

## CHAPTER IV

### CONCLUSION

The writer obtained some points of conclusion in this study. First, in the visual discrimination, colour as visual cue gave more influence to 5-and-4-year-old respondents rather than to the 6-year old respondents (Agung Supendri and Ikka Muffariyah). Ainun Yakin and Vicky Alamsyah (from experimental group) got higher scores than Sulistyas Rahmati and Effendi Suherman (from control group). In addition, Ainun Yakin (4-year-old respondent) did not make any mistakes as Sulistyas Rahmati (the other 4-year-old respondent) did on the third day. She was confused of discriminating letter ح and خ .

In addition, according to the data on the test, the writer found out that visual process in letter level of decoding dealt with age i.e the older was the better. It supported a theory about visual scanning proposed by Vurpillot (cited in Berk, 1989: 283).

The second point was about speech process. The respondents got difficulty in learning non-existing phonemes in their mother tongues i.e. /θ/, /kh/ and /dz/. They could not utter them correctly. The writer noticed the reality in Indonesia that new learners needed time to correct their pronunciations. Therefore, the other incorrect associations of ش with /sa/ or /fa/ (which was supposed to be with /θa/) and ح with /hɔ/ (which must correctly be pronounced /khɔ/) were not calculated as mistakes. It was because they associated a phoneme with one letter only.

Although the association was not completely correct, the writer was still able to observe the influence of colour as visual cue to these two letters.

Based on the number of mistakes made during the training session, the writer found out that colour as visual cue helped experimental group to associate sounds with letters. The respondents from the experimental group made fewer mistakes on the coloured letters ن and خ .

Because of the difficulty in recognizing foreign language phoneme /dz/, the respondents associated /da/ with two different syllables ذ and ذ or made double correspondences. Since they associated a phoneme with two different letters, the replacement of /dza/ with /da/ was calculated as a mistake. This exception was made in order to avoid difficulty in analyzing the influence of colour as visual cue on this coloured letters.

The difficulty to analyze the influence was caused by two possibilities. Perhaps, the colour gave influence to the respondents but they had difficulty in pronunciation. The other possibility was that they misinterpreted the phoneme /dz/ and then intentionally made double associations. Because of this vagueness, it was difficult to make sure of the influence of colour as visual cue in learning the letter ذ .

However, after considering a theory which views phonemes as psychological reality, the writer believed that there were greater possibilities of misinterpretation and double associations. Because there was a larger possibility of making mistake in sound-letter association, the choice of judging replacement of /dza/ for /da/ as a mistake was appropriate. In addition, both groups made the

same mistake in sound-letter association. This tendency leads to the conclusion that colour as visual cue did not give influence to the experimental group in making association of /dza/ with ذ .

Decoding is the process of beginning reading which covers visual and speech processes. Based on the respondents' data on the training session and total scores, the writer discovered that the experimental group reached better condition than the control one. It meant that colour as visual cue helped them in letter level of decoding process.

The next point was about motivation and attention. The four-day training for learning 9 letters was too short for these prekindergarten and kindergarten children, so that they found the training difficult. Beginning on the third day, both groups made quite large number of mistakes. The worst, on the last day they lost their interest to study. However, the experimental group was not as bad as the control one. On the third day, the respondents of the experimental group could control themselves. In contrast, on that day the control group had already been difficult to focus attention. It meant that colour as visual cue helped the respondents to maintain the children's motivation and attention in learning activity.

Finally, from the points above the writer takes a general conclusion: colour as visual cue gives some influences or helps Indonesian children in letter level of early reading Quran acquisition.

# BIBLIOGRAPHY