

ABSTRAK

NADA RAHMATILLAH, 2025. SYNTHETIC PHONICS AND ITS EFFECTIVENESS IN IMPROVING EARLY ENGLISH READING SKILLS AMONG YOUNG LEARNERS. *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Siliwangi, Tasikmalaya.*

Penelitian ini bertujuan untuk menguji efektivitas metode Synthetic Phonics (Jolly Phonics) dalam meningkatkan keterampilan membaca awal bahasa Inggris pada siswa kelas IV SD di Tasikmalaya. Latar belakang penelitian ini adalah rendahnya kemampuan decoding, kesadaran fonemik, dan kelancaran membaca pada pembelajar EFL usia dini di Indonesia. Penelitian ini menggunakan desain pre-eksperimental one group pre-test post-test dengan delapan kali pertemuan, termasuk pre-test dan post-test menggunakan instrumen DIBELS 8th Edition Benchmark 1. Data dianalisis secara deskriptif dan inferensial menggunakan paired sample t-test dan perhitungan effect size. Hasil penelitian menunjukkan adanya peningkatan signifikan pada skor komposit dari 355,73 (pre-test) menjadi 366,27 (post-test) dengan nilai $t(21) = -2,904$, $p = 0,008$ dan effect size sedang (Cohen's $d = 0,619$). Analisis subtes menunjukkan peningkatan terbesar pada Phoneme Segmentation Fluency (PSF) dan Letter Naming Fluency (LNF), yang mencerminkan perkembangan signifikan dalam kesadaran fonemik dan pengenalan huruf. Temuan ini sejalan dengan teori Simple View of Reading (SVR), Stages of Reading Development (Chall), dan Orthographic Mapping (OM), serta penelitian terdahulu yang menegaskan pentingnya pembelajaran fonik sintetik untuk meningkatkan keterampilan membaca awal. Dengan demikian, Synthetic Phonics terbukti efektif sebagai pendekatan berbasis bukti untuk meningkatkan kemampuan membaca awal bahasa Inggris siswa EFL di Indonesia.

Kata kunci: *Fonik Sintetik, Keterampilan Membaca Awal Bahasa Inggris, Kesadaran Fonemik, Decoding, Pembelajaran EFL Usia Dini.*

ABSTRACT

NADA RAHMATILLAH, 2025. **SYNTHETIC PHONICS AND ITS EFFECTIVENESS IN IMPROVING EARLY ENGLISH READING SKILLS AMONG YOUNG LEARNERS.** English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

This study aims to examine the effectiveness of the Synthetic Phonics (Jolly Phonics) method in improving early English reading skills for fourth-grade elementary school students in Tasikmalaya. The background of this study is the low decoding ability, phonemic awareness, and reading fluency of early EFL learners in Indonesia. This study used a pre-experimental one-group pre-test post-test design with eight treatments, including pre-test and post-test using the DIBELS 8th Edition Benchmark 1 instrument. Data were analyzed descriptively and inferentially using a paired sample t-test and effect size calculation. The results showed a significant increase in the composite score from 355.73 (pre-test) to 366.27 (post-test) with a $t(21) = -2.904$, $p = 0.008$, and a moderate effect size (Cohen's $d = 0.619$). Subtest analysis showed the greatest improvement in Phoneme Segmentation Fluency (PSF) and Letter Naming Fluency (LNF), reflecting significant development in phonemic awareness and letter recognition. These findings are in line with the Simple View of Reading (SVR), Stages of Reading Development (Chall), and Orthographic Mapping (OM) theories, as well as previous research that confirms the importance of synthetic phonics learning to improve early English reading skills. Thus, Synthetic Phonics proved to be effective as an evidence-based approach to improve EFL students' English early reading skills in Indonesia.

Keywords: Synthetic Phonics, Early English Reading Skills, Phonemic Awareness, Decoding, Young EFL Learners.