

REFERENCES

- Agüero, M. F. del V., & Francioni, A. (2023). Synthetic phonics: A glimpse on its effectiveness in teaching young learners to read in English as a foreign language. *International Journal of Second and Foreign Language Education*, 2(2), 20–42. <https://doi.org/https://doi.org/10.33422/ijsfle.v2i2.501>
- Al-Sukaiti, N. (2024). Assessing the impact of synthetic phonics teaching on promoting Omani EFL third graders' accuracy and fluency of reading connected texts. *Journal of Applied Linguistics and Language Research*, 11(2), 1–18. www.jallr.com
- Andayani, E. S. (2022). The importance of learning and knowing English in higher education in Indonesia. *Research and Development Journal Of Education*, 8(1), 372–379. <https://doi.org/https://doi.org/10.30998/rdje.v8i1.13315>
- Angkarini, T. (2023). The Undergraduate Students' Pronunciation Difficulties of English Fricatives Based on Letter-Sound Relationship. *JET (Journal of English Teaching)*, 9(2), 202–214. <https://doi.org/10.33541/jet.v9i2.4726>
- Ariati, N. P. P., Padmadewi, N. N., & Suarnajaya, I. W. (2018). Jolly Phonics: effective strategy for enhancing children english literacy. *SHS Web of Conferences*, 42, 00032. <https://doi.org/10.1051/shsconf/20184200032>
- Attia, D. A. E. (2020). The Effect of a Multisensory Synthetic Phonics Programme in Developing Automatic Word Recognition and Spelling among Young Learners. 117–73), 1(28, □□□□□□□□ □□□□□□. <https://doi.org/10.21608/ssj.2020.244169>
- Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan T. R. I. (2022). Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A - Fase F. *Badan Standar Kurikulum Dan Asesmen Pendidikan*.
- Barat, M., Jannot, A. S., Dohan, A., & Soyer, P. (2022). How to report and compare quantitative variables in a radiology article. *Diagnostic and Interventional Imaging*, 103(12), 571–573. <https://doi.org/10.1016/J.DIII.2022.09.007>
- Boldrini, G., Fox, A. C., & Savage, R. S. (2023). Flexible phonics: a complementary 'next generation' approach for teaching early reading. *Literacy*, 57(1), 72–86. <https://doi.org/10.1111/LIT.12308>
- Brady, S. (2020). A 2020 perspective on research findings on alphabetics (phoneme awareness and phonics): Implications for instruction. *The Reading League Journal*, 1(3), 20–28.
- Brooks, G., Beard, R., & Ampaw-Farr, J. (2019). 'English has 100+ phonemes': some errors and confusions in contemporary commercial phonics schemes. *Research Papers in Education*, 00(00), 96–126.

<https://doi.org/10.1080/02671522.2019.1646795>

- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press 2001.
- Chall, J. S. (1983). *Stage of Reading Development*. McGraw-Hill.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *Sage Publications, Inc.*
- Damrah, Yani, M., & Ikra. (2024). *Vocabulary Development Strategies in Indonesian Language Learning in Elementary Schools*. 8(4), 2664–2673. <https://doi.org/10.58258/jisip.v7i1.7599/http>
- Department for Education United Kingdom. (2023). ‘The national curriculum in England. Framework document, September 2013’ London: Department for Education. *Department of Education, United Kingdom, July*. https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf
- Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9(2), 167–188. https://doi.org/10.1207/s1532799xssr0902_4
- Ehri, L. C. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning. *Scientific Studies of Reading*, 18(1), 5–21. <https://doi.org/10.1080/10888438.2013.819356>
- Ehri, L. C. (2020). The Science of Learning to Read Words: A Case for Systematic Phonics Instruction. *Reading Research Quarterly*, 55(S1), S45–S60. <https://doi.org/10.1002/rrq.334>
- Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. In *Reading and Writing Quarterly* (Vol. 14, Issue 2). <https://doi.org/10.1080/1057356980140202>
- Friedberd, C., Mitchell, A., & Brook, E. (2017). Understanding Academic Language and Its Connection to School Success. *Education Digest*, 82(6), 58–62.
- Good, R. H., Kaminski, R. A., Shinn, M., Bratten, J., Shinn, M., Laimon, D., Smith, S., & Flindt, N. (2004). Technical Adequacy of DIBELS: Results of the Early Childhood Research Institute on Measuring Growth and Development. (Technical Report, No. 7). Eugene, OR: University of Oregon.
- Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6–10.

<https://doi.org/10.1177/074193258600700104>

- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education Limited.
- Hoover, W. A., & Tunmer, W. E. (2020). *The Cognitive Foundations of Reading Acquisition* (pp. 41–84). https://doi.org/10.1007/978-3-030-44195-1_4
- Jamaludin, K. A., Alias, N., Mohd Khir, R. J., DeWitt, D., & Kenayathula, H. B. (2015). The effectiveness of synthetic phonics in the development of early reading skills among struggling young ESL readers. *School Effectiveness and School Improvement*, 27(3), 455–470. <https://doi.org/10.1080/09243453.2015.1069749>
- Jamie L. Metsala, & Linnea C. Ehri. (2021). Grapheme–Phoneme Knowledge Is Essential for Learning to Read Words in English. In *Word Recognition in Beginning Literacy* (1st Editio, pp. 13–50). Routledge. <https://doi.org/10.4324/9781410602718-6>
- Johnston, R., & Watson, J. (2005). Insight 17 A Seven Year Study of the Effects of Synthetic Phonics Teaching on Reading and. *Insight: Scottish Executive Education Department*, 1(17), 1–8.
- Laličić, A., & Dubravac, V. (2021). The Role of Reading in English Language Classrooms. *MAP Social Sciences*, 1(1), 23–36. <https://doi.org/10.53880/2744-2454.2021.1.1.23>
- Lee, H., Jung, G., & Lee, J. H. (2022). Simple view of second language reading: A meta-analytic structural equation modeling approach. *Scientific Studies of Reading*, 26(6), 585–603. <https://doi.org/10.1080/10888438.2022.2087526>
- Listyarini, A. A., Lintang Sari, A. P., & Emaliana, I. (2022). The Influence of English Phonemic Awareness to Reading Comprehension: A Study on Indonesian EFL Learners. *JEES (Journal of English Educators Society)*, 7(1). <https://doi.org/10.21070/jees.v7i1.1287>
- Lloyd, S., Wernham, S., & Jolly, C. (1998). *The phonics handbook*. http://content-jollyphonicsuk.cpdcollege.com/media/pdf/samplepages_phonics handbook.pdf
- Mcarthur, G., Sheehan, Y., Badcock, N. A., Francis, D. A., Wang, H. C., Kohnen, S., Banales, E., Anandakumar, T., Marinus, E., & Castles, A. (2018). Phonics training for English-speaking poor readers. *Cochrane Database of Systematic Reviews*, 2018(11). <https://doi.org/10.1002/14651858.CD009115.pub3>
- Meisani, D. R. (2022). Conditions for teaching English to young learners: Indonesian teachers' perspectives. *English Language Teaching Educational Journal*, 5(2), 119–128. <https://doi.org/10.12928/eltej.v5i2.4989> <http://journal2.uad.ac.id/index.php/elt>

ej/index

- Mlakar, H., Hirst-Plein, J., & Koch, M. J. (2024). Spelling error analysis in young English language learners from a German background: A comparison of three literacy intervention programmes. *Journal of the European Second Language Association*, 8(1), 131–147. <https://doi.org/10.22599/jesla.113>
- Mohajan, H. K. (2020). Quantitative Research: A Successful Investigation in Natural and Social Sciences. In *Journal of Economic Development, Environment and People* (Vol. 9, Issue 4). <https://doi.org/10.26458/jedep.v9i4.679>
- Nation, K. (2019). Children's reading difficulties, language, and reflections on the simple view of reading. *Australian Journal of Learning Difficulties*, 24(1), 47–73. <https://doi.org/10.1080/19404158.2019.1609272>
- Nuraini, F. A., Tirtawati, D., & Siswanto, A. (2025). Hubungan Kemampuan Fonologi dengan Phonological Awareness Pada Anak Prasekolah Usia 4-6 Tahun di Karanganyar. 6(1), 192–202.
- Perfetti, C. (2007). Scientific Studies of Reading Reading Ability : Lexical Quality to Comprehension Reading Ability : Lexical Quality to Comprehension. *Scientific Studies of Reading*, January 2012, 37–41.
- Pfost, M., Blatter, K., Artelt, C., Stanat, P., & Schneider, W. (2019). Effects of training phonological awareness on children's reading skills. *Journal of Applied Developmental Psychology*, 65(January), 101067. <https://doi.org/10.1016/j.appdev.2019.101067>
- Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. *The Reading Teacher*, 58(6), 510–519. <https://doi.org/10.1598/rt.58.6.2>
- Pinter, A. (2009). *Teaching Young Language Learners Communication in the Language Classroom*. Oxford University Press.
- Rokhman, M. F., Lintang Sari, A. P., & Perdhani, W. C. (2020). EFL learners' phonemic awareness: A correlation between English phoneme identification skill toward word processing. *JEES (Journal of English Educators Society)*, 5(2), 135–141. <https://doi.org/10.21070/jees.v5i2.467>
- Septianasari, L. (2019). Mother Tongue Issues and Challenge in Learning English As Foreign Language. *IJIET (International Journal of Indonesian Education and Teaching)*, 3(2), 204–214. <https://doi.org/10.24071/ijiet.v3i2.1941>
- Shenoy, S., Iyer, A., & Zahedi, S. (2024). Phonics-Based Instruction and Improvement in Foundational Reading Skills of Kindergartners in the Indian Schooling Context. *Early Childhood Education Journal*, 52(1), 73–85. <https://doi.org/10.1007/s10643-022-01396-1>

- Sundari, W. (2018). The Difficulties of Learning English for the Beginner English Learners. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 2(1), 34–41. <https://doi.org/10.14710/culturalistics.v2i1.2050>
- Torgerson, C., Brooks, G., Gascoine, L., & Higgins, S. (2019). Phonics: reading policy and the evidence of effectiveness from a systematic ‘tertiary’ review. *Research Papers in Education*, 34(2), 208–238. <https://doi.org/10.1080/02671522.2017.1420816>
- University of Oregon. (2020). *8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®): Technical Manual*. University of Oregon. <https://dibels.uoregon.edu/dibels8>
- University of Oregon. (2023a). *8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®): Administration and Scoring Guide, 2023 Edition*. University of Oregon. <https://dibels.uoregon.edu>
- University of Oregon. (2023b). *8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®): Benchmark Grade 1 Scoring Booklet*. University of Oregon. <https://dibels.uoregon.edu>
- Vadasy, P. F., & Sanders, E. A. (2021). Introducing grapheme-phoneme correspondences (GPCs): exploring rate and complexity in phonics instruction for kindergarteners with limited literacy skills. *Reading and Writing*, 34(1), 109–138. <https://doi.org/10.1007/s11145-020-10064-y>
- Vanderwood, M. L., Nam, J. E., & Sun, J. W. (2014). Validity of DIBELS Early Literacy Measures with Korean English Learners. *Contemporary School Psychology*, 18(4), 205–213. <https://doi.org/10.1007/s40688-014-0032-8>
- Wahyuni, N. T. (2022). Trial of Synthetic Phonics extended to Storybook Reading to Improve Reading Skills of Indonesian Third Graders Enrolled in a Bilingual School. *International Journal of Instruction*, 15(4), 1091–1112. <https://doi.org/10.29333/iji.2022.15458a>