Faustina, E., 2013, The Effectiveness of Jolly Phonics in Teaching A 4 Year Old Indonesian Child To Read English Text.

ABSTRACT

Previous studies revealed that Jolly Phonics (JP) which implemented synthetic phonics approach as its principle instruction is considered as an effective method to teach reading for initial readers (Ruhaena, 2008; Callinan & Zee, 2010). This study seeks the effectiveness of JP in teaching a 4 year old Indonesian child to read English text. To see the effectiveness of JP, the writer used the Early Reading Screening Instrument (ERSI) to measure the participant’s reading ability. The participant was pre-tested using ERSI test that includes: the alphabet knowledge task, concept of word task, phoneme awareness task, and word recognition task, prior to the 20 weeks of JP intervention and was post-tested once the JP intervention was finished. The data obtained that the participant improved the scores of the concept of word task, phoneme awareness task, and word recognition task, and attained the same score for the alphabet knowledge task. JP is effective to teach reading regular words by sounding and blending. Unfortunately, JP is unsuccessful to teach reading irregular words.

Keywords: grapheme; irregular word; Jolly Phonics; letter sounds; phoneme; regular word;