

## **TRAINING AND STRENGTHENING ENGLISH LEARNING USING THE PHONICS METHOD FOR MUHAMMADIYAH 28 ELEMENTARY STUDENTS, SOUTH JAKARTA**

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### **Abstract**

Community service programs seek to give training and increase English learning for elementary school pupils utilizing the phonics technique. The activities conducted include theoretical and practical explanations of the Phonics method and descriptions of how to implement the system using appropriate strategies and variants of the Phonics Method teaching model. Community service activities were carried out in the form of English language teaching and reinforcement utilizing the phonics technique for class 1 students at Muhammadiyah 28 Islamic Elementary School in South Jakarta. The method used in training and strengthening English language learning is Community Language Learning, where information is shared by the Uhamka PKM Team, Teachers, and Class 1 Students at Muhammadiyah 28 Islamic Elementary School, South Jakarta. This Community Activity Program was carried out during January-February 2023. The results of the Community Activity Program were that students, especially grade 1 and accompanying teachers, could apply the Phonic method to learning English at Muhammadiyah 28 Islamic Elementary School, South Jakarta. Students can read using a foreign language by knowing letters and words, connecting them with sounds, and their meanings, and concluding reading intent using the phonics method.

*Keywords: Training, Strengthening, Phonics Method, Teaching English.*

### **Abstrak**

Program pengabdian masyarakat berupaya memberikan pelatihan dan peningkatan pembelajaran bahasa Inggris bagi siswa sekolah dasar dengan memanfaatkan teknik fonik. Kegiatan yang dilakukan meliputi penjelasan teori dan praktik metode Phonics, serta penjelasan bagaimana implementasi sistem menggunakan strategi dan varian model pembelajaran Metode Phonics yang tepat. Kegiatan pengabdian kepada masyarakat dilaksanakan dalam bentuk pengajaran dan penguatan bahasa Inggris dengan memanfaatkan teknik fonik untuk siswa kelas 1 di SD Islam Muhammadiyah 28 Jakarta Selatan. Metode yang digunakan dalam pelatihan dan penguatan pembelajaran bahasa Inggris adalah Pembelajaran Bahasa Komunitas dimana informasi dibagikan oleh Tim PKM Uhamka, Guru dan Siswa Kelas 1 SD Islam Muhammadiyah 28 Jakarta Selatan. Kegiatan PKM ini dilaksanakan selama bulan Januari-Februari 2023. Hasil PKM ini adalah siswa khususnya kelas 1 dan guru pendamping mampu menerapkan metode Phonic dalam pembelajaran Bahasa Inggris di SD Islam Muhammadiyah 28 Jakarta Selatan. Siswa memiliki kemampuan membaca menggunakan bahasa asing mulai dari mengenal huruf dan kata, menghubungkannya dengan bunyi, artinya dan menarik kesimpulan tentang maksud membaca dengan menggunakan metode fonik.

*Kata kunci: Pelatihan, Penguatan, Metode Phonics, Mengajar Bahasa Inggris.*

### **INTRODUCTION**

Learning English in Indonesia's education world requires institutions or

schools to have English teaching staff to produce competent students in the 21st century. Teaching and learning are closely related to the methods and

activities used. According to Fadjryana Fitroh et al., (2018), the ability of elementary school students to learn foreign languages is higher than that of adults. At the early age of class-1, students are in a sensitive period (critical period) for learning language because brain development achieves excellent flexibility. One component of language proficiency is reading. The ability to read is a receptive written language skill that includes complex activities and involves various skills. Reading is an integrated unit of activity that includes several activities such as recognizing letters and words, associating them with sounds, and their meanings and concluding the purpose of reading (Tika & Supangkat, 2017).

Students at SD Islam Muhammadiyah 28 South Jakarta, especially first-grade students, are still at the stage of beginning to read English, that is, they can still understand the meaning of symbols, sound symbols and the ability to read words around them.



**Figure 1. Learning Atmosphere and Student Profiles at SD Islam Muhammadiyah 28 Jakarta**

The phonic learning method developed by Marilyn Jager Adams is one of the early reading learning methods implemented in elementary education. According to Brady & Asselin (2016), learning methods can be interpreted in a unique way or pattern in utilizing various basic principles of education, techniques, and other related resources so that the learning process occurs in students. Further explained by Retnomurti et al., (2019), the phonics method is a way of teaching reading and writing by teaching letter sounds in a multisensory manner, then using the sound synthesis method to learn to read. Based on the researcher's experience, the communicative approach in the introduction of English and beginning reading currently found in the field is the phonics method. The use of methods in learning to read and write English in which one learns how to connect the sounds of spoken English letters from the letters of the alphabet, for example the sound of the letter /k/ is pronounced c-a-t (/k/ae/t/). The phonics method makes children understand that there is a systematic and predictable relationship between written words and spoken sounds. This method allows children to recognize familiar words accurately and automatically and is able to spell new words. The phonics method can use letter cards while pronouncing them. Reading practice must be stimulated from an early age. Aspects of early reading must be mastered by early childhood. Recognition of letterforms, introduction of linguistic elements, phrases, clause patterns, sentences, etc. are aspects of beginning reading. The purpose of this reading is to make young children understand the meaning of a series of language symbols. Understanding a series of language symbols using simple words or

sentences Implementation of the Phonics method which introduces words from the smallest structure in the form of letters by utilizing relevant learning media also has a positive impact on student learning outcomes. This is also reinforced by the results of research Catling (2012) which concluded that "there are differences in learning outcomes for beginning reading among students who take part in the use of audio-visual media and students who do not use audio-visual". The positive impact of innovative learning activities and the use of learning media has been proven to improve children's learning outcomes. Further explained by Sudiarta (2017), Phonics is a method for older children to recognize letters who have difficulty reading. In addition, the advantage of this method is that it makes it easier for children to make automatic connections between one letter and another. In schools that use English as the language of instruction, of course they will use phonics as learning to read and write, because this method is used to make it easier for children to recognize letters and words from pictures longer.

According to Juita & Widiyarto (2019), also mentions phonemic (sound) awareness, the development of knowledge of letters and understanding of print letters are three important abilities that students need to achieve in acquiring reading skills. So, it can be emphasized that students will have the ability to read if the child has the ability to communicate, mastery of vocabulary, and has phonemic awareness (recognition of letters and letter sounds) in preparation for reading. The Phonics method is a way of teaching reading and writing by teaching letter sounds in a multisensory manner, then using the sound synthesis method to learn to read (Lloyd, 2007).

The phonics method is expected to be varied in order to accommodate all aspects of language skills namely, listening, speaking, reading, and writing so that students not only know in theory but are also able to apply them in real activities. The phonics method can use letter cards while pronouncing them. Reading practice must be stimulated from an early age. Beginning reading aspects must be mastered by students. Recognition of letterforms, introduction of linguistic elements, phrases, clause patterns, sentences, etc. are aspects of beginning reading. According to Ruhaena (2008), the jolly phonics method is a method for older children to recognize letters who have difficulty reading. In addition, the advantage of this method is that it makes it easier for students to make automatic connections between one letter and another.

Based on the phenomenon that occurred above, it is necessary to carry out a Community Partnership Program (PKM) through training and strengthening of English learning so that it can motivate the students of Muhammadiyah 28 Islamic Elementary School, South Jakarta, to prefer learning English, so that in the future students are better prepared to continue learning English. Therefore the PKM Team conducted observations at Muhammadiyah 28 Islamic Elementary School, South Jakarta, through interviews with the Principal and teachers online, encountered problems encountered in the development of English learning programs for these partners which had not been matched by the number and quality of teachers trained. adequate because of the lack of knowledge about the phonics method in teaching English because most of the teachers are not graduates of English education. The application of learning

activities and media measures student achievement in learning English. Based on the description of the existing problems, the potential/opportunity for partner empowerment that the UHAMKA PKM Team can carry out is to conduct training and strengthen English learning so that students have the ability and skills in learning English using the phonics method..

## METHOD

For this program to be implemented smoothly, before all activities begin, socialization is carried out to related parties, including the UHAMKA PKM Team to the Muhammadiyah 28 Islamic Elementary School which is the area for implementing the community activity program (PKM). With this socialization, it is hoped that all relevant parties will fully support this program both institutionally, materially, and morally. The steps taken to carry out this community service activity are as in figure 1.

### PKM Implementation Method

The implementation method uses the expository learning method: socialization, training, self-evaluation, reflective pedagogic paradigm, exploration, simulation, documentation, friendship discussion, mapping and practice (Creswell & David Creswell, 2018). The approach or method used in community service activities is by using the Community Language Learning approach or method which is according to (Klee et al., 2002).

This PKM activity can run well and smoothly, it requires support and active participation from school management at Muhammadiyah 28 Islamic Elementary School Jakarta, in the allocation of time and place, active

participation of participants, namely grade-1 students and openness in providing information on students' abilities and skills in learning English.

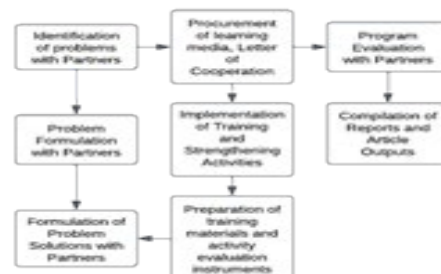


Figure 1. Flowchart of Community Service Activity Methods

The following are the Stages and Steps of the Community Activity Program:

1. Preparation phase. At this stage, 2 activities were carried out: initial observation and activity planning. The initial observation stage was carried out to find out how the phonics method was applied in learning English in the Muhammadiyah 28 Islamic Elementary School, Jakarta. Initial observations were made through interviews with the Principal of SDI Muhammadiyah 28 Jakarta. The data obtained through this initial observation was then followed up by planning socialization, training and strengthening of students.
2. Socialization Stage Is a stage of exposure regarding the activities contained in the phonics method to improve the abilities and skills of grade-1 students at SD Muhammadiyah 28 Jakarta
3. Training and Strengthening Phase. Stages of Training and Strengthening are stages

carried out after planning and outreach have been carried out. The stages of training and strengthening are adjusted according to the results of discussions at the socialization stage.

4. Reflection Stage. At this stage, brainstorming/discussion and feed back or follow-up of the training and mentoring stages carried out are carried out. In this reflection stage, the difficulties and solutions obtained to deal with these difficulties and obstacles are described

In other words, the CLL approach is an approach that is carried out like a consultant with a client, both parties, both the provider of information or knowledge and the recipient, support each other and share knowledge in the implementation of the learning process. Selection of the learning model determines the effectiveness of the process of learning to read and the success rate of children (Ruhaena, 2008). With the development of a curriculum that refers to the basic abilities of students implemented in learning carried out in schools, it is necessary to reform learning. To achieve educational success, learning in the classroom should reflect learning by emphasizing the achievement of learning objectives in both the affective, cognitive, and psychomotor domains (Creswell & Clark, 2011).

The Phonics method is a way of teaching children to read and write using a bottom-up process and top-down approach in a balanced way, starting with teaching the smallest unit of sound to be able to read and providing story context in teaching letters. This model

teaches reading and writing by teaching the sound of letters in a multisensory manner, then using sound synthesis methods to read words. This method has been proven through research (Sue, 2007), to be effective in teaching children to read (with spelling patterns or English pronunciation) in an active and fun way so that children quickly master it. It has even been proven that this method is effective for children who are learning to read English even though their mother tongue is not English. This method is also a fun learning method for children, especially for young children who still like to play. This is in line with research conducted by Klee et al., (2002), that The Jolly Phonics strategy suited the pupils under study more, which helped them in their reading achievement. This is reinforced by research conducted Tika & Supangkat (2017) which states that the Phonics Method is effective in teaching reading regular words by sounding and blending. Therefore the application of the Phonics method is effective in developing children's reading skills, especially in early childhood, grade 1 elementary school. The target target for PKM activities is students aged 6-7 years, with 7 girls and 8 students. The location of the PKM activity is held at Muhammadiyah 28 Islamic Elementary School, Jakarta, Jl. Panjang, RT.8/RW.9, Cipulir, Kec. Kby. Lama, City of South Jakarta, Special Capital Region of Jakarta.

There are several research steps using a checklist observation sheet including:

1. Recognize nouns
2. Recognize the word from the picture
3. Sing the phonics song Aa-Zz
4. The ability to recognize the vowels (vowels) a, e, i, o, u

5. Can distinguish letters b, p, and d
6. Can fill in the first letter of three words
7. Can fill in the last letter of three words
8. Can fill in the letters in the middle of a word of three words
9. Recognize uppercase and lowercase letters (uppercase & lowercase)

## RESULT AND DISCUSSION

In implementing the program in implementing the phonics method in the introduction of English and beginning reading at Muhammadiyah 28 Islamic Elementary School, South Jakarta, according to the curriculum created by the institution. The Community Activity Program (PKM) involves one teacher who holds 1 class, the teacher has experience in phonics and speaks English well. Because this school uses English as its introduction. There are several codes to facilitate the Community Activity Program (PKM), which are:

1. Students are introduced to the objects around them and then use English, the children sing the sound alphabet song and the letters will be repeated so they memorize it. Introduction to Phonics (7-10 mins). Teaching aids: Aa-Zz letter cards.



Figure 2. Aa-Zz letter cards

2. Game 1: Match letters (start)
  - a) The teacher puts a picture on the blackboard, it can be a picture of an apple, a picture of a baby, a picture of a dinosaur, etc.
  - b) On the other side of the blackboard, the teacher places a picture of the letters a-z which will later be paired with the picture that was previously installed by the teacher.
  - c) Then the teacher will point to a student to be asked "where is the apple picture?" – students will point to the apple picture. Then the teacher will ask again "what is the initial sound of the apple (apple)?" . Students are expected to point to the letter sound "a".
  - d) Likewise with pictures of babies (babies), flowers (flowers), etc.

Note: Images must be installed according to English, such as apple, baby, cookie, dinosaur, elephant, and others.



Figure 3. Matching letters with pictures

3. Game 2: Basket of letters (10-15 mins). How to play:
  - a) The teacher puts pictures of lowercase letters on the blackboard, and pictures of baskets are written in big letters.

- b) The teacher asks the students to put the apple picture (lowercase) into the big letter basket correctly.



Figure 5. Alphabets Basket

4. Worksheet (10 mins)
- Students write the last letter of the word ca\_\_(t)
  - Students write the middle letter of c\_\_t (a) this will be done repeatedly so that the child can master these three words and they can continue to a more difficult level.

The following table shows the results of the ability of class-1 students at SD Muhammadiyah 28 Jakarta to recognize letters using the phonics method as follows:

**Table 1. Basic criteria for the ability to recognize letters with the Phonic method**

No	Criteria	I	D	M
1	Recognize nouns			x
2	Recognize words from pictures			x
3	Sing phonics songs a-z		x	
4	Ability to recognize vowels a, e, i o, u			x
5	Ability to recognize			x

consonants

6	Can distinguish the letters b, p and d		x
7	Can fill in the first letter of the word		x
8	Can fill in the last letter of the word		x
9	Recognize uppercase and lowercase letters		x

Information:

- I for introduction
- D for development
- M for Mastered

The table above is to find out whether students have been able to reach the target according to the criteria set. From the table above, Introduced means that children are introduced to letter recognition. For develop children who have developed already know the letters. For Mastered children can already memorize all the alphabet or letters a to z. The results of the analysis of the development table show that on average students can master the lessons given with mastered students can master English vocabulary and are ready to continue the next material.

In the phonic method, students read early by reciting the sounds of the alphabet (not the names of the alphabet) to compose a word to make it easier for young children to read by using the sounds of these letters. For the sound of the alphabet in English (Tika & Supangkat, 2017). In implementing an introduction to English and reading program for grade-1 elementary school students held at Muhammadiyah 28 Islamic Elementary School, South Jakarta. In accordance with the needs of students aged 6-7 years to prepare for the level of word recognition using English and beginning reading using English at Muhammadiyah 28 Islamic Elementary School, South Jakarta. The role of the teacher here is very important to stimulate how students

aged 6-7 years can master simple words and read because letters have been introduced before. Efforts to implement the phonics method can be seen in how often 1st grade students use English to communicate and can read simple words in the classroom and school environment. The results of the PKM carried out in implementing the introduction of English and reading to grade-1 elementary school students at Muhammadiyah 28 Islamic Elementary School, South Jakarta prepare themselves both in the learning curriculum and the teachers who deliver learning. Because the teachers who teach in class 1 SD Islam Muhammadiyah 28 South Jakarta have teaching experience and training that can be accounted for so that in teaching learning to class 1 elementary school students at SD Islam Muhammadiyah 28 South Jakarta it is in accordance with the curriculum concept. school. The phonics method used in language recognition and beginning reading can be an alternative fun learning method to be able to speak and read in English because this method is carried out every day in class. The teacher has materials that can support children to be able to remember pictures, words and activities using English without realizing it. The concept in this school is that students can master the sound of letters so that students can easily read from two words (at), three words (bat), four words (flag) and so on. While carrying out media learning activities, it plays an important role in the success of achieving the desired learning, children will be stimulated by themselves.

The use of picture cards, colored books, videos will also attract students' attention so that students will remember more and acquire new vocabulary that is easy to memorize. The process of remembering and repeating is the most

important thing in this phonics method. Recognizing language and beginning reading is an integrated unit of activity which includes recognizing letters and words and associating them with sounds and their meanings, as well as drawing conclusions about the intent of the reading. According to (Pertiw, 2016) early reading or early reading places more emphasis on recognizing sound symbols in the form of letters or words which include the process of understanding. The initial process of learning is carried out from the easiest, namely from vowel sounds to consonants that are often used in everyday life, syllables or syllables, and then new consonant sounds that are rarely used in Indonesian. Class 1 students at Muhammadiyah Islamic Elementary School carry out daily activities by counting, permission to drink, go to the toilet, take tissue, take books and so on using English if the child uses Indonesian the teacher will translate it in English this is done every day so that students accustomed to doing these activities unconsciously even though they are learning. During the learning process, the media becomes a support in delivering material to children, namely pictures and cards that can help teachers convey material to students and increase vocabulary and language.

Visual media that are used in learning that can be received by the five senses of students and are able to be absorbed by children and are understood easily and are able to increase students' memorization of vocabulary and add to children's language. Conversations in non-native English-speaking families Cultural factors sometimes influence conversations between parents and students. Standards of good behavior in some cultures do not support students

starting conversations or asking questions (Pappano, 2015). Parents also pay attention that students are learning English when talking to them, however, because parents are not fluent in English, their interactions are limited in terms of vocabulary and grammatical complexity, parents should provide opportunities for their children to continue to develop skills in using their first language in singing, reading, telling stories, and carrying out conversations in their daily activities.

1. The singing method is also one of the methods taught to recognize letters at this school. Based on the results of the study, the activities that were carried out by the teacher were at the stage of finding the sound of the letters at the beginning, in the middle and at the end of the word. These activities can train children's listening skills, but many teachers do not do them repeatedly due to lack of time. According to Susanto et al., (2018) Listening is a language skill that needs to be trained in stages, namely: 1) hearing, namely the phase of students practicing hearing different sounds and storing them in memory; 2) listening, namely the phase of perceiving sound from sounds from the surrounding environment; 3) listening (comprehending), namely the cognitive process of finding the meaning of what is captured (sound) with existing knowledge, interpreting the sound and appreciating the phonetics that is heard. If these three processes are carried out, the child will have good concepts and vocabulary.

## CONCLUSION

The Community Activity Program conducted by class-1 students at Muhammadiyah 28 Elementary School, South Jakarta, will gain

knowledge and information and understanding in using the Phonics method for teaching English, tutor teachers get a variety of teaching techniques and models found in the Phonics method and practice when the teacher teaches English to students, get ideas or ideas for using the media as a supporting tool in accordance with the Phonics method which can assist in the process of teaching English that is adapted to the situation and location of the partners and teachers can teach with a more systematic and varied procedure using the method Phonics and is no longer conventional or monotonous.

Suggestions from the Community Activity Program implemented are: First, teachers who teach grade-1 students at Muhammadiyah 28 Elementary School, South Jakarta, still need more variety and also knowledge about English teaching methods, especially teaching English to students, for example such as technology-based, task-based, content-based or other teaching methods. Second, teachers also still need enrichment in training which aims to add to their references in teaching, for example, it is necessary to hold workshops, seminars or workshops that aim so that from these activities teachers can often gain experience not only getting material theoretically but also theoretically. practical findings can be generalization according to PKM problems, can also be in the form of recommendations for next steps. Suggestions can be in the form of input for the next researcher, as well as recommendations that are implicative from the findings of the service.

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