

CHAPTER I

INTRODUCTION

A. Background

English has become an international language that many people use it to communicate in the all parts of the world. This condition encourages them to master English. Nowadays, English can be learnt from kindergarten to the highest level of education. Since early childhood education has been growing rapidly in Indonesia, many parents send their children to this level of education as the first stage of learning. Social emotion, physical, Math, Science, and language abilities are developed at this early age. At this age children have good thought stimulation in absorbing knowledge.

Children learn English from the simplest ways to the challenging ways. When they reach four to six years old in the level of kindergarten, they start to learn English more academically. They enrich their language skills as one of academic subject. At this age they are not only expected to recognize the objects but should be able to read the names of the objects around their environment.

Reading is one of essential skills besides three other skills in language learning. Reading skills dictate performance in other disciplines. One's ability to read well will determine ones performance and achievement in any academic

endeavour. A good reader will automatically a good writer as a result of vast experiences gained on formation of words, phrases, sentences and even expression of ideas.

The goal of reading at kindergarten level is that children should be able to recognize the letters and their sounds. After achieving this skill, they can easily read and write simple words. Then they can read with understanding and be able to apply knowledge gained to solve life's problems.

In order to develop children's reading skill, there is an approach of teaching reading to kindergarten students which is called Jolly Phonics. It offers children to learn sounds or phonemes and how the sounds blend into words. Bennet (1989) stated that the most effective method for teaching reading is by first teaching children relationship between letters and sounds. By using Jolly phonics, simple reading can be easily learned by young children. Evans (2013) stated that reading materials must be age-appropriate to ensure that the child is challenged but not discouraged by too much difficulty.

In addition, Whitney (2009), research editor for Wrightslaw, said that reading is a learned skill. Children learn to read with direct instructions. For many children, reading is not a skill that develops naturally as they mature. It shows that children need practice to read by applying the method of reading that can support them to develop their reading skill.

B. Research Questions

Based on the background mentioned above, the writer identifies the problems as follow :

1. Can Jolly Phonics support kindergarten students' reading skill?
2. How to apply Jolly Phonics to teach reading for kindergarten students?

C. Research Objectives

The writer states the objectives of the research as follows:

1. To develop kindergarten students's reading skill using Jolly Phonics.
2. To describe how to apply Jolly Phonics approach in teaching reading to kindergarten students.

D. Research Significances

The result of the study hopefully has some beneficial to the followings :

1. Teachers

This study is expected to give more ideas how to teach reading to kindergarten students. They become more creative and interactive when they have to facilitate their students in order to get them excitedly engage in reading activities.

2. Other researchers

The results of this result can hopefully be used as a basis for further studies.

It gives information to conduct a research on the same area.

E. Research Scope

Based on the background, problems identification, and significance of the study, the researcher applies her study about how to teach reading to kindergarten students using Jolly Phonics. The research is held in her own classroom. The class that consists of twenty children located at Kompleks Tzu Chi Center, Pantai Indah Kapuk Boulevard, North Jakarta. The research is conducted in two cycles. First cycle is on October to December 2012 and second cycle is on January to March 2013.

There is a specification to teach reading for kindergarten students by using Jolly Phonics. The researcher brings family words that consist of three letters which are CVC (consonant vowel consonant) pattern as the material of simple reading for kindergarten students

F. Operational Definitions

Teaching reading to kindergarten students begins with a simple way. Reading three-letter words with CVC (consonant vowel consonant) pattern is to read words that have three letters and consist of consonant vowel consonant, such as cat, hat, ten, hen, dog, log, bin, pin, cut, hut, etc.

Reading three-letter words is easily carried out by introducing letter sounds using song and movements. The movement from each letter is as a way to get students' excitement in order to get themselves involve in reading activity since

this approach is applied to kindergarten students. Because of their ages, learning language should be in as interesting as possible.

Tang (2009) stated that children grow familiar with the songs and have begun to connect the sounds to letters. It means that songs help children to easily memorize the process of learning language. In addition, Palmer and Kelly (2005) stated that song intonation make several claims for the natural affinity of music to language. The more interesting intonation of the songs, the more easily children to catch and memorize the words in those songs.