters (in words) such as [rimes](#), for example three letter word with rime **ag: bag, wag, tag**. Consonant blend **ch: champ, chair, chin**.

The benefits of reading by using phonics as follows:

1. Allows for the direct introduction of words or sentences. Children will learn new words or sentences using the phonics approach by seeing the shape and hearing the practice first-hand. This will make it easier for children to recall previously unknown vocabulary without having to memorize it.

2. Speed up children to read English words and pronounce them correctly. The secret to success is practice. His English skills will grow more quickly if he is in an atmosphere that encourages him to actively speak English and trains him to appropriately pronounce words.

3. Can be tailored to the child's cognitive performance. What distinguishes the phonics method? One of them is the ability to adapt teaching to the performance of the children's brains. Children can more readily retain letters and varied sounds in English by selecting the most appropriate way of learning phonics, such as interactive teaching.

When we learn to do the correct pronunciation, our English will become easier to understand. We will sound more natural and we can learn to speak English faster. This will help us listen to English better, as we learn to identify and recognize the sounds other people make. Our confidence will grow exponentially. When we can get and understand other English speakers more clearly, our confidence will grow.

Pronunciation is a completely different skill and needs special research and special attention (Sinurat and Herman, 2019). Unfortunately, it's not often taught in classrooms because the assessments focus on reading, writing, listening, and speaking. This is what makes many students still need practice more in reading and speaking with correct pronunciation. Especially students in SMK N.1 Pematangsiantar even though they are in high school level but I found they still mispronounced and confused with the following vocabularies:

Data Analysis 1 (Similar pronunciation):

- | | |
|---------|------|
| - Bag | Beg |
| - Sea | See |
| - Hear | Here |
| - Scene | seen |
| - Male | Mail |

Data Analysis 2 (Consonant Blend):

Words	Correct Sound	Student's sound
Photo	Fodo	poto
Ranch	Ran(t)ch	rank
Knee	Ni:	keni
Trust	Trast	tras
Ghost	Ghost	gos

Practicing pronunciation can be a little boring but there are lots of ways to make practice fun. One of the way is using Phonics. The usage of phonics can help students to learn and practice speaking and reading with the correct pronunciation.

The review of Previous Research In this thesis, the writer takes review of related literature from the other research in The Graduate Faculty of Teachers Training and Education in University Sebelas Maret and the title is “ Pengaruh Penggunaan Metode Jolly Phonics Terhadap Kemampuan Membaca Permulaan Anak Berkesulitan Belajar Kelas I di SD Al Firdaus Surakarta Tahun Ajaran 2015/2016” it was researched by Dwi Miatun Lestrarini 2016. She analyzed about the influence of teaching Phonics in Primary school.

The researchers also learn a lot and understand about phonics from international journals that published by American Educational Research Association and the title is “Systematic Phonics Instruction Helps Students Learn to Read” in 2001 vol . 71, No. 3, pp. 393–447. A journal written by Zulkifli Ahmad and Melor Md. Yunus in 2019 with the title “ The Effectiveness of Using Jolly Phonics Blending Phonemes to Year 3 English Language Classroom” is also a previous researcher who researched the use of jolly phonics in the classroom. As a result of this study, researchers suggest that educators should incorporate and apply phonics into the classroom to improve students reading skill and pronunciation skill.

Another research about the study of Phonics is written by Agus Prayogo dan Lulut Widyaningrum in 2017 with the title “Implementasi Bunyi Fonik Dalam Pengenalan Bahasa Inggris”. The purpose of the research written this journal is to help students determine the exacted of the word sounds. In December 1916, there was a Journal by Lilian Beatrice Currier with the title “Phonics and No Phonics This was the report of experiment to aid in determining the value of phonics drills in teaching reading. As the result is phonetics drills have a very real value to the children in teaching reading.

From this reason and the fact above makes the researchers want to observe the usage of phonics in teaching English reading in SMK N. 1 Pematangsiantar. The teacher had to consider Jolly phonics can help students in solving their problem in order to have better in pronouncing.

Research Methodology

A. The Research Design

This study is qualitative in nature. According to Ary et al. (2010), qualitative research is a research technique that creates descriptive data in the form of written or spoken words of individuals and behavior that is observed. According to Purba, Sinurat and Herman (2021), qualitative research is a type of research in which the results are obtained using methods other than statistical techniques or computational forms. Although data can be calculated and communicated numerically, such as in a census, data analysis is qualitative. Non-mathematical data analysis is referred to as qualitative research. This approach resulted in the discovery that was achieved by data collected in various facilities, such as interviews, observations, papers or archives, and tests.

Through literature, researchers become more sensitive to what to look for in the data collected in research, so as to be able to find questions that will submitted to respondents or resource persons in the

process data mining in the field. The literature is also useful as a secondary data sources, and as a basis for compiling questions posed to respondents, for guidance in making observations at the beginning of the study (Marbun et al, 2021). In this research, the researchers described the Jolly phonics usage in students' pronunciation.

B. The Subject of Research

The subject of this research in grade X SMK Negeri 1 Pematangsiantar are the English teacher and students. Here, the researchers will take 15 students. The students in the class are male and female.

C. The Instrument for Collection Data

In collecting data, the researchers needed a tool as instrument. Researchers will take the simple text of reading that is taught by the teacher. The text will be used to find out the types of phonics instructions is used by the teacher in teaching reading and also Handphone for recording the data.

D. The Technique of Collection Data

In order to collect the data for this research, there are some steps used by the writer in collecting the data. The steps taken in collecting the data are mentioned as the following:

1. The researchers took the reading text from students' reading material.
2. The researchers recorded the phonics instructions used by the teacher in teaching the reading material.
3. The researchers identified all types of phonics instructions used by the teacher in teaching the reading material as the research data.

E. The Technique of Analysis Data

The researchers used the formula from Wahyuni et. al (2016) to measured and analyzed the questionnaire.

$$P = \frac{f}{n} \times 100\% \text{ (Wahyuni et.al , 2016)}$$

Which:

- P : Percentage
F : Frequency
N : Number of sample
100 % : Constant value

In analysing the data, there are some steps taken by the researchers, and they are mentioned as the following:

1. Identifying the types of phonics instructions used by the teacher in teaching the reading material.
2. Classifying the phonics instructions used by the teacher in teaching the reading material in line with theory from Drew (2020) that stated There are four major types of phonics: Synthetic phonics, Analytic phonics, Analogy phonics, Embedded phonics.
3. Finding out the frequency of each type of phonics instruction used by the teacher in teaching the reading material.
4. Drawing the conclusion.

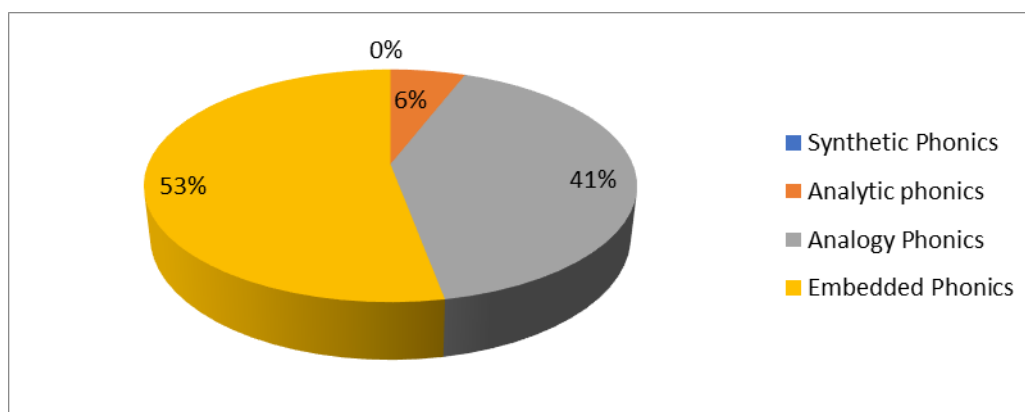
Research Findings And Discussion

After analyzing the data, the finding can be written as follows:

1. The researchers found out that the English teacher and students in SMK Negeri 1 Pematangsiantar use Phonics in teaching reading with text. The phonics helps the students to understand and pronounce words easier. By using phonics teacher also actively participate to guide the students in teaching reading the descriptive text.

2. From the result of the student's reading performance who already active participated to collect the data, the researchers found that the Synthetic phonics instruction is the most widely used and mastered by the students. It can be seen from the students analyzing data with the table below:

Students' Name	Synthetic Phonics	Analytic phonics	Analogy Phonics	Embedded Phonics
Dioren Genezareth			<input type="checkbox"/>	<input type="checkbox"/>
Tesalonika Naibaho				<input type="checkbox"/>
Aulia Ribka			<input type="checkbox"/>	<input type="checkbox"/>
Esra Purba				
Yessica V. Manullang			<input type="checkbox"/>	<input type="checkbox"/>
Lestari				<input type="checkbox"/>
Andika Napitupulu		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saskia Siti Juraini			<input type="checkbox"/>	<input type="checkbox"/>
Rayhan I Nainggolan			<input type="checkbox"/>	<input type="checkbox"/>
Angelina S. Saragih			<input type="checkbox"/>	<input type="checkbox"/>
Total	0	6%	41%	53%



From the diagram, it can be seen that 10 students (0) use Synthetic phonics to read, (6%) use Analytic phonics to read, (41%) use Analogy phonics to read, and (53%) use Embedded phonics to read. This means that there is none of them who was not able to read the type of Synthetic phonics instruction. All of them was able to construct the sound of letter and combine them naturally to be a word. Basically Synthetic phonics instruction is more easy to use in learning reading. Meanwhile from 10 participated students 1 student found difficulty for Analytic phonics, 7 students found difficulty for Analogy phonics and 9 students found difficulty for Embedded phonics. In other word, Synthetic phonics instruction is the best phonics used in reading for students' grade X TKJ 1 at SMK Negeri 1 Pematangsiantar.

Conclusion

Based on the result of research that have been done, it is concluded that there are 10 students who are asked by the teacher to read the text entitled The Maimun Palace, from 10 students, there is none of them who was not able to read the type of Synthetic phonics instruction. All of them was able to construct the sound of letter and combine them naturally to be a word. Basically Synthetic phonics instruction is easier to use in learning reading. Meanwhile from 10 participated students 1 student found difficulty for Analytic phonics, 7 students found difficulty for Analogy phonics and 9 students found difficulty for Embedded phonics. In other word, Synthetic phonics instruction is the best phonics used in reading for students' grade X TKJ 1 at SMK Negeri 1 Pematangsiantar.

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