Phonic Instruction with Storytelling and Non-Storytelling toward Learning to Read and Oral Language Development

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Abstract. The aim of this research is to find the influence of phonics instruction with storytelling and non-story telling toward first-grade students' learning to read and oral language development. The method of this research was a quasi-experiment with control group pretest-posttest design and purposive sample technique. The total sample was 60 students. The data were collected through a test. The result of research pointed out that phonics instruction with storytelling was better than non-storytelling toward first-grade students' learning to oral language development. On the other hand, phonics instruction with storytelling was same as result with phonics instruction non-storytelling toward learning to read.

Keywords: Phonic instruction, Storytelling, Learning to read, Open language development.

1. Introduction

Literacy became one of the important parts of a nation to enhance economic, social, culture, and technology. In fact, the condition of literacy achievement in Indonesia, especially in reading compared to some countries in the world based on International Results in Reading that Indonesia is in 80th ranking 45 of 48 countries who participated in the activities of with a score of 428 scores an average of 500 a year by the IEA reported by 2012. In the meantime, test your literacy reading in PISA in 2009 position learners Indonesia ranks 32nd with a score of 57 396, while the results of PISA in 2012 shows that learners Indonesia ranks to-64 with a score 396 which score the OECD average, i.e., 496 [1].

The PIRLS and the PISA results would certainly be an indicator of low literacy ability of students in Indonesia so that the need to improve literacy. The first formal education that teaches children to learn literacy in learning reading and oral language development is a primary school. Learning to read and the development of spoken language is a major part of the study program is oriented to kids in grades early elementary schools in Indonesia[2]. There is some effort to address the low level of learning to read in elementary school students with regard to phonics instruction, such as research results from National Institute of Child Health and Human Development that systematic phonics instruction is more effective and significantly improves kindergarten and first-grade children's word recognition and spelling[3]. Teaching systematic phonics effectively to beginning readers requires specialized knowledge and training which many primary grade teachers lack[4]. On the other hand, a
synthetic phonics approach performed significantly better on the reading, spelling, and graphophonological tasks[5].

Today, phonics instruction receives much attention when educators discuss the ingredients of effective programs to teach children to read[6]. One of the issues with existing research on phonics instruction with this population is the lack of information about the participants’ characteristics[7], such as the lack of students’ oral language development are important for children because oral language encompasses various skill sets including vocabulary (receptive and expressive), syntactic knowledge, and narrative discourse processes (comprehension and storytelling) and has an effect on reading achievement during both the early stage of learning to decode words and the later stages of reading when the focus is on comprehension[8]. Oral language may be important for understanding the directions of phonological sensitivity tasks as well as expressing the answers[9]. Oral language proficiency of bilingual and monolingual children appears to have an influence on enhancing their phonological awareness[10]. So need a latest learning focuses on learning to read and the student's oral language development as an attempt to answer the problem of learning phonics which only focuses on children learning to read and is not focused on other aspects.

As a fascinating concept, storytelling attracts many researchers from a variety of disciplines[11]. Of particular interest is the storytelling of language teaching. In early childhood education, storytelling has traditionally been seen as a learning activity that lays the groundwork for children's vocabulary and literacy development[12].

Storytelling is not limited to entertainment but can also be used as an effective teaching tool in a language classroom. Students also develop their vocabulary and learn when and where to use certain words and phrases. Storytelling can encourage students to explore their expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. These activities benefit the students in not only giving them the art experience but also in supporting daily life skills[13].

Educators must have a plan of instruction that is organized into a logical sequence[14], like use storytelling. However, storytelling is needed a particular important to explore what type of collaboration makes joint storytelling effective[15]. These problems can be overcome by combining storytelling with learning phonics for oral language development and learning to read. Goodman (2005) argues that phonics instruction actually hinders language acquisition, primarily by breaking whole (natural) language up into bite-size, but abstract little pieces. “We took apart the language and turned it into words, syllables, and isolated sounds[16].

Phonics instruction involves teaching students to know the relationships between letters and sounds and how to use this knowledge to recognize words when reading, and to spell words when writing. There are several principles of effective phonics teaching, namely phonics knowledge and skills are critical to becoming literate, phonics needs to be explicitly taught, phonics needs to be systematically taught, phonics needs to be taught in an integrated literacy program, phonics needs to be taught in a balanced literacy program, phonics needs to be taught to a level of automaticity, phonics teaching is enhanced by an emphasis on multisensory activities, phonics teaching needs to be supported and reinforced using quality texts[17]. Phonics instruction teaches students to understand and learn the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It also teaches children how to use these relationships to read and write words accurately[18].

In addition, to learn to read phonics learning, elementary school students must have good language communication in socializing. This can be obtained by applying the storytelling in learning in class one primary school. The storytelling is a theoretical framework for viewing
learning to read for young children in school as a social and cultural process[19]. Because it is very important, good storytelling demands the understanding of the viewpoint of the audience, perhaps even the audience's audience to whom your story may be forwarded[20].

Learning to read are the abilities how learn grapheme-to-phoneme relations whereby students can decode the written word until they have speed of word recognition[21]. Not only the word that student has to learn but also a specific part of the word, namely phonemes of the words and sentences. Learning to read typically evolves how graphemes systematically correspond to phonemes.

The agency human resources development of culture and education and Guarantee the quality of education the Ministry of education and culture (2012) stated that the competency standard reading in grade one, namely:

a. read loud syllables and words with proper pronunciation;
b. reading aloud a simple sentence with proper intonation and pronunciation;
c. read smoothly a few simple sentences consisting of 3-5 words with the right intonation[22].

Pronunciation includes fluency, clarity, and accuracy. It is as expressed according to Djiwandono (2011) that learning to read by pronouncing includes the ability to use the language with correct speech, intelligibility, and acceptable[23]. Details of the capabilities of the spell symbols the following languages:

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning to read ability</th>
<th>Learning to read word, phrase, and sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clarity</td>
<td>The overall pronunciation of the language and its parts sounded clear and do not doubt or give rise to misunderstanding</td>
</tr>
<tr>
<td>2</td>
<td>Fluency</td>
<td>The overall language unfolds smoothly without disturbing the prolonged pause</td>
</tr>
<tr>
<td>3</td>
<td>Accuracy</td>
<td>The overall language disclosed appropriately</td>
</tr>
</tbody>
</table>

The process of reading on the fact of the matter is the absorption of information involving the physical and mental elements. Physiologically as expressed Darjowidjojo, (2008) which claimed that the process of reading starts from the input text, taken in the visual cortex, is understood by Wernicke's area, sent to Broca's area, and taken a response in the form of verbal or visual[24].

When viewed in terms of mental, reading involves various aspects of the beginning of process knowledge up to the idea[25]. Learning to read can be summarized into a mentally and physically interaction that involves a process that gradually starting from the stage of knowledge, perceptual, order, experiences, thoughts, learning, associations, attitudes, and ideas.

Solchan, et al. (2008) reveals that the determinants of learning to read, i.e., linguistic competence, ability, decisive focus information, techniques and methods of reading, the flexibility of reading, and the habit of reading[26]. Learning to read is an activity that contributes to the growing swell of student literacy. Specifically Klein, M.L., Peterson, S., & Simington, L (1991) states the benefits of learning to read is knowing about the form of literature, find out about the structure of literature, develop the structure of the story, and aware of the aesthetically sound. Develop story structure can be done either oral or written. Orally can be done to developing the oral language development of a child[27].

Oral language development consist of six elements, namely academic and domain-specific vocabulary, morphological knowledge of the meanings of word parts and forms,
syntactical knowledge of the grammatical forms that govern a language, phonological knowledge of the sounds of a language, pragmatic knowledge of the social rules of a language, discourse knowledge to engage in oral communication[28].

Oral language is a crucial element in education so that teachers must thoroughly understand the importance of oral language development and the influence of oral language skills on educational achievement[29]. The development of oral language, as a tool to convey meaning, is an important developmental process in terms of vocabulary, grammar, and concept development[30]. Generally, The importance of oral language development among elementary school students is necessary for success in school[31].

A number of skills that they saw as key in helping students become better oral communicators: clarity and quality of sound in speech, Vocabulary building through etymology, storytelling (summarising and retelling, including public speaking and storytelling), phonemic awareness, interactive talk (discussions and group problem-solving), active listening, connections with social play/talk[32].

2. Method

This research was carried out on SDN Siliwangi located in Kecamatan Cigombong Bogor district by using two classes, namely, class A of 30 students as a class a class B and experiments totaling 30 people as the control class. Engineering data collection using a purposive sampling technique. This research was carried out during six months in the SDN Siliwangi. Research method using quasi-experimental design through the Nonequivalent Groups Pretest-Posttest. The design can be illustrated as shown in the following figure:

![Fig. 1. Nonequivalent groups research design pretest-posttest](image)

Description:
A = experimental group
B = control group
O1 = pre-experiment group
O2 = posttest of the experimental group
O3 = pretets the control group
O4 = post-test control group[33]

The instruments used in the research, namely sheet test sheet test reading and studying the development of spoken language elementary school students class i. Basic scoring test learns to read using a rubric. Data collection techniques used the shape of the test, based on the goals that are valued in the study, namely the cognitive aspects of learning outcomes in the form of student reading and oral language development students.

Data processing technique assisted with Anates version 4 to see whether a viable instrument. While the data analysis techniques, applied after the instruments eligible feasibility with the help of SPSS 20. Since the objective of this research is to know the
influence of learning phonics through storytelling and non-storytelling towards learning to read and the development of spoken language student, data obtained from pretest and posttest first performed test of normality, its homogeneity, and t-test to see the difference between that taught by learning phonics with storytelling by learning phonics is taught with a non-storytelling.

3. Results and Discussion

The result of the processing of data in the class learn to read using Phonics learning experiments with storytelling and in the control class that uses a non-Phonics learning storytelling, obtained the following results:

Table 2. Pretest results and posttest the ability to read the beginning of the experiment class and control class

<table>
<thead>
<tr>
<th>Values</th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Xmin</td>
<td>Xmaks</td>
</tr>
<tr>
<td>Pretest</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Posttest</td>
<td>30</td>
<td>79</td>
</tr>
<tr>
<td>N-Gain</td>
<td>0.40</td>
<td>Medium</td>
</tr>
</tbody>
</table>

The maximum value of the ideal = 100

The average student learns to read early experimental class of 76 84 after being given preferential treatment by applying the Phonics learning through storytelling. On the other hand, the control class also experienced an increase from an average of learning to read is done at the beginning of 77 83 after being given a non-phonics learning storytelling. When illustrated in the form of diagrams, the second increase in the class either pretest or posttest as follows:

Fig. 2. A comparison of the increase in the average value of pretest and posttest students learn to read.

Then, the result of data processing of oral language development of students after converted into a good value in class experiments using systematic Phonics learning through storytelling and control using in class learning Phonics a non-storytelling, obtained the following results:
Table 3. The results of posttest pretest and literacy experiment class and control class

<table>
<thead>
<tr>
<th>Value</th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Xmin</td>
<td>Xmax</td>
</tr>
<tr>
<td>Pretest</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Posttest</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>N-Gain</td>
<td>0.80</td>
<td>High</td>
</tr>
</tbody>
</table>

The maximum value of the ideal = 100

The above table illustrates average early oral language development students class experiments of 57 77 after being given preferential treatment by applying learning phonics with storytelling. On the other hand, the development of spoken language which is done in class 56 and posttest control of 63. When illustrated in the form of diagrams, the second increase in the class either pretest or posttest, as follows:

![Fig. 3. A comparison of the increase in the average value of posttest pretest and oral language development of students](image)

After the data is retrieved and posttest pretest, then conducted test data requirements. Normality test results on learning to read and the development of spoken language, it can be specified in the following table.

Table 4. The normality test results value of posttest pretest and oral language development experiment class and control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>$\chi^2$ count</th>
<th>$\chi^2$ table-ks</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pretest experiment class</td>
<td>0.128</td>
<td>≤ 0.242</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>Pretest control class</td>
<td>0.125</td>
<td>≤ 0.242</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>Posttest experiment class</td>
<td>0.203</td>
<td>≤ 0.242</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>Posttest control class</td>
<td>0.168</td>
<td>≤ 0.242</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Table 5. The normality test results value of posttest pretest and oral language development experiment class and control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>$\chi^2$ count</th>
<th>$\chi^2$ table-ks</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pretest experiment class</td>
<td>0.124</td>
<td>≥ 0.242</td>
<td>Normal</td>
</tr>
</tbody>
</table>
The next step is its homogeneity test data obtained. Sample data of its homogeneity test pretest and posttest learning to read in class experiments and results are the same control class. Those results can be summarized as follows:

**Table 6.** The homogeneity test results value of posttest pretest and learning to read experiment class and control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>F_count</th>
<th>F_table</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>experiment class &amp; control class pretest</td>
<td>1.17</td>
<td>1.95</td>
<td>Homogeneous</td>
</tr>
<tr>
<td>2.</td>
<td>experiment class &amp; control class posttest</td>
<td>1.053</td>
<td>1.95</td>
<td>Homogeneous</td>
</tr>
</tbody>
</table>

The other side, its homogeneity test sample data pretest and posttest the development of spoken language in classroom experimentation and classroom control result is different. The difference can be summed up as follows:

**Table 7.** The homogeneity test results value of posttest pretest and learning to read development experiment class and control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>F_count</th>
<th>F_table</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>experiment class &amp; control class pretest</td>
<td>1.35</td>
<td>1.875</td>
<td>Homogeneous</td>
</tr>
<tr>
<td>2.</td>
<td>experiment class &amp; control class posttest</td>
<td>2.86</td>
<td>1.875</td>
<td>Heterogeneous</td>
</tr>
</tbody>
</table>

The last stage is carried out test hypotheses to answer or no difference in the ability of students taught by Phonics learning through storytelling in class experiments with students who were taught Phonics learning with non-storytelling in the class of the control. Because the data is Gaussian and homogeneous, parametric statistics were used to test the hypothesis, i.e., statistical parametric test through the student (t). The results of posttest pretest or learning to read can be presented in tabular form below:

**Table 8.** The t-test results from a value of posttest pretest and learning to read development experiment class and control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>t_count</th>
<th>t_table</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>experiment class &amp; control class pretest</td>
<td>1.190</td>
<td>2.002</td>
<td>There are no differences</td>
</tr>
<tr>
<td>2.</td>
<td>experiment class &amp; control class posttest</td>
<td>1.463</td>
<td>2.002</td>
<td>There are no differences</td>
</tr>
</tbody>
</table>

The results of both posttest pretest oral language development can be presented in tabular form below.

**Table 9.** The t-test results from value of posttest pretest and oral language development experiment class and control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>t_count</th>
<th>t_table</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>experiment class &amp; control class pretest</td>
<td>0.151</td>
<td>0.2002</td>
<td>There are no differences</td>
</tr>
<tr>
<td>2.</td>
<td>experiment class &amp; control class posttest</td>
<td>5.089</td>
<td>0.2002</td>
<td>There is a difference (the rejection of Ho positive)</td>
</tr>
</tbody>
</table>

The results of experimental classes after learning to read applied learning phonics with storytelling experience increased with the category being, i.e. 0.4, while the average value increased from 76 be 84. On the other hand, the results of the posttest learn to read the control class is not much different where the average value of 83 smaller control class 1 in-class
experiments. The results of that learning to read has increased from pretest results with N-Gain 0.30 (category medium). In terms of pronunciation, there are some difficulties in students learning to read, that there are some students who did the omission of letters, syllables, and words ending in, the addition of sound, the replacement of the letter, reversal of letters or syllables, and ignore punctuation.

This is in line with what is disclosed Keller (2009) stating that the mistakes of the reading at a basic level, i.e. the omission of letters, syllables, words or suffixes, adding sounds, or words in a sentence, the replacement of the word/ reversal the word, letters, syllables, letters, and punctuation is ignored[34]. In addition, students difficulty in pronunciation of the sound of "cluster" or cluster such as pr, kh, sy, and ng (Human Resources Education and Culture Development Agency and Education Quality Assurance Ministry of Education and Culture, 2012)[35].

The posttest results of learning to read statistically not giving meaning where systematic Phonics learning with storytelling is no more effect on the improvement of learning to read compared to the control class. However, the result of posttest the development of spoken language experimental class earned an average of 80 with a maximum score of 90 for as much as one person and the lowest score 60 as much as one person. The results of calculations using Excel m. retrieved N-Gain 0.8 (height). On the contrary, the results of the posttest the development of spoken language processed controls, namely 63 which gives the meaning that learning by applying learning phonics with storytelling can improve oral language development students significantly. Theoretically, the results from the difference in the development of spoken language can be caused by a learning process that involves a variety of language game in the form of a Word when the teacher tells the class on the class experiment[36].

In addition, the involvement of learning media in the learning process in the experimental class, namely word cards, images, and realia. This also greatly affected the results of increasing the development of oral language in the experimental class. Sudjana and Rifai (2011) state that teaching media can enhance student learning[37]. More specifically in the research conducted by Fatimah (2012) concluded that there was a significant increase in student reading learning through the use of word card media[38].

Learning in the experimental class puts forward at concrete operational stages because elementary school age is in the concrete operational stage. Hernawan, et al. (2006) state that primary school age is in the concrete operational stage. At that age, the child shows behavior, namely: begin to look at the world objectively, start thinking operationally in classifying objects, and understand the concepts of substance, width, outside, and weight[39].

4. Conclusions

Based on the results of research on learning phonics with storytelling and non-storytelling towards learning to read and the development of spoken language students can be concluded that there is a difference in the development of spoken language students a significant among the students who learn to use learning phonics with storytelling and non-storytelling, and otherwise there is no difference between students learning to read student learning by using learning phonics with storytelling and non-storytelling. Given the importance of the results of such research, in-depth research is required as the development of science, especially in basic literacy.
References


