

The Phonics Method in *Aṣwat* Learning and Its Influence on the Reading Ability of Ibtidaiyah Madrasah Students

Metode Fonetik dalam Pembelajaran Aswat dan Pengaruhnya Terhadap Kemampuan Membaca Siswa Madrasah Ibtidaiyyah

Irfan Hania

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Email: Irfanhania0@gmail.com

Muhammad Sya'dullah Fauzi

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Email: fauzivadullah97@gmail.com

Suteja

IAIN Syekh Nurjati Cirebon

Email: ibnupakar@gmail.com

Era Sastra Pangestu

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Email: erasastraskb@gmail.com

Faiqotussana

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Email: faiqotussana@gmail.com

Moh. Faza Rosyada

Mohammad Premier Oujda University, Maroko

Email: rosyadafaza.mohammad@gmail.com

DOI: 10.14421/almahara.2022.082-03

Abstract

*The application of traditional methods in learning Arabic is considered less successful, especially in introducing hijaiyyah letters, which results in stronger students' reading skills at the beginning level. The phonics method in *Aṣwat* learning is one of the many innovative language learning methods. A phonics method is a sound-based approach to teaching reading. This study aimed to see how much influence the phonics method had in teaching *Aṣwat* on students' reading skills at MIN Al-Muawanah Karawang. This research is an experimental one-group pretest-posttest design with the type of one-shot case study experiment. The research data were obtained from the pretest and posttest results, which who tested on a sample of 21 students at MIN Al-Muawanah Karawang. Data analysis and hypothesis testing used the normality test, one sample t-test, and paired sample t-test. The results of this study indicate that the difference in the average score of students before and after using the phonics method reached a difference of 55.89, where the initial, middle score was 7.22,*

and the average post-treatment score was 63.11. The difference in the mean scores was tested using a paired sample *t*-test with a significance value of $0.00 < 0.05$, which means that the use of the phonics method for nine fourth-grade students significantly affected students' beginning reading ability. Therefore, the results of this study can be used as an alternative to solving student problems in *Aṣwat* learning by educators, which has implications for increasing students' reading skills at the beginning level.

Keywords: *Phonic Method, Aṣwat, Student Ability, Reading Skills*

Abstrak

Penerapan metode tradisional dalam pembelajaran bahasa Arab dianggap kurang berhasil, terutama materi pengenalan huruf-huruf hijaiyyah yang berakibat pada lemahnya kemampuan membaca siswa pada level permulaan. Metode fonik dalam pembelajaran *Aṣwat* merupakan satu dari sekian banyak inovasi metode pembelajaran linguistik. Metode fonik merupakan metode dengan pendekatan berbasis suara untuk mengajar membaca. Tujuan dari penelitian ini adalah untuk melihat seberapa besar pengaruh metode fonik dalam pembelajaran *Aṣwat* terhadap kemampuan membaca siswa di MIN Al-Muawanah Karawang. Penelitian ini merupakan penelitian eksperimental one group pretest-posttest design dengan jenis eksperimen one-shot case study. Data penelitian diperoleh dari hasil pretest dan posttest yang diujikan pada sampel penelitian yang berjumlah 21 siswa MIN Al-Muawanah Karawang. Analisis data dan uji hipotesis menggunakan uji normalitas, uji t Satu Sampel, dan Uji T Sampel Berpasangan. perbedaan nilai rata-rata siswa sebelum dan sesudah menggunakan metode fonik mencapai selisih sebesar 55,89, di mana rata-rata nilai awal sebesar 7,22, dan rata-rata nilai pasca treatment sebesar 63,11. Hasil penelitian ini menunjukkan bahwa perbedaan nilai rata-rata tersebut diuji menggunakan paired sample *t*-test dengan nilai signifikansi sebesar $0,00 < 0,05$ yang berarti penggunaan metode fonik kepada 9 siswa kelas IV tersebut memiliki pengaruh yang signifikan dalam kemampuan membaca permulaan siswa. Oleh karena itu, dari hasil penelitian ini agar dapat dijadikan sebagai alternatif pemecahan masalah siswa dalam pembelajaran *Aṣwat* oleh para pendidik yang berimplikasi pada meningkatnya kemampuan membaca siswa pada level permulaan.

Kata Kunci: Metode Fonik, *Aṣwat*, Kemampuan Siswa, Keterampilan Membaca

Introduction

One significant language development for students is reading skills.¹ Reading skills are essential for students because they allow them to broaden their knowledge.² Solchan distinguishes reading skills into two levels, namely beginning reading skills and reading comprehension skills.³ In learning Arabic at the beginning reading level, students are introduced to various forms of *hijaiyyah* letters, from *alif* to *ya'*, which are then trained or accustomed to memorizing and pronouncing these letters correctly. Reading for the initial level includes only students' understanding of letter shapes, recognizing correlations or correspondences in spelling and sound patterns, and reading slowly.⁴ Reading skills acquired at the initial level will significantly impact reading skills at the next level. If initially, a student's reading ability is weak, then reaching a higher level of reading ability requires a more complex struggle,⁵ Acquiring advanced reading skills can be difficult if it is already weak at the initial reading stage.⁶ The following facts are the problems found by the writer at MIN Al-Muawanah Cilamaya, Karawang, namely that some students need help to read *hijaiyyah* letters, syllables, phrases, and sentences correctly. When the teacher encourages students to read, their voices can be more precise, and there are many errors in the pronunciation of letters, long vowels, and hesitation. Therefore, the ability to read at the initial level is fundamental for students because the reading skills obtained in the initial group will affect students' reading abilities at the next level,⁷ especially in learning Arabic *Aṣwat* material, which requires more effort in teaching it to *ibtida* students.

¹Arief Muttaqiin, "Hubungan Antara Kemampuan Membaca Kritis Dalam Pembelajaran Penemuan Dan Kemampuan Berpikir Kritis Siswa," *Edusentris* 2, no. 2 (2015): 116, <https://doi.org/10.17509/edusentris.v2i2.165>.

²Hendrawanto Ch, "Hots (Higher Order Thinking Skills) Through SPPKB (Learning Strategy for Improving Thinking Ability) in Learning 'Qiroah' Reading Skills Based on Contextual Learning As Implementation of 21st Century Learning in Higher Education," *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)* 2, no. 1 (2020): 28-48, <https://doi.org/doi.org/10.21009/ISLLAE.02103>.

³Choirun Nisak Aulina, "Pengaruh Permainan Dan Penguasaan Kosakata Terhadap Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun," *Pedagogia : Jurnal Pendidikan* 1, no. 2 (2012): 131-44, <https://doi.org/10.21070/pedagogia.v1i2.36>.

⁴Muttaqiin, "Hubungan Antara Kemampuan Membaca Kritis Dalam Pembelajaran Penemuan Dan Kemampuan Berpikir Kritis Siswa."

⁵Azhar Arsyad, *Bahasa Dan Metode Pengajarannya* (Yogyakarta: Pustaka Belajar, 2010), 21.

⁶Kosasih, *Strategi Belajar Dan Pembelajaran Impelementasi Kurikulum 2013* (Bandung: Yrama Widya, 2014), 42.

⁷Smail Layes and Torkia Bouakkaz, "Predicting Word and Pseudoword Reading in Arabic-Speaking Children: The Independent Contributions of Phonological and Morphological Awareness and Visual Attention," *British Journal of Special Education* 49, no. 2 (2022): 230-60, <https://doi.org/https://doi.org/10.1111/1467-8578.12403>.

Several previous studies conducted by Erdi & Saridewi⁸, Dia & Lia⁹, Putri¹⁰, and Saragih¹¹ Succeeded in uncovering the advantages of using the phonics method, including that it would be easier for children to read because these children had already understood the concept of phonics as a gateway to being able to read. The role of the teacher, a facilitator who can use the phonics method during learning activities, is carried out correctly so that students can understand phonics concepts.¹² Who can also apply phonics concepts in the context of Indonesian? Research conducted by Puspitasari¹³, showed that the phonics method significantly affected early reading skills using Indonesian spelling patterns. From the previous studies, it can be identified the difference with this research lies in the choice of Arabic as the material object of research.

***Aṣwat* Learning**

According to Thahir, phonology is a branch of linguistics that examines sound systems or good rules and how to pronounce them.¹⁴ Phonetics or phonology, also known as the science of *Aṣwat* in Arabic, is the study of language sounds' production, transmission and reception.¹⁵ The sound of language is created by three factors: breathing (as a source of

⁸Sri Puja Paramitha Erdi and Saridewi, "Pengaruh Metode Fonik Melalui Animasi Powerpoint Terhadap Kemampuan Membaca Anak Di Taman Kanak-Kanak Pembina," *Jurnal Golden Age* 6, no. 01 (2022): 41-45, <https://doi.org/https://doi.org/10.29408/goldenage.v5i01.4195> Pengaruh.

⁹Diana Natalia and Lia Kurniawaty, "Upaya Meningkatkan Kemampuan Mengenal Keaksaraan Melalui Metode Fonik Anak Usia 5-6 Tahun Di TK Indonesia Playschool," *Jurnal Pendidikan Dan Konseling* 4, no. 6 (2022): 4948-56, <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9049>.

¹⁰Soffya Putri et al., "Efektivitas Metode Fonik Terhadap Penurunan Tingkat Keterlambatan Bicara Anak Usia 4-5 Tahun," *Al-Murabbi: Jurnal Studi Kependidikan Dan Keislaman* 7, no. 2 (2021): 171-84, <https://doi.org/https://doi.org/10.53627/jam.v7i2.4256>.

¹¹Abella Saragih and Iwan Wahyu Widayat, "Metode Fonik Dan Proximal Self Motivation Untuk Meningkatkan Kemampuan Membaca," *Psikostudia: Jurnal Psikologi* 9, no. 1 (2020): 26-30, <https://doi.org/http://dx.doi.org/10.30872/psikostudia.v9i1.3589>.

¹²Mastura Abdullah, Nor Mashitah Mohd Radzi, and Azizah Zain, "The Evaluation of Come and Read, Sayang! English Phonic Software as Teaching Aid to the Preschool Teachers," *Southeast Asia Early Childhood Journal* 10, no. 1 (2021): 72-85, <https://doi.org/https://doi.org/10.37134/saecj.vol10.1.7.2021>.

¹³Enda Puspitasari, "Menyusun Perencanaan Pembelajaran Anak Usia Dini," *Educhild* 01, no. 1 (2012): 67-76, <https://doi.org/http://dx.doi.org/10.33578/jpsbe.v1i1.1626>.

¹⁴Norfienti, "Peningkatan Kemampuan Membaca Anak Melalui Metode Fonik Di Taman Kanak-Kanak Islam Adzkiia Bukittinggi."

¹⁵Nuril Mufidah and Imam Zainudin, "Metode Pembelajaran Al-Aṣwat," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2018): 199-218, <https://doi.org/https://doi.org/10.14421/almahara.2018.042-03>.

energy), speech organs (which create vibrations), and vibration-modifying cavities.¹⁶ The goal of learning *al-ilmu al-Aṣwat* is to ensure that Arabic learners pay attention to Arabic speech and sounds when spoken, emphasizing the importance of the *makharij al-huruf* and *tajwid*.¹⁷

The components of *Aṣwat* in learning Arabic include *showamit*, namely consonant sounds in Arabic and *showait* vowel sounds in Arabic.¹⁸ Seeing the explanation of the two components of the Arabic sound above, it is assumed globally that the Arabic sound (*al-ilmu Aṣwat*) has a unique character caused by the place where the sound is produced (*makhraj*), which is also exceptional.¹⁹ This indicates that Arabic, when viewed from a phonological perspective, is a straightforward, honest, thorough, and consistent language.²⁰ Wherever certain letters are located, either in phonemes or morphemes, we can be sure that they will always sound like certain characters.²¹ In addition, Arabic phonology also greatly determines changes in meaning.²² For example, the term heart in Indonesian comes from an Arabic morpheme, which creates ambiguity in meaning when looking at a heart (with the letter *Kaf*) from the original language (Arabic), which means no longer a heart, but a dog.²³ Likewise, with the word *amal*, which in our language has become so distorted, who distorted the original meaning of work into *infaq*, *sadaqah*, and the like voluntary assistance.²⁴

¹⁶Ahmad Zaenudin and Khozinul Asror, "Metode Mnemonic: Solusi Kreatif Untuk Meningkatkan Pemahaman Nahwu Bagi Mahasiswa," in *Seminar Nasional Bahasa Arab Mahasiswa III*, 2019, 184–95.

¹⁷Astina and Rahman, "Internalisasi Nilai-Nilai Karakter Dalam Pembelajaran Ilmu Aṣwat," *Jurnal Ilmiah Studi Islam* 3, no. 2 (2018): 35–44.

¹⁸Astina and Rahman.

¹⁹Zakiatunnisa, Dinda Alfian Sukma, and Masiva Nada Faidah, "Problematika Pembelajaran Bahasa Aran Dan Solusinya Bagi Non-Arab," *Prosding SemnasbanaIV UM Jilid 2 4*, no. 2 (2020): 489–98.

²⁰Mufrodi Mufrodi, "Fonologi Dan Morfologi Bahasa Arab 'Amiyah Mesir," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 2 (2015): 192–215, <https://doi.org/10.15408/a.v2i2.2184>.

²¹Marlina, "Analisis Kontrastif Fonologi Bahasa Arab Dan Bahasa Indonesia Dalam Pembelajaran Pidato Bahasa Arab Pada Program Studi Pendidikan Bahasa Arab UIN Sunan Gunung Djati Bandung."

²²Lina Marlina, *Pengantar Ilmu Aṣwat* (Bandung: Fajar Media, 2019), 38.

²³Nawang Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 3, no. 01 (2020): 71, <https://e-journal.metrouniv.ac.id/index.php/al-fathin/article/download/2089/1724>.

²⁴Nurbayan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Zain Al-Bayan, 2008).

Reading Skills

The sound primarily determines the content of the meaning of what is to be conveyed.²⁵ Language, on the other hand, has arbitrary properties that change and are not fixed.²⁶ That is, there is no requirement that a language symbol in the form of a sound must be by the thought or meaning intended by the symbol.²⁷ Reading is an essential skill for children because it allows them to find patterns and broaden their knowledge. Reading has a vital role in the personal growth of children/students.²⁸ In another sense, reading is an audio-visual activity in which symbols in the form of letters or words are translated.²⁹ Preliminary reading and reading comprehension are two levels of reading ability. Classes distinguish learning for beginners and courses for advanced.³⁰

Beginner-level reading is mechanical and can be classified as an entry-level skill. Reading for the beginner level is the first step in learning reading skills that students must learn and master.³¹ In learning Arabic, students are introduced to the hijaiyyah letters from *Alif* to *Ya'* at the preliminary reading stage. They must memorize the notes, and children must pronounce them correctly. After that, children learn to read syllables, words, and phrases.³² Understanding the contents of what is read is also known as cognitive reading (reading to understand). Students are then required to communicate the results of their reading comprehension by summarizing the contents of

²⁵Ahmad Zainun 'Amali Alfirtaus, "Pengaruh Intonasi Dan Nada Arab Dalam Pembelajaran Bahasa Arab Pada Maharah Kalam," in *Seminar Nasional Bahasa Arab Mahasiswa V Tahun 2021*, vol. 5, 2021, 302–8, <http://prosiding.arab-um.com/index.php/semnasbama/article/view/800>.

²⁶Smail Laves, Kheira Lazar, and Soulef Mecheri, "Do Learning Disabilities in Reading, Spelling and Numeracy Have Common Underlying Factors? Evidence from Arabic-Speaking Children Sample," *Applied Neuropsychology: Child* 11, no. 4 (2022): 1–13, <https://doi.org/10.1080/21622965.2022.2137024>.

²⁷Putu Santi Oktarina, "Literacy Development Dengan Metode Fonik Bagi Anak Usia Dini," *Pratama Widya: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019), <https://doi.org/10.25078/pw.v3i1.707>.

²⁸Tampubolon, *Meningkatkan Minat Dan Kebiasaan Membaca Anak* (Bandung: Angkasa, 2011).

²⁹Andrea Facchin, "Whole-Part-Whole Reading Instruction in the Teaching and Learning of Arabic as a Foreign Language at Beginner Level," *Annali Di Ca' Foscari. Serie Orientale* 56 (2020): 177–96, <https://doi.org/10.30687/AnnOr/2385-3042/2020/56/007>.

³⁰Estuning Dewi Hapsari, "Penerapan Membaca Permulaan Untuk Meningkatkan Kemampuan Membaca Siswa," *AKSARA: Jurnal Bahasa Dan Sastra* 20, no. 1 (2019): 10–24, <https://doi.org/10.23960/aksara/v20i1.pp10-24>.

³¹Meladia Aqidatul Izzah and Ali Ma'sum, "Pengembangan Komik Digital Sebagai Media Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Kelas X MA Almaarif Singosari," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 8 (2021): 1081–94, <https://doi.org/10.17977/um064v1i82021p1081-1094>.

³²Khambali, "Pengaruh Model Pembelajaran Kooperatif Dan Gaya Berpikir Terhadap Hasil Belajar Qira ' Ah," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2018): 43–56, <https://doi.org/https://doi.org/10.14421/almahara.2018.041-03>.

their task in writing or non-writing.³³ Understanding letterforms, recognizing correlations or correspondences in spelling and sound patterns (speech writing skills), and slow reading speeds are all part of the early reading process.³⁴ Reading skills acquired at the beginning of reading will significantly impact subsequent reading skills.³⁵ If students' reading ability is weak at first, they will struggle to have sufficient proficiency at the advanced reading stage.³⁶ When children talk about writing, pronunciation, intonation, fluency, sound clarity, and knowledge of content/meaning, which are all correct, it indicates that students are considered to have reading skills at an early or beginning level.³⁷ The level of language acquisition where the writing system as a linguistic representation is mastered is known as early reading learning. This level is also known as the "learn to read" level. Advanced reading refers to the level at which a person has mastered reading techniques to extract messages contained in a piece of text.³⁸

Phonics Method

The phonics method is a sound-based method for teaching reading.³⁹ Letter cards, picture cards, touch letter cards, story books, and phonics posters are all used in this method. Consonants and vowels (long/short) are divided into syllables, words and sentences on these letter cards. Students learn to recognize letters and the sound of letters through reading phonic posters, story books, and notes, and getting to know objects in their environment which are presented by sounding letters on phonic posters, letter cards, and picture cards according to the teacher's directions, for example, letters "أ" on word أَخِي or أَحْمَد, letters "ب" on word بَلَد or بَيْت, "ج" on word جَمِيل or جَد, and others.

³³Yanuarti Apsari, "Reflective Reading Journal in Teaching Writing," *Indonesian EFL Journal* 4, no. 2 (2018): 39, <https://doi.org/10.25134/ieflj.v4i2.1374>.

³⁴Muttaqiin, "Hubungan Antara Kemampuan Membaca Kritis Dalam Pembelajaran Penemuan Dan Kemampuan Berpikir Kritis Siswa."

³⁵Dinda Tri Anggraini and Ujang Efendi, "Penggunaan Media Pop-Up Book Terhadap Keterampilan Membaca Dan Menulis Peserta Didik Kelas I SD," *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar* 9, no. 1 (2022): 19-3-, <https://doi.org/https://doi.org/10.24042/terampil.v9i1.9602>.

³⁶Nurul Huda, "Komponen-Komponen Pembelajaran Al-Kitābah Bahasa Arab," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1-26, <https://doi.org/10.14421/almahara.2016.021-01>.

³⁷Kosasih, *Strategi Belajar Dan Pembelajaran Impelementasi Kurikulum 2013*, 42.

³⁸Dahniar, "Peningkatan Keterampilan Membaca Lanjutan Dengan Metode Sas Siswa Kelas II SDN 2 Ogowele," *Jurnal Kreatif Tadulako Online* 4, no. 8 (2016): 136-58.

³⁹Norfienti, "Peningkatan Kemampuan Membaca Anak Melalui Metode Fonik Di Taman Kanak-Kanak Islam Adzkiya Bukittinggi."

The phonics method is based on children learning letters' names and sounds through alphabet lessons.⁴⁰ Children start summarizing certain letters to make words after learning the sound of letters.⁴¹ By listening to the sound of letters, the Phonics method emphasizes words. The child was asked to recognize the sound of the letters, after which they broke down notes into syllables and words.⁴² Introducing the various letters contained in the initial letters of different item names that the child has previously known is very fundamental in learning to read at the initial level,⁴³ Such as a letter with a picture of a chicken, a letter b with a view of a book, and so on.⁴⁴ Reading in the Phonics method is divided into three stages: 1) Red stage/level, reading with open syllables; 2) blue stage, reading closed syllables and 3) green level, which involves reading words with double syllables and vowels.⁴⁵

Phonics concepts help students to recognize and know how to read and how pronounce certain words fluently and fluently,⁴⁶ Mainly Arabic because the characteristics of Arabic are written not only language but also written language. As explained in the presentation of the concept of reading ability at the initial level above, it is related to *Aṣwat* learning, where *Aṣwat* in the study of linguistics is called phonology.⁴⁷ In learning Arabic, *Aṣwat* focuses on studying and understanding the speech and sound of *hijaiyyah* letters, pronounced according to the original speakers whose emphasis is on the *Maharaj al-huruf*

⁴⁰M.^a Ángeles García Aranda, "La Enseñanza Del Español En Estados Unidos: El Componente Fónico En La Spanish Grammar, En El Vingut's Ollendorff's New Method y En Le Maître d'espagnol de Francisco Javier Vingut (1848, 1850, 1853 y 1854)," *Onomázein* 52, no. 04 (2021): 37-62, <https://doi.org/10.7764/onomazein.52.04>.

⁴¹Dahniar, "Peningkatan Keterampilan Membaca Lanjutan Dengan Metode Sas Siswa Kelas II SDN 2 Ogowele."

⁴²Zaenudin and Asror, "Metode Mnemonic: Solusi Kreatif Untuk Meningkatkan Pemahaman Nahwu Bagi Mahasiswa."

⁴³Abdurrahman Mulyono, *Pendidikan Bagi Anak Berkesulitan Belajar* (Jakarta: Rineka Cipta, 2003).

⁴⁴Giovanna Beatriz Kalva Medina and Sandra Regina Kirchner Guimares, "Reading Of Students With Developmental Dyslexia: Impacts Of An Intervention With Phonic Method Associated With The Executive Functions Stimuli," *Revista Brasileira de Educação Especial* 25, no. 1 (2019): 153-71, <https://doi.org/https://doi.org/10.1590/S1413-65382519000100010>.

⁴⁵Santi Oktarina, "Literacy Development Dengan Metode Fonik Bagi Anak Usia Dini."

⁴⁶Greg Brooks, "Joseph Neef (1770-1854): A Forgotten Pioneer of Applying Phonetics and Regularised Phonic Materials To The Initial Teaching of Literacy In English," *Language & History* 64, no. 1 (2021): 1-26, <https://doi.org/10.1080/17597536.2020.1864983>.

⁴⁷Lina Marlina, "Analisis Kontrastif Fonologi Bahasa Arab Dan Bahasa Indonesia Dalam Pembelajaran Pidato Bahasa Arab Pada Program Studi Pendidikan Bahasa Arab UIN Sunan Gunung Djati Bandung," *Metalingua* 18, no. 2 (2019): 125-34.

and *tajwid*.⁴⁸The phonics method has a sound-based approach to teaching reading skills.⁴⁹ According to Miller, phonics is a procedure that entrusts the prioritization of the alphabet to children by identifying the designation of each letter and its sound.⁵⁰ In its implementation, who can use the phonics method with various learning media, such as letter cards, picture cards, cards, fairy tale books, and phonics posters?⁵¹ Consonants and vowels (long/short) are divided into syllables, phrases and sentences on learning media in the application of this method. Students learn to recognize letters and letter sounds by reading phonic posters, story books, and letters, and getting to know objects in their environment, which are presented on phonic posters, letter cards, and picture cards according to the teacher's directions which they then pronounce, for example, letters "أ" on word أَحْمَد or أَخِي, letters "ب" on word بَيْت or بَلَد, "ج" on word جَمِيل or جَدِّ, and others. Therefore, this study aims to determine and test or prove how much influence the phonics method has in teaching *Aṣṣwat* to improve students' reading skills at MIN Al-Mu'awanah Cilamaya, Karawang.

Departing from the description above, the author conducted a study related to the application of the phonics method in *Aṣṣwat* learning to the ability to read Arabic beginning, which can make a positive contribution or influence for MIN Al-Mu'awanah students.

Methods

This research was carried out at MIN Al-Mu'awanah Cilamaya, Karawang, in class IV students for the 2021/2022 academic year. The choice of the research location was based on the facts of the problem found by the author at MIN Al-Mu'awanah Cilamaya, Karawang, namely that some grade IV students had not been able to read hijaiyyah letters, syllables, phrases and sentences correctly, and who still found errors in pronunciation. Letters, long vowels, and hesitation. Researchers use the phonics method as an alternative to solving problems experienced by students in overcoming and improving reading skills.

⁴⁸Abdul Wahab Rosyidi, "Penerapan Pola Nabr Dan Tanghim Dalam Maharah Al Kalam Mahasiswa Indonesia," *LiNGUA* 11, no. 1 (2016): 46-53.

⁴⁹Leni Norfienti, "Peningkatan Kemampuan Membaca Anak Melalui Metode Fonik Di Taman Kanak-Kanak Islam Adzki Bukittinggi," *Jurnal Pesona PAUD* 1, no. 1 (2012): 1-10.

⁵⁰Erdi and Saridewi, "Pengaruh Metode Fonik Melalui Animasi Powerpoint Terhadap Kemampuan Membaca Anak Di Taman Kanak-Kanak Pembina."

⁵¹Risma Shafriyani, Hasanuddin Hasanuddin, and Febby Apri Wenando, "Penerapan Metode Fonik Untuk Game Edukasi Penyandang," *Jurnal Fasilkom* 9, no. 2 (2019): 358-68, <https://doi.org/https://doi.org/10.37859/jf.v9i2.1393>.

The approach in this study is a quantitative approach with a one-group pretest-posttest design combined with a pre-experimental one-shot case study design, in which researchers in this research design conduct pretests and provide treatments that are thought to have had an effect, then hold a posttest. This design is used to research and measure the extent to which the phonics method influences *Aṣwat* learning in improving maharah qira'ah grade IV students at MIN Al-Mu'awanah Cilamaya, Karawang.

The sampling technique used by researchers is non-probability sampling with a purposive sampling technique. Purposive sampling is the determination of the sample based on the criteria set by the researcher. The decision was made by considerations that were considered representative of the population. The model the researcher used was fourth-grade students at MIN Al-Muawahan, totalling 21 students.

The Source of data in this research is in the form of primary data. The data collection technique in this study used test-based data, which who tested on 21 students in class IV MIN Al-Muawahan. The test is used to assess and measure students' Arabic reading skills before and after they are given treatment using the phonics method. The test used is an oral test to screen students who need to be given treatment. To obtain other data, the researcher uses observation techniques and documentation to achieve the desired research objectives. The tools used in testing the instrument/test in this study are validity and reliability tests. The validity test used in this study is an expert judgment which is then calculated with the help of SPSS software.

Meanwhile, the reliability of the test was calculated using the Cronbach alpha calculation formula to see the reliability. From the results of the reliability analysis, the coefficient value is 0.736. This level of reliability is included in the high category. Before who analyzed the data, a prerequisite test was first carried out, namely the normality test. Finally, the researcher uses the paired sample T-test as a tool to test the hypotheses that have been set.

Results and Discussion

Before giving treatment, the researcher conducted a screening test for normality. The material in the screening test is in the form of testing students' initial reading skills, which consist of 25 words arranged in a story; the test is carried out individually. The text of the screening test in this study is as follows:

الأدوات المدرسية

أَنَا سَلِيمَانُ، أَنَا تَلْمِيذٌ. هَذِهِ فَاطِمَةُ، هِيَ تَلْمِيذَةٌ. أَنْظُرْ! هَذَا كِتَابٌ وَهَذَا قَلَمٌ. مَا هَذَا؟ هَذَا قِرْطَاسٌ. هَلْ هَذَا كِتَابٌ؟ نَعَمْ، هَذَا كِتَابٌ.

Based on the screening test that was carried out, nine students did not know the hijaiyyah letters. Out of 21 students, four apparently could not determine long and short vowels, and one needed to be corrected in sounding most of the hijaiyyah letters. The results of the screening tests that have been carried out by the researchers put in the following table:

Table 1. Student Screening Test Results

Score	Total Students	Percentage
5	5	23,8%
10	4	19%
60	1	4,8%
65	4	19%
70	1	4,8%
75	3	14,3%
80	2	9,5%
85	1	4,8%
Sum	21	100%
Mean	44,05	
Lowest Score	5	
Highest Score	85	

From this table, it can be seen that the scores obtained by 21 students have an average of 44.05. The maximum or highest score was only accepted for one student of 85, while as many as five students received the lowest score category, namely 5. Referring to the KKM score at MIN Al-Mu'awanah Cilamaya, Karawang, it was 70, then 14 students had not reached the KKM. . Therefore, based on the results of the screening test, the researcher then grouped students into three groups, namely as follows:

1. The first group, students who get scores above the KKM, consists of 7 students, with a score range between 70-85.
2. The second group, students who get scores below the KKM but can still be improved in learning at school, consists of 5 students with a score range between 60-65.
3. The third group, namely students whose grades are below the KKM and require additional tutoring outside of school hours. This group consists of 9 students with rates

ranging from 5-10. The researcher poured the results of the screening test from 9 students into the following table:

Table 2. Screening Test Results for 9 Students

Score	Total Students	Percentage
5	5	55,6%
10	4	44,4%
Sum	9	100%
Mean		7,22
Lowest Score		5
Highest Score		10

Furthermore, the researchers provided learning treatment for introducing *hijaiyyah* letters using phonics. Tutoring outside school hours is conducted in 8 meetings for one month. After giving the treatment, the researcher continued with the retest using the exact screening test text, which was carried out orally with 25 questions. The test results after being given treatment (phonic method) are as follows:

Table 3. Test Results for 9 Post-Treatment Students

Score	Total Students	Percentage
52	1	11,1%
56	1	11,1%
60	3	33,3%
68	2	22,2%
72	2	22,2%
Total	9	100%
Mean		63,11
Lowest Score		52
Highest Score		72

The table shows that the average value of students after treatment using the phonics method is 63.11, the lowest score is 52, and the maximum value is 75. Then the researcher tests the hypothesis using a paired sample t-test to measure the effect of this phonics method on the initial reading ability of the 9 grade IV students. Below, the author attaches a hypothesis test table and a comparison table of student scores before being given treatment and student scores after being given treatment. However, before testing the hypothesis, there is a prerequisite test called the normality test. The results of the normality test for students' posttest scores in this study are as follows:

Table 4. Test of Normality

	df (Total Students)	Sig.	Description
Score Posttest	9	0,96	Normal

The table above shows that the posttest values have a significance value of 0.96 > 0.05, meaning that the data is normally distributed so that further tests can be carried out.

Table 5. Comparison of Average Scores Before and After Treatment

	Mean	Total Students
Score Pretest	7,22	9
Score Posttest	63,11	9

The table above compares the average scores of 9 grade IV students before and after using the phonics method. The difference in the average score of students before and after using the phonics method reached a difference of 55.89, where the initial, middle score was 7.22, and the average post-treatment score was 63.11. From the table above, this phonics method affects students' initial reading abilities. However, in testing the hypothesis in quantitative research, data testing procedures need to be carried out to prove that the comparison of the values above is a valid number so that the results obtained are also good.

The determination of the hypothesis test the researcher did was by using a paired sample t-test. The author conducted the test using the SPSS version 25 software. The purpose of the paired sample t-test is to determine whether there is a difference in the mean of the two paired samples (the average value of the pretest and posttest). The two samples in question are the same but have two data (9 students' pretest and posttest scores). The results of these tests can be seen in the table column below:

Table 6. Paired Samples Test

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-55.889	5.798	1.933	-60.345	-51.433	-28.920	8	.000

The paired sample t-test shows the effect of using the phonics method on the reading ability of 9 students of class IV MIN Al-Muawanah. The finding of the score t = -28.920 and

the score of $Df = N - 1 = 9 - 1 = 8$, as well as the score of *Sig. (2-tailed)* that is 0.00. Based on these results, it can be seen that *Sig. (2-tailed)* $0.00 < 0.05$, who can conclude that the use of the phonics method on the nine fourth-grade students had a significant effect on students' early reading ability.

Conclusion

The research results obtained, analyzed, and the discussions put forward to show that this phonics method can be an alternative to improve students' beginning reading skills and has a significant influence. This can be seen from the research results above in the form of a screening test conducted to identify students who cannot yet read and the trial results after being given treatment in the form of the phonics method. Of the 21 students who were tested with the screening test, nine still needed to reach the KKM grade level, which then gave treatment in phonics methods. The difference in the average value of students before and after using the phonics method came difference of 55.89, where the initial, middle score was 7.22, and the average post-treatment score was 63.11. The difference in mean scores was tested using a paired sample t-test with a significance value of $0.00 < 0.05$, which means that the use of the phonics method for nine fourth-grade students significantly affected students' beginning reading ability: limitations, namely the number of respondents who participated. Therefore, we suggest that future studies involve more respondents to produce more representative results.

References

- Abdullah, Mastura, Nor Mashitah Mohd Radzi, and Azizah Zain. "The Evaluation of Come and Read, Sayang! English Phonic Software as Teaching Aid to the Preschool Teachers." *Southeast Asia Early Childhood Journal* 10, no. 1 (2021): 72-85. <https://doi.org/https://doi.org/10.37134/saej.vol10.1.7.2021>.
- Alfirdaus, Ahmad Zainun 'Amali. "Pengaruh Intonasi Dan Nada Arab Dalam Pembelajaran Bahasa Arab Pada Maharah Kalam." In *Seminar Nasional Bahasa Arab Mahasiswa V Tahun 2021*, 5:302-8, 2021. <http://prosiding.arabum.com/index.php/semnasbama/article/view/800>.
- Anggraini, Dinda Tri, and Ujang Efendi. "Penggunaan Media Pop-Up Book Terhadap Keterampilan Membaca Dan Menulis Peserta Didik Kelas I SD." *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar* 9, no. 1 (2022): 19-3-. <https://doi.org/https://doi.org/10.24042/terampil.v9i1.9602>.
- Apsari, Yanuarti. "Reflective Reading Journal in Teaching Writing." *Indonesian EFL Journal* 4, no. 2 (2018): 39. <https://doi.org/10.25134/iefj.v4i2.1374>.
- Aranda, M.^a Ángeles García. "La Enseñanza Del Español En Estados Unidos: El Componente Fónico En La Spanish Grammar, En El Vingut's Ollendorff's New Method

- y En Le Maître d'espagnol de Francisco Javier Vingut (1848, 1850, 1853 y 1854)." *Onomázein* 52, no. 04 (2021): 37–62. <https://doi.org/10.7764/onomazein.52.04>.
- Astina, and Rahman. "Internalisasi Nilai-Nilai Karakter Dalam Pembelajaran Ilmu Aṣwat." *Jurnal Ilmiah Studi Islam* 3, no. 2 (2018): 35–44.
- Aulina, Choirun Nisak. "Pengaruh Permainan Dan Penguasaan Kosakata Terhadap Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun." *Pedagogia: Jurnal Pendidikan* 1, no. 2 (2012): 131–44. <https://doi.org/10.21070/pedagogia.v1i2.36>.
- Azhar Arsyad. *Bahasa Dan Metode Pengajarannya*. Yogyakarta: Pustaka Belajar, 2010.
- Brooks, Greg. "Joseph Neef (1770-1854): A Forgotten Pioneer of Applying Phonetics and Regularised Phonic Materials To The Initial Teaching of Literacy In English." *Language & History* 64, no. 1 (2021): 1–26. <https://doi.org/10.1080/17597536.2020.1864983>.
- Ch, Hendrawanto. "Hots (Higher Order Thinking Skills) Through SPPKB (Learning Strategy for Improving Thinking Ability) in Learning 'Qiroah' Reading Skills Based on Contextual Learning As Implementation of 21st Century Learning in Higher Education." *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)* 2, no. 1 (2020): 28–48. <https://doi.org/doi.org/10.21009/ISLLAE.02103>.
- Dahniar. "Peningkatan Keterampilan Membaca Lanjutan Dengan Metode Sas Siswa Kelas II SDN 2 Ogowe." *Jurnal Kreatif Tadulako Online* 4, no. 8 (2016): 136–58.
- Erdi, Sri Puja Paramitha, and Saridewi. "Pengaruh Metode Fonik Melalui Animasi Powerpoint Terhadap Kemampuan Membaca Anak Di Taman Kanak-Kanak Pembina." *Jurnal Golden Age* 6, no. 01 (2022): 41–45. <https://doi.org/https://doi.org/10.29408/goldenage.v5i01.4195> Pengaruh.
- Facchin, Andrea. "Whole-Part-Whole Reading Instruction in the Teaching and Learning of Arabic as a Foreign Language at Beginner Level." *Annali Di Ca' Foscari. Serie Orientale* 56 (2020): 177–96. <https://doi.org/10.30687/AnnOr/2385-3042/2020/56/007>.
- Hapsari, Estuning Dewi. "Penerapan Membaca Permulaan Untuk Meningkatkan Kemampuan Membaca Siswa." *AKSARA: Jurnal Bahasa Dan Sastra* 20, no. 1 (2019): 10–24. <https://doi.org/10.23960/aksara/v20i1.pp10-24>.
- Huda, Nurul. "Komponen-Komponen Pembelajaran Al-Kitābah Bahasa Arab." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1–26. <https://doi.org/10.14421/almahara.2016.021-01>.
- Izzah, Meladia Aqidatul, and Ali Ma'sum. "Pengembangan Komik Digital Sebagai Media Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Kelas X MA Almaarif Singosari." *JoLLA: Journal of Language, Literature, and Arts* 1, no. 8 (2021): 1081–94. <https://doi.org/10.17977/um064v1i82021p1081-1094>.
- Khambali. "Pengaruh Model Pembelajaran Kooperatif Dan Gaya Berpikir Terhadap Hasil Belajar Qira ' Ah." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2018): 43–56. <https://doi.org/https://doi.org/10.14421/almahara.2018.041-03>.
- Kosasih. *Strategi Belajar Dan Pembelajaran Impelementasi Kurikulum 2013*. Bandung: Yrama Widya, 2014.
- Layes, Smail, and Torkia Bouakkaz. "Predicting Word and Pseudoword Reading in Arabic-Speaking Children: The Independent Contributions of Phonological and Morphological

- Awareness and Visual Attention." *British Journal of Special Education* 49, no. 2 (2022): 230–60. <https://doi.org/https://doi.org/10.1111/1467-8578.12403>.
- Layes, Smail, Kheira Lazar, and Soulef Mecheri. "Do Learning Disabilities in Reading, Spelling and Numeracy Have Common Underlying Factors? Evidence from Arabic-Speaking Children Sample." *Applied Neuropsychology: Child* 11, no. 4 (2022): 1–13. <https://doi.org/10.1080/21622965.2022.2137024>.
- Marlina, Lina. "Analisis Kontrastif Fonologi Bahasa Arab Dan Bahasa Indonesia Dalam Pembelajaran Pidato Bahasa Arab Pada Program Studi Pendidikan Bahasa Arab UIN Sunan Gunung Djati Bandung." *Metalingua* 18, no. 2 (2019): 125–34.
- — —. *Pengantar Ilmu Aşwat*. Bandung: Fajar Media, 2019.
- Medina, Giovanna Beatriz Kalva, and Sandra Regina Kirchner Guimares. "Reading Of Students With Developmental Dyslexia: Impacts Of An Intervention With Phonic Method Associated With The Executive Functions Stimuli." *Revista Brasileira de Educação Especial* 25, no. 1 (2019): 153–71. <https://doi.org/https://doi.org/10.1590/S1413-65382519000100010>.
- Mufidah, Nuril, and Imam Zainudin. "Metode Pembelajaran Al-Aşwat." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2018): 199–218. <https://doi.org/https://doi.org/10.14421/almahara.2018.042-03>.
- Mufrodi, Mufrodi. "Fonologi Dan Morfologi Bahasa Arab 'Amiyah Mesir." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 2 (2015): 192–215. <https://doi.org/10.15408/a.v2i2.2184>.
- Mulyono, Abdurrahman. *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta, 2003.
- Muttaqiin, Arief. "Hubungan Antara Kemampuan Membaca Kritis Dalam Pembelajaran Penemuan Dan Kemampuan Berpikir Kritis Siswa." *Edusentris* 2, no. 2 (2015): 116. <https://doi.org/10.17509/edusentris.v2i2.165>.
- Natalia, Diana, and Lia Kurniawaty. "Upaya Meningkatkan Kemampuan Mengenal Keaksaraan Melalui Metode Fonik Anak Usia 5-6 Tahun Di TK Indonesia Playschool." *Jurnal Pendidikan Dan Konseling* 4, no. 6 (2022): 4948–56. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9049>.
- Norfienti, Leni. "Peningkatan Kemampuan Membaca Anak Melalui Metode Fonik Di Taman Kanak-Kanak Islam Adzki Bukittinggi." *Jurnal Pesona PAUD* 1, no. 1 (2012): 1–10.
- Nurbayan. *Metodologi Pembelajaran Bahasa Arab*. Bandung: Zain Al-Bayan, 2008.
- Puspitasari, Enda. "Menyusun Perencanaan Pembelajaran Anak Usia Dini." *Educhild* 01, no. 1 (2012): 67–76. <https://doi.org/http://dx.doi.org/10.33578/jpsbe.v1i1.1626>.
- Putri, Soffya, Nadhirotul Laily, Prianggi Amelasasih, and Universitas Muhammadiyah Gresik. "Efektivitas Metode Fonik Terhadap Penurunan Tingkat Keterlambatan Bicara Anak Usia 4-5 Tahun." *Al-Murabbi: Jurnal Studi Kependidikan Dan Keislaman* 7, no. 2 (2021): 171–84. <https://doi.org/https://doi.org/10.53627/jam.v7i2.4256>.
- Rosyidi, Abdul Wahab. "Penerapan Pola Nabr Dan Tanghim Dalam Maharah Al Kalam Mahasiswa Indonesia." *LiNGUA* 11, no. 1 (2016): 46–53.

- Santi Oktarina, Putu. "Literacy Development Dengan Metode Fonik Bagi Anak Usia Dini." *Pratama Widya: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019). <https://doi.org/10.25078/pw.v3i1.707>.
- Saragih, Abella, and Iwan Wahyu Widayat. "Metode Fonik Dan Proximal Self Motivation Untuk Meningkatkan Kemampuan Membaca." *Psikostudia: Jurnal Psikologi* 9, no. 1 (2020): 26-30. <https://doi.org/http://dx.doi.org/10.30872/psikostudia.v9i1.3589>.
- Shafriyani, Risma, Hasanuddin Hasanuddin, and Febby Apri Wenando. "Penerapan Metode Fonik Untuk Game Edukasi Penyandang." *Jurnal Fasilkom* 9, no. 2 (2019): 358-68. <https://doi.org/https://doi.org/10.37859/jf.v9i2.1393>.
- Tampubolon. *Meningkatkan Minat Dan Kebiasaan Membaca Anak*. Bandung: Angkasa, 2011.
- Wulandari, Nawang. "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab." *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 3, no. 01 (2020): 71. <https://e-journal.metrouniv.ac.id/index.php/al-fathin/article/download/2089/1724>.
- Zaenudin, Ahmad, and Khozinul Asror. "Metode Mnemonic: Solusi Kreatif Untuk Meningkatkan Pemahaman Nahwu Bagi Mahasiswa." In *Seminar Nasional Bahasa Arab Mahasiswa III*, 184-95, 2019.
- Zakiatunnisa, Dinda Alfian Sukma, and Masiva Nada Faidah. "Problematika Pembelajaran Bahasa Aran Dan Solusinya Bagi Non-Arab." *Prosding SemnasbanalIV UM Jilid 2* 4, no. 2 (2020): 489-98.