

## TABLE OF CONTENTS

Inner Title Page .....	ii
Page of Dedication .....	iii
Page of Approval .....	iv
Board of Examiners .....	v
Acknowledgement .....	vi
Abstract .....	vii
Table of Contents .....	viii
List of Tables .....	xi
List of Figures .....	xiii
<b>I. INTRODUCTION .....</b>	<b>1</b>
<b>1.1 Background of the Study .....</b>	<b>1</b>
<b>1.2 Statement of the Problem .....</b>	<b>5</b>
<b>1.3 Objective of the Study .....</b>	<b>5</b>
<b>1.4 Scope and Limitation .....</b>	<b>5</b>
<b>1.5 Significance of the Study .....</b>	<b>6</b>
<b>1.6 Theoretical Framework .....</b>	<b>6</b>
1.6.1 Decoding as the Process of Beginning Reading .....	6
1.6.2 Pattern Recognition .....	8
1.6.3 Sensation .....	10

1.6.3.1	Visible Light and Its Hue .....	10
1.6.3.2	Biological Foundation of Vision .....	11
1.6.3.3	Colour Perception .....	15
1.6.3.4	Attention and Characters of Children .....	15
<b>1.7</b>	<b>Method of the Study .....</b>	<b>18</b>
1.7.1	Definition of Key Terms .....	18
1.7.2	Research Design .....	20
1.7.3	Location of the Study .....	21
1.7.4	Technique of Data Collection .....	21
1.7.5	Instruments and Measurement .....	23
1.7.6	Technique of Data Analysis .....	25
<b>II.</b>	<b>GENERAL DESCRIPTION OF OBJECT OF THE STUDY .....</b>	<b>27</b>
<b>2.1</b>	<b>Instructional Methods of Teaching Reading</b>	
	<b>in General .....</b>	<b>27</b>
2.1.1	Whole-Word Method .....	27
2.1.2	Phonic Method .....	29
<b>2.2</b>	<b>Methods of Teaching Reading Quran in Indonesia .....</b>	<b>31</b>
2.2.1	Introducing Alphabets in Sets .....	32
2.2.2	Initially Introducing Whole Alphabets .....	34
2.2.3	Initially Initially Introducing Alphabets	
	One By One .....	37
<b>2.3</b>	<b>Backgrounds of the Respondents .....</b>	<b>40</b>
<b>III.</b>	<b>PRESENTATION AND ANALYSIS OF THE DATA .....</b>	<b>42</b>

<b>3.1</b>	<b>Realization of Experiment .....</b>	<b>42</b>
3.1.1	Before Training .....	42
3.1.2	Training .....	43
3.1.3	Test ... ..	55
<b>3.2</b>	<b>Data Analysis .....</b>	<b>58</b>
3.2.1	Visual Process (The Influence of Colour as Visual Cue in Discriminating Patterns) .....	58
3.2.2	Speech Process (Recognizing and Discriminating Phonemes, and Associating Sound with Letter) .....	59
3.2.3	The Influence of Colour as Visual Cue to Decoding .....	63
3.2.4	The Influence of Colour as Visual Cue in Motivating Children to Learn Reading Quran .....	64
<b>IV.</b>	<b>CONCLUSION .....</b>	<b>66</b>

**Bibliography**

**Appendix**



## LIST OF TABLES

Table 1.1	A Developmental Information-Processing Model of Reading .....	2
Table 1.2	Wavelengths of Visible Light and Its Hue .....	11
Table 3.1	Visual Discrimination in Learning Page 1 .....	44
Table 3.2	Number of Mistakes in Associating Sounds with Letters in Page 1 .....	44
Table 3.3	Pronunciation in Learning Page 1 .....	45
Table 3.4	Responses in Learning Page 1 .....	45
Table 3.5	Visual Discrimination in Learning Page 2 .....	46
Table 3.6	Number of Mistakes in Associating Sounds with Letters in Page 2 .....	46
Table 3.7	Pronunciation in Learning Page 2 .....	47
Table 3.8	Responses in Learning Page 2 .....	48
Table 3.9	Visual discrimination in Learning Page 3 .....	48
Table 3.10	Number of Mistakes in Associating Sounds with Letters in Page 3 .....	49
Table 3.11	Pronunciation in Learning Page 3 .....	50
Table 3.12	Responses in Learning Page 3 .....	51
Table 3.13	Visual Discrimination in Learning Page 4 .....	52
Table 3.14	Number of Mistakes in Associating Sounds with Letters in Page 4 .....	53

Table 3.15	Pronunciation in Learning Page 4 .....	54
Table 3.16	Responses in Learning Page 4 .....	54
Table 3.17	The Respondents' Scores for Visual Test in Each Part .....	56
Table 3.18	The respondents Scores for Visual Test .....	56
Table 3.19	The Respondents Scores for Speech Test in each Letter.....	57
Table 3.20	The Respondents' Scores for Speech Test .....	57
Table 3.21	The Respondents' Total Scores .....	58
Table 3.22	Number of Mistakes in Learning Letters ن , خ and ذ .....	62



## LIST OF FIGURES

Figure 1.1	An example of Trainings by Egeland .....	3
Figure 1.2	The Human Eye, A Camera and A Projected Image .....	13
Figure 1.3	The Retina of Human Eye .....	13
Figure 1.4	A Much (Much!) Enlarged Photograph of Several Rods and a Cone .....	14
Figure 1.5	Pairs of Houses in Vurpilots' Study .....	17
Figure 2.1	Some examples of lesson from a first-grade reading series that illustrate the whole word approach .....	28
Figure 2.2	Some examples of lesson in phonic method .....	30
Figure 2.3	Examples of materials in Al Baghdadi method .....	33
Figure 2.4	Examples of how to spell syllables by using Arabic terms .....	33
Figure 2.5	Some material of set I in FQQ method .....	35
Figure 2.6	Some materials in intermediate level in FQQ method .....	36
Figure 2.7	An example of materials in advance level .....	36
Figure 2.8	An example of how to spell syllables in FQQ method .....	37
Figure 2.9	Some materials in beginning level of Iqro' method .....	38
Figure 2.10	Some materials in the intermediate level of Iqro' method .....	39
Figure 2.11	Some materials in the advance level of Iqro' method .....	39

# CHAPTER I

## INTRODUCTION