

## ***The Formulation of The Appropriate Lesson Plan Uses The Phonic Method***

Erma Damayanti  
ermadamayanti@jagakarsa.ac.id

Lili Wahdini  
liliwahdini@jagakarsa.ac.id

### **Abstract**

This research aims to find an appropriate method for teaching reading skills to junior high school students at Universitas Tama Jagakarsa. In this research, as the name implies, it was conducted at Universitas Tama Jagakarsa with the research sample being taken from students at Universitas Tama Jagakarsa randomly. Research using the building model research method yields findings that phonics tends to build better pronunciation, word recognition, and insertion in direct instruction is seen as instruction that allows the student to have a good understanding of letter-sound relationships. It is also a set of quickly manageable rules that allow students to experience reading as an easy and fun activity. Before starting class, the lesson plan is designed by the teacher.

**Keywords:** *phonic methods, reading skill, Junior high school student*

### **INTRODUCTION**

Reading is very important especially in human life. Especially in the life of students, reading is one thing that is very important. First, they learn to read then study the lessons taught at school. If junior high school students show an interest in reading, teachers and parents should be concerned about the student's development. What's more, today's junior high school students face so much competition in every aspect of their lives. If they are not ready to face it, parents will worry.

Parents are voracious readers; the mother has read aloud to the student and read together but the student shows signs of difficulty reading. Then it's time to get junior high school students' eyesight because poor eyesight can be the reason why student are not interested in reading. Second, poor comprehension means that it is difficult for student to understand what they read. It was not understood by his little mind. He can't voice his problems to anyone because usually parents won't understand these problems and will only blame the student for making excuses to avoid reading. Third, decoding is the

process of breaking down words into individual phonemes and then the word is identified based on these phonemes. A student with reading difficulties cannot hear these individual phonemes as a result cannot decode the words and therefore cannot read the words properly. Fourth, poor retention which means that the student cannot remember what he has read so he cannot connect one sentence with the previous sentence. The problem of poor retention can be corrected when the student begins to understand what he or she is reading, to understand the role play stored in their mind.

There are various ways how to help junior high school students with reading problems. One method that can overcome this problem is phonics. Phonics works for all students, no matter what their individual struggles. One of them is the jolly phonic program developed by Sue Lloyd, a teacher in 1992 in England. Sue Lloyd has been using the phonics method for many years, developing and improving it from research, sound advice and practical experience. He and his colleagues have 3 benefits in that junior high school students who never read at home may have more

difficulty learning to read. Fortunately, they can do this using phonic instructions. In addition, teaching junior high school students with learning difficulties becomes easier when phonics is used, as the "code" for learning to write and read.

Another benefit of phonics instruction is that it is directly related to reading and writing instructions. Junior high school students who were given a phonics education appeared to be better writers and spellers than those who were required to learn to read one word at a time. Most phonics programs have junior high school students learn to read, write, and spell side by side, a combination that student development experts say works well. Students may still be confused about how to read, especially how to read correctly. Systematic phonics teaching helped junior high school students learn to read better than any form of control group teaching, including all languages. In summary, systematic phonics teaching has proven to be effective and should be implemented as part of a literacy program to teach early reading and to prevent and treat reading difficulties.

To carry out the reading program, teachers need lesson plans based on the school curriculum, which uses the phonics method. Teachers need to prepare lesson plans carefully to identify presentation topics, teaching methods, learning outcomes and assessment techniques for presentations. Lesson plans also help teachers to organize content, materials, and methods. The RPP developed by the teacher contains student learning objectives, learning procedures, materials needed, and some written descriptions of how students will be evaluated. Without a lesson plan, a teacher looks disorganized and unprepared. It is also a problem if the teacher fails to do the right lesson plan because students may not understand the material being taught.

Based on the background of previous research, it was concluded that the English component mainly consists of four

skills. Of all the components of reading, listening, speaking, and writing, the writer takes reading teaching. Therefore, the writer wants to know: what are the materials for learning to read using the phonics method; and how to prepare appropriate lesson plans based on the school curriculum and phonics method.

## METHOD

The object of research is the curriculum of Universitas Tama Jagakarsa for one year and the method of teaching reading using the phonics method. The research was conducted at Universitas Tama Jagakarsa on Jl. Raya Ragunan No.1, RT.8/RW.4, Ps. Sunday, City of South Jakarta, Special Capital Region of Jakarta 12520. Tel. 7250402.

The research was conducted in the first semester of July to August 2018. Phonic classes were held on Fridays at 09.00-10.00. This research is a building model. This research aims to apply a reading learning model using the phonics method. The results of this research are 10 lesson plans for one semester.

Many effective techniques have been developed to enable students to learn English. This will make students interested in learning English. Although great progress has been made, teachers in many parts of the school still adhere to ancient methods and to some extent allow their own system of learning English, it is permissible if the teacher has some basic principles to discuss briefly. how they can be the best to apply in class. The author tries to provide an overview of how to teach reading using the phonic method. As a result of the research, the authors also provide ten examples of lesson plans for teaching reading using the phonics method.

The following lesson plan shows what thought processes may be required, when a teacher teaches students in phonics. The use of lesson plans is a valuable tool for students as well as teachers. It is during this directed thinking process that concepts are clarified and arranged in a logical

direction so that student learning will be facilitated. Regarding the Universitas Tama Jagakarsa Curriculum, the components of the RPP are information presented on the front page including class names, teacher names, subjects, subfields of study.

After that it got deeper; this will include basic competency standards, basic competencies, topics/topics, days or dates, time allocations, objectives, props, introduction, procedures, and evaluation.

### **FINDINGS AND DISCUSSION**

During one academic year, Universitas Tama Jagakarsa has 4 periods. Each term has a different topic, for example term one discusses all about me and food nutrition, term two discusses all big and small creatures and transportation, term three discusses my country, society and the world and nature and the environment, term four discusses work and discusses additional themes . Universitas Tama Jagakarsa has six learning areas, namely language arts, mathematics, Indonesian, science, Language Integrated Technology and mandarin.

One important area of learning is language arts, which includes speaking and communicating, phonics, spelling and handwriting, creative writing, and reading. To support the reading program for Universitas Tama Jagakarsa, phonics is one of the reading teaching methods chosen by the school. Universitas Tama Jagakarsa has a phonics teaching guidebook and visual aids which contain posters, flash cards, books, CDs as teaching materials.

#### ***RPP draft***

In preparing lesson plans, there are several components that must be understood after determining what skills should be listening, speaking, reading, and writing. In relation to the Universitas Tama Jagakarsa Curriculum, the components of lesson plans are the information presented on the front page of each lesson plan,

namely class names, teacher names, fields of study, sub-fields of study. After that it will proceed to competency standards, basic competencies, topics, days or dates, time allocation, objectives, teaching aids, procedures and evaluation.

In the lesson plan objectives section, the teacher writes precise and clear goals about what the teacher wants from students after the lesson is over. The evaluation must be written by the teacher after the lesson is over. Teaching aids help learners to improve their reading skills, to emphasize skills. Props are tools used by teachers to convey lessons to students. This is an example of props: first, flashcards are part of a set of cards that have the words to be learned written on them. They are shown quickly one at a time to students for a quick response and flashcards are collections of printed cards, with the information to be learned, such as definitions of parts of speech, letters, or words. If there is an answer or solution printed on the front of the card, it will be printed on the back, so that the person showing the card can see whether the student's answer is correct.

Then, teachers can use posters because they are easy and inexpensive, colorful, moveable, and good for interacting with students. Globe slides are economical props that are easy to build and use. Can be used to help learners. Practice certain sounds in the context of words. It helps learners to help develop knowledge about consonants, vowels and words. Teachers can use Phonic CDs, namely making sounds and rhyming letters.

#### ***Implementation of Reading Teaching Using the Phonic Method***

Before starting the lesson plan designed by the teacher or researcher. These are the steps for teaching reading using the phonic method. The class is designed with the following steps: The teacher teaches the 26 letters of the English alphabet both uppercase and lowercase. Students are expected to be able to

recognize and name letters, and be able to distinguish between uppercase and lowercase letters. To test students' understanding of the differences in upper and lower case letters, the teacher designs an activity where students are asked to connect pairs of letters with lines, write the initial sound, copy a word, name a picture that starts with a letter sound and put a tick in the correct box. Phonic sounds For the purposes of this research the teacher only focuses on the initial sounds that represent the 26 letters. The teacher uses alphabet flash cards, large flash cards containing pictures of each letter, and plays a Phonic CD which contains 26 rhymes and songs.

Phonemic awareness includes letter combinations, rhymes, and the fluency of initials. The teacher equips students with various activities in order to build students' phonemic awareness. An example of the activity of combining letters from the teacher is placed on the right side of the flip and textbook for that day's study. Flip the right sides one at a time, starting with the consonants only, then blending together. For example learning about learning "in", the teacher might read a list like the one given below.

B bat	-at	Ch chat	- at	Br brat	- at
c- cat	at	Sh shat	- at	Fl flat	- at
f- fat	at	Wh what	- at	Sc sclat	- at
g- gat	at			Sp spat	- at
h- hat	at			Tr trat	- at
m- mat	at			Sl slat	- at
s- sat	at			Cl clat	- at
v- vat	at			Pl plat	- at
y- yat	at			Sw swat	- at
z- zat	at			Cr crat	- at

The teacher also needs to write down all the words that the teacher wants the students to read again on the blackboard. Another example that the teacher exercises about rhyming words is based on the Universitas Tama Jagakarsa Reading Book (Sam and Pam). Examples of rhyming words are listed below:

Ap	Cap, tap, sap, nap, lap, map
Am	Dam, jam, ham, ram, yam
Ag	Bag, wag, rag, tag
Et	Pet, net, jet, vet, wet
En	Ken, pen, hen,
Ot	Pot, dot, cot
Oy	Boy, toy, joy
At	Mat, rat, pat, sat

The teacher can use a reading book, for this stage the teacher first shows students how to read words, derives words which are then made into sentences. Using a large book complete with pictures and actions, the teacher ensures that students understand the story. And the teacher asked them to repeat each sentence. After finishing reading the story the teacher repeats the key words listed on the last page, asks questions about the story, then gives the same book but small, and asks them to color it.

Based on the reading program at Universitas Tama Jagakarsa, teachers will use two books to give to students. The teacher has a goal, students will complete it and will get the concept of how to read it. The first book I know is phonic 3, the second is Sam and Pam. However, it is not limited to exploring the various books available in the independent library in the corner of the class. In the independent library the teacher will place books based on the theme of the month, once every 5 weeks the teacher will replace the books in the independent library. Students will also go to the library once a week to explore the many books available, in the library the activity is free reading, even though they are still learning to read, it is important for them to hold the book, turn the pages, and

pretend to read. The more letters students can instantly recognize and name at that point, they may begin to sound and combine them into a word. Teachers can also read books to them, by reading books to them, students will ask questions, and provide comments that show that students understand what the teacher reads to them.

## CONCLUSION

Reading is an important skill, and learning to read at an early age is a big step. There are various methods of teaching reading that can be used by teachers. An alternative method for teaching reading is phonics. At school, teachers can apply this method to student.

The process of teaching reading using the phonics method goes through the following steps: first, teaching the twenty-six letters of the English alphabet. Second, the phonic sound; for this method the teacher only focuses on the initial sound that represents the twenty six letters. Third, phonemic awareness includes the combination of letters, rhymes, and the subtlety of the initial sound. Fourth, read story books. For this stage the teacher first shows the student to derive words which are then made into sentences. Using teacher pictures and actions ensures that student understand the story.

Phonics tends to build better pronunciation, word recognition, and insertion in direct instruction is seen as instruction that allows the student to have a good understanding of letter-sound relationships. It is also a set of quickly manageable rules that allow student to experience reading as an easy and fun activity. Before starting class, the lesson plan is designed by the teacher. As a result of the research, the authors also provide ten examples of lesson plans for teaching reading using the phonics method. A good lesson plan is systematic in developing teaching and learning activities.

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