

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY

2.1 INSTRUCTIONAL METHODS OF TEACHING READING IN GENERAL

Several instructional methods are used to teach early reading. The two most dominant approaches are the **Whole-Word Method** and the **Phonic Method**. They differ primarily in their emphasis on the use of symbols-sound correspondences to decode words (Just and Carpenter, 1987: 329).

2.1.1 WHOLE-WORD METHOD

In the pure whole-word method, children are supposed to learn to recognize words using cues from the previous part of the story, accompanying pictures, and general shape of the whole word (Just and Carpenter, 1987: 329).

Here are some examples of the materials taught in this method.

a. Beginning of First Grade

<p style="text-align: center;">TIM</p> <p>Come here, Tim. We have to go Tim! Tim! We have to go</p> <p>Mom, can you come here? Can you come and help me?</p>
--

b. Middle of First Grade

<p>THE LITTLE ENGINE THAT COULD</p> <p>Puff, puff, puff, puff</p> <p>The little Train came up the track</p> <p>The little Train was a happy train</p> <p>Puff, puff, puff, puff</p> <p>Up the mountain it came</p>
<p><i>Vocabulary:</i> could, stop, new, old, start, just, thought, had</p> <p><i>Decodable vocabulary:</i> had, putting, putted, started</p>

c. End of First Grade

<p>READING MAP</p> <p>A map is something that shows you where things are.</p> <p>If you can read a map, you can find your way around a city.</p> <p>You can use a map to find streets, parks, and mountains.</p> <p>The map you see at the top is a map of West Town</p> <p>What are the names of the streets?</p>
<p><i>Vocabulary:</i> ponds, Uncle</p> <p><i>Decodable vocabulary:</i> map, Stone, Cliff, Space, West, quickest</p>

Figure 2.1 Some examples of lessons from a first-grade reading series that illustrate the whole-word approach. The stories appear with pictures and the child is encouraged to use the pictures and other contextual cues to identify and remember words. *Source:*(a)Harper & Row, 1980a, p.p. 4, 5, 6;(b) Harper &

Row, 1980b, p. 56; (c)Harper & Row, 1980c, p. 170(From Just and Carpenter, 1987: 329-330.)

2.1.2 PHONIC METHOD

In the phonic method, children are explicitly taught symbol-sound correspondences and how to use them to decode words. With this approach, the lessons center on particular symbol-sound correspondences. Also, as part of the program, children are usually taught how to blend successive sounds into a word. Irregular words are taught as sight vocabulary. However, the major emphasis is on phonics (Just and Carpenter, 1987: 329-331). Here are examples of lessons of phonic method.

a. Beginning of First Grade

NAN, DAN, AND ANN

Dan and Nan ran
Dan and Ann ran

b. Middle of First Grade

MARTIN

Martin must not get up.
It is hard for him to rest.

Pat sends Martin a card.
Pat did the art on the card.
It has a red star on it.

Grandma sent a card from the farm.
Grandma's card has a gift in it.

Vocabulary: ar—arm, art, car, card, hard, harm, harp, far, farm, tar, tart, darn, dart, part, start, star, scar, scarf, garden

c. *End of First Grade*

A GRAND CELEBRATION

Mr. Martinez was very excited when he came home from work. He picked up his wife and kissed her. Then he began to yell for everyone's attention.

"What's the matter?" asked his wife.

"Why are you yelling?" asked Ramon.

"Papa, what is all the commotion?" asked Maria.

"So many question!" said Mr. Martinez with a big smile. "Quiet, everyone! I'll give you an explanation." He mentioned for everyone to sit down.

"I had a big surprise at work today," said Mr. Martinez. "They gave me a promotion. Now my position will be manager of the entire department store."

Figure 2.2 Symbol-sound relations are stressed and the vocabulary of the stories reflects the systematic selection of words to illustrate those relations. Source: (a) Walcutt & McCracken, 1981c, p. 7; (b) Walcutt & McCracken, 1981a, p.7; and (c) Walcutt & McCracken, 1981b, pp. 79, 80, 81. (*From Lippincott Basic Reading A, B, C. New York: Harper & Row in Just and Carpenter, 1987: 332*)

Chall (1967 in Just and Carpenter, 1987: 335) compared these two methods by surveying studies on their relative effectiveness. Her conclusion was that the phonics method led to better early reading for all ability level and particularly for slower children. Some subsequent large-scale studies have also

found the phonics method to be somewhat superior (Beck, cited in Just and Carpenter, 1987: 335), but other equally large-scale studies have found no consistent differences (Bond & Dykstra, cited in Just and Carpenter, 1987: 335).

Method of teaching is not the only important thing in the nature of learning. Many aspects contribute to successful learning: the time that a child actually spends for reading, the level of parental encouragement and help, and the child's motivation and cognitive skills. Different approaches may be more effective with different children (Just and Carpenter, 1987: 335).

However, phonic method is the common method used as instruction. In Indonesia, phonics method is also the common method to teach reading Indonesian and Quran. Therefore, this study uses phonic method.

2.2 METHODS OF TEACHING QURAN READING IN INDONESIA

In Indonesia, phonic method is the common method used as instructional method to teach Quran reading. This choice is very appropriate because:

1. Arabic writing system is almost regular, not like English. For instance, phoneme /k/ in English is represented by cluster *k*, *c*, and *ch*, but in Arabic just by letter ك . Therefore, phonic method is the easiest method for Indonesian.
2. Most Indonesian are assumably unable to speak Arabic. They do not have any linguistic knowledge about Arabic. Contextual information that helps children in whole-word method will not give any contribution. The new learners will find a lot of difficulties to read Arabic orthographic with that method.
3. Arabic is not used in daily activity and the ability to read Quran is mostly needed for ritual matters, such as in prayers. Indonesian muslims have to be

able to read only. Comprehension is not an obligation, except in religion schools.

In Indonesia there are some methods for teaching Quran reading. Dealing with letter level of decoding , the teaching methods have different ways to introduce the letters. They can be classified into three major methods:

- initially introducing whole alphabets
- initially introducing alphabets in sets
- initially introducing alphabets one by one.

2.2.1 INITIALLY INTRODUCING WHOLE ALPHABETS

Al Baghdadi is the old method of teaching Quran in Indonesia. This method was still used until the early of 1990s. It initially introduces all alphabets as well as punctuation.

Beginning

ا ب ت ث ج ح خ د ذ ر ر
 س ش ص ض ط ظ ع غ ف
 ق ك ل م ن و ه ل ا ء ي
 ا ب ت ث ج ح خ د ذ ر ر س ش
 ا ب ت ث ج ح خ د ذ ر ر س ش
 ا ب ت ث ج ح خ د ذ ر ر س ش
 ا ب ت ث ج ح خ د ذ ر ر س ش

Intermediate

تَلَا ثَلَا جَلَا خَلَا دَلَا ذَلَا رَلَا
 تَيْيَ تَيْيَ جَيْيَ حَيْيَ خَيْيَ دَيْيَ ذَيْيَ
 اَنَّ اَوْنَ اَيْنَ اَيْنَ اَنَّ اَنَّ اَوْنَ اَوْنَ
 اَسِيرَ يَسِيرَ بَسِيرَ نَسِيرَ مَطِيرَ مَنِيرَ

Advanced

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
 قَدْ هُوَ اللّٰهُ اَحَدٌ ① اللّٰهُ الصَّمَدُ ② لَدَيْهِ
 وَلَدٌ يُؤْتِي الدُّنْيَا وَالْآٰخِرَةَ كُفُوًا ③

Figure 2.3 Examples of teaching materials in *Al Baghdadi* method.
 Page: 2, 3, 4, 6, 7, 11 and 13

In the beginning level, syllables are spelled by using Arabic terms. For example:

Alif Dhammah = U = اُ	Alif Kasrah = I = اِ	Alif Fathah = A = اَ
Ba Dhammah = BU = بُ	Ba Kasrah = BI = بِ	Ba Fathah = BA = بَ
Ta Dhammah = TU = تُ	Ta Kasrah = TI = تِ	Ta Fathah = TA = تَ

Figure 2.4 Examples of how to spell syllables by using Arabic terms.
 Source: Matdoan, 2000: 18



2.2.2 INITIALLY INTRODUCING ALPHABETS IN SETS

Fahmi Qiraatil Qur'an (FQQ) was created by Achmad Bardji Matdoan in 1978 in Maluku Province. According to his experience as a teacher for two years, he found that his pupils got many difficulties in learning Quran reading by using *Al Baghdadi* method. After examining "Ilmu Tajwid" of Imam Hafazh, he was inspired by that book to compile a new method. He called this method *Pedoman Belajar Mengajar Al Qur'an Praktis*. Then it is introduced to public as *Fahmi Qiraatil Quran Method*.

By using a different method to recognize letters and spell syllables, this method tries to overcome learners' problems in *Al Baghdadi* method. In the beginning level, three vowel indicators are taught. The letters are grouped in 3 sets. Each set consists of 10 letters. *FQQ* directly introduces shapes of letters when they stand alone and when they are combined with others to form a word.

Pelajaran I : Pokok-pokok Bahasan 10 Huruf Pertama

Sebutlah Huruf dengan fasih kesamping kemudian kebawah, kenalkan bentuknya dengan mantap dan hafalkan namanya dengan teratur.

Huruf Dasar	ا	ب	ت	ث	ج	ح	خ	د	ذ	ر
Huruf Awal	ا	ب	ت	ث	ج	ح	خ	د	ذ	ر
Huruf Tengah	ا	ب	ت	ث	ج	ح	خ	د	ذ	ر
Huruf Akhir	ا	ب	ت	ث	ج	ح	خ	د	ذ	ر
Huruf Latin	A	B	T	ST	J	H	KH	D	DZ	R

اب	اث	اح	اخ	اد	اذ	ار
با	تا	جا	حا	دا	ذا	را
ابت	اتج	اثج	اجح	اجح	احخ	احخد
اخذ	اذر	اذر	اذر	اذر	ارد	ارد
دذرا	دراذ	ذادر	باتث	تاثج		

أَبَدَ	إِرَدَ	أَخَذَ	بَحَرَ	بَرِحَ	بُخِرَ
تَبُّ	تَبَّرَ	تُخِرَ	ثَحَبَ	ثَجَرَ	ثُرِبَ

Figure 2.5 Some teaching materials of set 1. Source: Matdoan, 2000: 24, 26, 32

In the intermediate level learners are introduced to other punctuation and rules.

Pada setiap kata ada Huruf Berkasrah yang harus dibaca panjang karena ada ya sukun didepannya			يَ
فَسِيرٌ	لِحَيَاتِي	سَبِيلٌ	إِيمَانٌ
بِأَيْدِي	أَخِيهِ	مَحِيطٌ	سَجِينٌ
وَسِيقٌ	مَوْزِينُهُ	يُرِيدُ	لِنَذِيقِ

Huruf Ba Kasrah (بِ) dibaca langsung dengan Huruf Mati atau Huruf Bertasydid didepannya, dan Huruf Alif (ا) itu bukan Huruf Mad atau Panjang.

Dibaca	Ditulis
بِغَيْبِ	بِالْغَيْبِ
بِالنَّجْمِ بِالرُّوحِ	بِالْبَيِّنَاتِ بِالْحَقِّ
بِالسَّيِّئَةِ	بِاللَّهِ بِالْآخِرَةِ

Figure 2.6 Some teaching materials in intermediate level.

Source: Matdoan, 2000: 82, 95

Tajwid (phonological rules in reading Quran) such as *iglah*, *idgham*, *idzhar* and *ikhfa'*, are learned in advanced level.

IZHAR HALQI = اِظْهَارُ حَلْقِي ن + ن = ن + ن < ن = ا ح خ ع غ ه Bunyi "N" dibaca terang dan jelas bila bertemu huruf Idzhar dalam kata atau kalimat.	
بِنَاوُونَ - وَمِنْ آيَاتِهِ	ن < ن = ا
رُسُلًا إِلَى قَوْمِهِمْ - رِجْزِ الْيَمِّ - رَسُولِ أَمِينٍ	ن < ن = ء
تَنْجُونَ - مِنْ حَمَاءٍ	ن < ن = ح
عَلِيمًا حَكِيمًا - بِالسِّنَةِ جَدِيدٍ - عَزِيزًا حَكِيمًا	ن < ن = ء - ح
وَالْمُنْحَنَةَ - مِنْ خَوْفٍ	ن < ن = خ

Figure 2.7 An example of teaching material in advance level.

Source: Matdoan, 2000:118

In FQQ, syllables are spelled by decomposing them into letter plus letter, so learners do not use Arabic terms.

U = U = ا	I = I = ا	A = A = ا
B + U = BU = ب	B + I = BI = ب	B + A = BA = ب
T + U = TU = ت	T + I = TI = ت	T + A = TA = ت

Figure 2.8 An example of how to spell syllables in FQQ method

Source: Matdoan, 2000; 19

2.2.3 INITIALLY INTRODUCING ALPHABETS ONE BY ONE

Qiraati and *Iqro'* use this method to introduce alphabets. In 1986 Dachlan Salim Zarkasyi compiled *Qiraati* in order to find an easier way for kindergarten children to learn Quran reading. This book was published, but still for limited society. After that, based on some teaching methods in *Qiraati*, As'ad Humam compiled a book called *Iqro'*. These two books have the same orders of letters introduced to learners. In each session learners meet one new letter, except two letters ا and ب in the first session.

The method used in the two books have similarities with that in FQQ method: punctuation are taught in intermediate level; and *tajwid* is learned in advance level. However, *Qiraati* and *Iqro'* differ from FQQ in the way of how to utter syllables. *Qiraati* and *Iqro* do not recommend that learners spell the syllables, but directly read them.

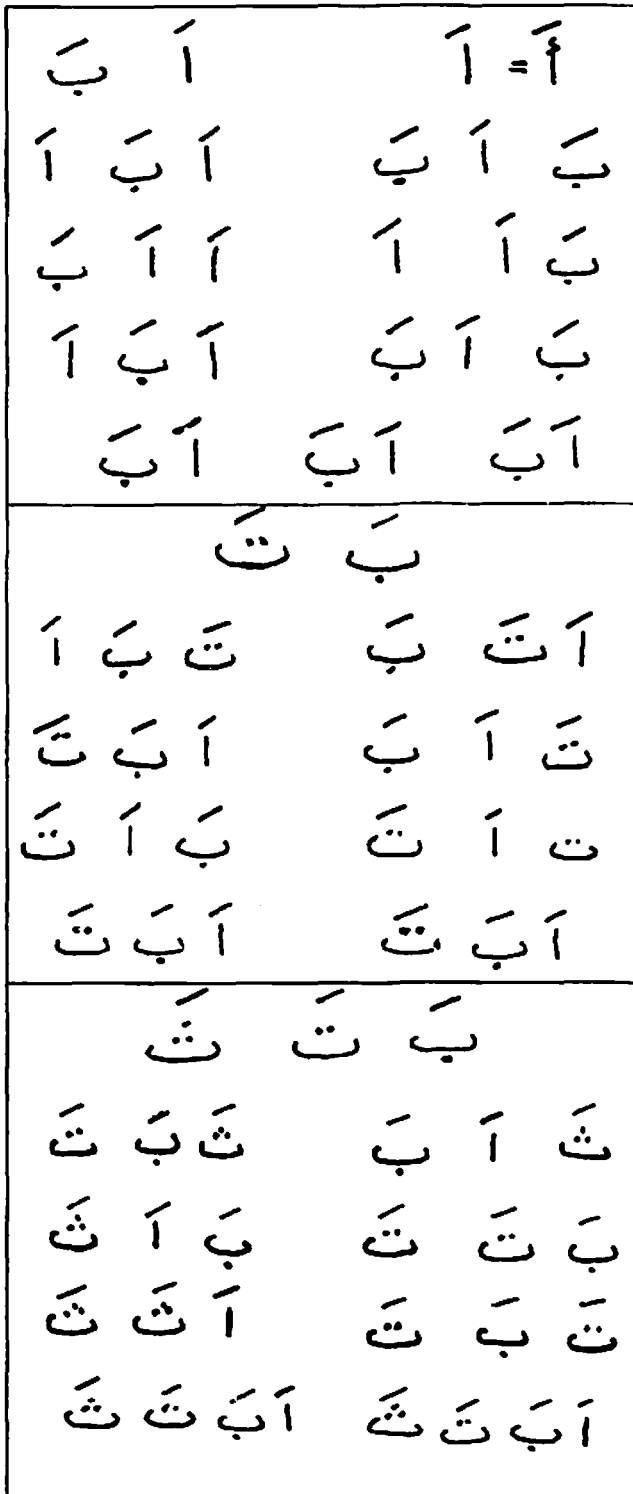


Figure 2. 9 Some materials in the beginning level. Letters are introduced one by

one. Source: Humam, 1994: 5, 6, 7 volume 1

ثَابِتَ اَذَانَ صَاحِبًا حَطَايَايَ
 تَوَابَ هَمَزَ خَافَتَا لَمَزَلَا
 لَعَنَ اَلَاكَ حَكَمًا لَجَمَاعَ
 وَيَذَرِكَ وَالِيَهْتِكَ وَجَعَلَ فِيهَا رَوَايِي
 هَارُونَ وَمَارُونَ فَعَلْ هَذَا يَا لِيَهْتِنَا
 قَالُوا تَقَاسَمُوا فَتَعَاطَى فَعَقَرَ

Figure 2.10 some materials in intermediate level.

Source: Humam, 1994: 32 volume 2; 30 volume 3

فَلْيَأْتِ مُسْتَمِعَهُمْ هَوَاعِي وَأَفِي
 وَرَفَعْنَا لَكَ ذِكْرَكَ فِي أَحْسَنِ تَقْوِيمٍ
 اَبْدَاءُ اَبْدَاهُ > Dia wogof/berhenti,
tanwin(ة) dihilangkan
dan dibaca panjang
 يَوْمَ الْقِيَامَةِ وَزَنَاهُ وَالْعَادِيَاتِ ضَبْحًا
 فَالْمُورِيَاتِ قَدْحًا وَالْمَغِيرَاتِ صَبْحًا

Figure 2.11 Some materials in advance level.

Source: Humam, 1994: 8 volume 6; 24 volume 5

2.3 BACKGROUNDS OF THE RESPONDENTS

1. AINUN YAKIN

Parents : Agus Salim and Nuryati

Address : Jl. Simo Jawar IV/ 7 Surabaya

Age : 4 years old

School : Taman Pendidikan Al Qur'an Baitur Ridlwan

2. VICKY ALAMSYAH

Parents : Herman and Ninik Herawati

Address : Jl Simo Jawar II / 45 Surabaya

Age : 5 years old

School : Bintang Kecil Kindergarten School (TK A)

Taman Pendidikan Al Qur'an Baitur Ridlwan

3. AGUNG SUPENDRI

Parents : Ahmad and Diana

Address : Jl. Simo Jawar IV/ 18 Surabaya

Age : 6 years old

School : Bakti Pertiwi Kindergarten School (TK B)

Taman Pendidikan Al Qur'an Baitur Ridlwan

4. SULISTYAS RAHMATI

Parents : Edi Rahmat and Istiqomah

Address : Jl. Donowati II/ 8 Surabaya

Age : 4 years old

School : Al Qur'an class in Rachmatulah Kindergaten School

5. EFFENDI SUHERMAN

Parents : Dedi Ahmadi and Indah Kurniawati

Address : Jl. Donowati IV/ 18 Surabaya

Age : 5 years old

School : Rachmatullah Kindergarten School (TK A)

6. IKKA MUFARIHAH

Parents : Taufik Suprandono and Hanik Handayani

Address : Jl. Donowati III/ 9 Surabaya

Age : 6 years old

School : Rachmatullah Kindergarten School (TK B)

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA