
PHONICS INSTRUCTION WITH STORYTELLING TOWARD LEARNING TO READ AND ORAL LANGUAGE DEVELOPMENT

Ahmad Syarif, Yetti Supriyati, Zulela

State University of Jakarta, Indonesia

E-mail: ahsyarif16@gmail.com

Received: 17th Oktober 2019; Revised: 28th November 2019; Accepted: 28th December 2019

Abstract

This study aims to examine the influence of phonics instruction with storytelling toward the students' learning to read and the influence of phonics instruction with storytelling toward the students' oral language development at first grade in elementary school. The subject of research is the first students at class A and class B at SDN Siliwangi that located in Bogor. The approach of this research is quantitative and the method used quasi-experiment. The design of this research used Nonequivalent Groups Posttest-Pascatest with a purposive sample technique. The total samples were 60 students of first grade in SDN Siliwangi that are divided into two classes. The class control is 30 students, and the experiment class is 30 students. The data were collected through the test, namely test for measuring learning to read and test for measuring oral language development. The result of research finds out that phonics instruction with storytelling was better than conventional learning toward students' learning to read and oral language development. The novelty of this research shows that students pronounced the simple text easier, fluency, and communicative when they described their idea orally after given phonics instruction with storytelling. The second novelty of this result found that phonics instruction was effective when the teacher at elementary school facilitates students' level from the beginning until the advanced level. The teacher should be implemented this instruction for helping students' low achievement, especially for improving students' oral language development. Finally, this result should be developed so that it more perfect and more practice.

Keywords: phonic instruction; storytelling; learning to read; oral language development

Abstrak

Studi ini bertujuan untuk menguji pengaruh instruksi fonik dengan mendongeng terhadap pembelajaran membaca siswa dan pengaruh instruksi fonik dengan mendongeng terhadap perkembangan bahasa lisan siswa di kelas satu di sekolah dasar.. Subjek penelitian adalah siswa pertama di kelas A dan kelas B di SDN Siliwangi yang berlokasi di Bogor. Pendekatan penelitian ini adalah kuantitatif dan metode yang digunakan eksperimen semu. Desain penelitian ini menggunakan Nonequivalent Groups Posttest-Pascatest dengan teknik sampel purposive. Total sampel adalah 60 siswa kelas I di SDN Siliwangi yang dibagi menjadi dua kelas. Kontrol kelas adalah 30 siswa dan kelas eksperimen adalah 30 siswa. Data dikumpulkan melalui tes, yaitu tes untuk mengukur pembelajaran membaca dan tes untuk mengukur perkembangan bahasa lisan. Hasil penelitian menemukan bahwa pengajaran fonik dengan mendongeng lebih baik daripada pembelajaran konvensional terhadap pembelajaran membaca dan pengembangan bahasa lisan siswa. Kebaruan dari penelitian ini menunjukkan bahwa siswa mengucapkan teks sederhana lebih mudah, lancar, dan komunikatif ketika mereka menggambarkan ide mereka secara lisan setelah diberi instruksi fonik dengan mendongeng. Kebaruan kedua dari hasil ini menemukan bahwa pengajaran fonik efektif ketika guru di sekolah dasar memfasilitasi tingkat siswa dari awal hingga tingkat lanjutan. Guru harus mengimplementasikan instruksi ini untuk membantu siswa berprestasi rendah, terutama untuk meningkatkan pengembangan bahasa lisan siswa. Akhirnya, hasil ini harus dikembangkan sehingga lebih sempurna dan lebih banyak latihan.

Kata kunci: Instruksi fonik; Bercerita; Belajar membaca; Perkembangan bahasa lisan

How to Cite: Syarif, A. Supriyati, Y., Zulela. (2019). Phonics Instruction with Storytelling Toward Learning to Read and Oral Language Development. *TARBIYA: Journal of Education in Muslim Society*, 6(2), 210-219. doi:10.15408/tjems.v6i2.14322.

Permalink/DOI: <http://dx.doi.org/10.15408/tjems.v6i2.14322>

Introduction

Qur'an is one of the bases of Islam education. It contains the values of Qishash (story) (Hasibuan, 2015:32) where the examples of values were followed in the story, such as the story of humans ago, Qarun's story, Moses Story, etc. (Yunus, 1990:36). The stories such as in the Qur'an could be a motivated listener or reader and could take advice from it (Dalimunthe, 2016:275). This story (Qisah) also are used by Rasulullah to educate his followers because it gives several benefits (Subri, 2014:145). Storytelling method (Qashash) can be used to teach history or story. The method of storytelling (Qashash is the way how to educate human being, and it is very popular in Islam education (Khalil, 2004:435). This method can be implemented in teaching language, especially reading skills.

Reading is the way how human being understands their life. Therefore, the role of Islamic education has to teach and guide the children for reading (Musthafa, 2010:121). Reading became an important part of enhancing economic, social, culture, and technology. In fact, the condition of Indonesian literacy achievement was low, especially in reading based on PISA in 2009 that the rank of learners' Indonesian is 32nd with the score of 57 and the results of PISA in 2012 shows that Indonesian learners' ranks 64 with the score is 396 of 496 OECD average (Dewi Utama F, 2016). The news result of PISA (OECD, 2018) findings show that the score of Indonesian reading literacy is 371 of 487 average or it is the same as with the result of PISA in 2000 (18 years ago).

The PISA results would certainly be the indicator of Indonesian students' literacy ability so that formal education needs to improve it. One of the prominent keys to solving it is the teacher (Fahriany, 2014). The matter of fact, based on the observation in the first class at SDN

Siliwangi found that teacher instruction was a boring, passive student, ineffective strategy of the teacher. The problem can be solved by implementing the phonic instruction with storytelling because it is very interesting. If the children are interested in learning, especially in learning to read and oral language development, they are going to study harder (Okta Rosfiani, Ma'ruf Akbar, 2019:47-57). The purpose of this study is to know the influence of phonics instruction with storytelling toward learning to read and oral language development.

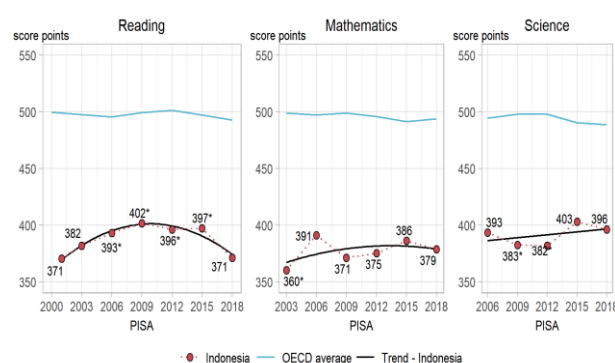


Figure 1. The news result of PISA

The formulation of the study is how the influence of phonics instruction with storytelling toward learning to read and how the influence of phonics instruction with storytelling toward students' oral language development.

The first formal education that teaches them to learn literacy in learning to read and oral language development is the primary school. Kuntarto (2013:43) said that learning to read and oral language development is the major program oriented to kids in early grades of the elementary. Learning to read is the best predictor of how reading comprehension can be mastered by children (Hamid, 1990:821, James & Diane, 2004:92, Jain & Patel, 2008: 120). Learning to read is the activity of how to read loudly phoneme, letter-sound correspondence, and understand the meaning of the letter or text. Giving the prereading experience both *hijaiyyah* letter or not could be implemented to children

because it has very important (Wulandari, 2017:1). There are three competencies of reading for first grade, namely: read loud syllables and words with right sound; reading aloud a simple sentence with proper intonation and pronunciation, and read several simple sentences consisting of 3-5 words with the right intonation. (Kebudayaan, 2012:6)

Djiwandono (2011:123) specifically said that the indicators of pronunciation in learning to read include fluency, clarity, and accuracy.” Details of these capabilities as follow table 1.

Table 1. Learning to Read Ability

No.	Learning to readability	Learning to read word, phrase, and sentences
1	Clarity	The overall pronunciation of the language and its parts sounded clear and did not doubt or give rise to misunderstanding
2	Fluency	The overall language without disturbing the prolonged pause
3	Accuracy	The overall language disclosed appropriately

Learning to read has many functions, namely, it increases student literacy about the structure of literature, develops the structure of the story, and aware of the kinds of sound. Develop a story structure that can be done either oral or written. Orally can be done to develop children's oral language development (Klein, M.L., Peterson, S., & Simington, 1991:29) because of oral language related to children reading (Massey, 2013:126).

Fisher & Frey (2017:3) said that several elements of oral language development could be used for children, namely knowledge of beginning vocabulary, morphological knowledge, pragmatic knowledge, and phonological knowledge. It is the way how humans communicate, and it can be reached by using storytelling. The teacher can be use storytelling with expression, tone, body language to students' interest (PDST, n.d., 13).

Because learning to read and oral language are important for children, the teacher should use creative and innovative strategy, such as combine phonics instruction with storytelling. Many researchers focus on storytelling combined with other instruction strategies because it can develop children's knowledge using language components and language skills. This problem can be solved by combining the storytelling with phonics instruction for oral language development and learning to read because “phonics instruction can be taught in an integrated literacy strategy” (Development, 2009:22). The novelty of this research is new and innovative based on the research that phonic instruction supports the children on how to integrate their knowledge and language skills such as reading and writing(Phajane, 2014). One of the skills is oral language. So, this research combines phonics instruction with storytelling so that children find out not only learning to read but also their oral language development. The storytelling has many steps, namely tell the story, share the content of the story, and communicate with students' knowledge (Mokhtar, Farida, Halim, Zurina, & Kamarulzaman, 2011:165). This strategy can improve student comprehension in reading (Hemmati, 2015:1482).

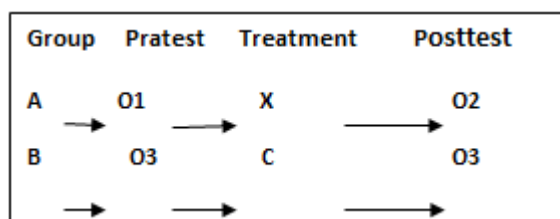
The concept of phonics instruction is the way how to teach the student in learning to read (Smart, 2016:145). Phonic instruction uses these activities, namely segmenting, blending, and manipulating words (Maddox, 2013:11). This research uses three activity of phonics instruction, namely synthetic phonic (a part-to-whole approach), Analytic phonics (starts at the word level), and Analogy phonics (starts from students' known in their writing) (Development, 2009:15).

Ehri & Flugman (2018:425) said that phonics instruction was effective and significantly improved kindergarten and first-grade children's in mastering learning to read,

spelling the word, and specialized knowledge. Today, it is significantly discussed by educators about how to teach children to read (Sitthitikul, 2014:32) and students' oral language development because it support language skills (reading, speaking, listening, writing) and language components (vocabulary, syntactic knowledge, and narrative discourse processes) (Graham, 2012: 222).

Method

The method of this research used the Quasi Experiment with Nonequivalent Groups Pretest-Posttest design and purposive sample technique. The total of the sample was 60 students. Thirty students in class A used phonics instruction with storytelling as experiment class, and Thirty students in class B used conventional instruction as control class. This research was implemented at SDN Siliwangi located in Cigombong, Bogor district. The design can be seen as following figure 2.



Description :

- A = experimental group
 - B = control group
 - O1 = pre-experiment group
 - O2 = posttest of the experimental group
 - O3 = pretes the control group
 - O4 = post-test control group
- (Millon, 2011:342).

Figure 2. Non-equivalent groups research design pretest-posttest

The instruments of the test divided into two categories, the fist is the learning to read test, and the second is the oral language development test. Data collection techniques used the test based on the indicator of reading and oral language development aspects.

Data processing technique assisted with Anates version 4 to see whether the instrument is valid, reliable, practical, efficiently. Meanwhile, the data analysis techniques are helped with the SPSS 20. Because this research aims to know the influence of phonics instruction with storytelling towards learning to read and oral language development, the data are collected from pretest and posttest focused on the normality, homogeneity, and t-test to see the difference of influence of these strategies instruction.

Results and Discussion

The result of phonics instruction with storytelling in experiment class and conventional instruction in control class, as follows in table 3.

Table 2. Pretest and posttest of learning to read results in the experiment and control class

Values	Eksperimen				Category
	N	Xmin	Xmaks	\bar{X}	
Pretest	30	71	80	77	Good
Posttest	30	79	88	85	Good
N-Gain				0,40	Medium
Values	Control				Category
	N	Xmin	Xmaks	\bar{X}	
Pretest	30	71	81	78	Good
Posttest	30	78	87	84	Good
N-Gain				0,30	Medium

The average of students' scores who learn to read at the experiment class was 77 and 85 after given the treatment by applying the phonic instruction with storytelling. Meanwhile, the control class also increase from the average of learning to read 78 and 84 after given conventional instruction. The result of learning to read at the experiment class was more successful than the control class because the phonic instruction improves learning to read (Smart, 2016) and storytelling supported the phonic instruction in learning to read. Mokhtar et al. (2011) findings show that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words. Students also develop their vocabulary and learn when and where to use

certain words and phrases. Besides, Wallin (2015) findings show that teachers have a positive attitude towards Storytelling since they experience that their students benefit from this in their language development and overall motivation in school.

The second result was oral language development data after a teacher used phonics instruction with storytelling in the experiment class and conventional instruction in the control class as following table 3.

Table 3. Pretest and posttest of oral language development results in the experiment and control class

Value	Experiment				Control			
	N	X	X	Cat	N	X	X	Catego
		<i>m</i>	<i>m</i>	χ		<i>m</i>	<i>m</i>	<i>X</i>
		<i>i</i>	<i>as</i>	<i>ry</i>		<i>in</i>	<i>a</i>	<i>ry</i>
		<i>n</i>				<i>x</i>		
Pretest	3	3	8	5	3	3	8	5
	0	0	0	7	0	0	0	6
Posttest	3	6	9	7	3		8	6
	0	0	0	7	0	4.	5	3
					0			
N-Gain				0	0.30			Mediu
				.8				m
				0				

The maximum value of the ideal = 100

The average of students' scores who learn oral language development at experiment class was 57 and 77 after given the treatment by applying the phonic instruction with storytelling. However, the control class did not increase significantly from the average of oral language development was 56 and 63 after given conventional instruction. This results because storytelling supports oral language development. Farzaneh Khodabandeh, (2018) findings show that storytelling affected to improve oral language. Not only oral language, but storytelling also motivates the students (Miller & Pennycuff, 2008) and they develop language skills in autonomous (Kirsch, 2016). The illustration diagram either pretest or posttest average score, as follow figure 3.

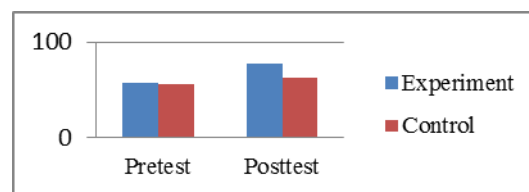


Figure. 3 The increasing average of pretest and posttest in oral language development

After the data were collected both pretest and posttest in mastering oral language development and learning to read, then these were conducted the normality test, it can be specified in the following table 4.

Table 4. The normality test results of pretest-posttest learning to read in the experiment and control class

No.	Data	χ^2_{count}	$\chi^2_{table-ks}$	Result
1	Pretest experiment class	0.128	≤ 0.242	Normal
2	Pretest control class	0.125	≤ 0.242	Normal
3	Posttest experiment class	0.203	≤ 0.242	Normal
4	Posttest control class	0.168	≤ 0.242	Normal

Based on the table above, $\chi^2 (0,128, 0,125, 0,203, 0,168) \leq \chi^2_{table-ks} (0,241)$ from 30 students in the experiment and 30 students in the control, the normality test results both pretest and posttest in learning to read were normal.

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

No.	Data	χ^2_{count}	$\chi^2_{table-ks}$	Results
1	Pretest experiment class	0.124	≥ 0.242	Normal
2	Pretest control class	0.168	≥ 0.242	Normal
3	Posttest experiment class	0.153	≤ 0.242	Normal
4	Posttest control class	0.158	≤ 0.242	Normal

Based on the table 5, $\chi^2 (0,124, 0,168,0,153,0,158) \leq \chi^2_{table-ks} (0,241)$ from 30

students in the experiment and 30 students in the control, the normality test results both pretest and posttest in oral language development were normal.

The next step is the homogeneity test both pretest-posttest in learning to read and oral language development in the experiment class and control class. These results can be summarized as following table 6.

Table 6. The homogeneity test results of pretest-posttest learning to read in the experiment class and control class

No.	Data	F _{count}	F _{table}	Result
1.	experiment class & control class pretest	1.17	1.95	Homogeneous
2.	experiment class & control class posttest	1.053	1.95	Homogeneous

Based on table 6, $F_{count} (1.17, 1.053) < F_{table} (1.95)$ from 30 students in the experiment and 30 students in the control, the homogeneity test results both pretest and posttest in learning to read were homogenous.

Table 7. The homogeneity test results of pretest-posttest oral language development in the experiment class and control class

No	Data	F _{count}	F _{table}	Result
1.	experiment class & control class pretest	1.35	1.875	Homogeneous
2.	experiment class & control class posttest	2.86	1.875	Heterogeneous

Based on table 7, $F_{count} (1.35, 2.86) < F_{table} (1.875)$ from 30 students in the experiment and 30 students in the control, the homogeneity test results both pretest and posttest in the oral language development were homogenous.

The last step used the T-test for answering the research hypotheses both students' ability differentiation taught by the phonic instruction with storytelling and conventional instruction

toward learning to read and oral language development. The results of pretest-posttest in learning to read can be presented in the table 8.

Table 8. The learning to read T-test results of pretest-posttest in the experiment class and control class

No.	Data	t _{count}	t _{table}	Result
1.	experiment class & control class pretest	1.190	2.00	There was not different
2.	experiment class & control class posttest	1.463	2.00	There was not different

Based on table 8, $T_{count} (1.190, 1.463) < T_{table} (2.002)$ from 30 students in the experiment and 30 students in the control, the T-test results from both pretest and posttest in learning to read were not different.

Table 9. The oral language development T-test results of pretest-posttest in the experiment class and control class

No	Data	t _{count}	t _{table}	Results
1.	experiment class & control class pretest	0.151	0.200	There was not different
2.	experiment class & control class posttest	5.089	0.200	There was different

Based on table 9, T_{count} in the experiment and control class pretest was $0.151 < T_{table} (2.002)$ from 30 students in the experiment and 30 students in learning to read was not different. On the other hand, Based on the table above, T_{count} in the experiment and control class posttest was $5.089 < T_{table} (2.002)$ from 30 students in the experiment and 30 students in the oral language development was different or the phonic instruction with storytelling effected toward oral language development (Tanni, 2015) because the storytelling technique connected students' daily life and it improved their competencies in reading (Azkiyah, 2015), and they gave stimulus with questions (Anasy, 2016:

53-63). Besides, the good school facilities were good influenced the quality of learning (Ahmad Faizuddin, Tumin An-Nuaimy, 2016) and integrated teaching on Kurikulum 2013 needed to improve literacy (Abidin, 2014:110).

Generally, the learning to read the result of the experimental class after applied the phonic instruction with storytelling increased the average value increased from 76 to 84. On the other hand, the result of the posttest learn to read in the control class is not significantly different, where the average value is 83 smaller than the experiment class. Learning to read with implementation phonic instruction increases reading ability (Thaen-nga & Leenam, 2016). The result of learning to read increased from pretest results with N-Gain 0.30 (medium category). There are some difficulties of pronunciation students when they mastered learning to read, such as they did the omission of letters, syllables, and words ending, the addition of sound, the replacement of the letter, the reversal of letters or syllables, and ignore punctuation. It is the same as the Keller result that the students' difficulties in learning to read are omission, overgeneration, adding the sound, and exchanged the sound (Keller, 2009:12). The phonic instruction with storytelling did not influence students' in learning to read because they have been mastered letter-sound correspondence and meaning of the word in kindergarten. If the students studied reading sufficiently, they had good opportunities in learning at school (Shamatov, 2015:105-116) because they could convey the meaning from the could improve their reading skills (Hayin Azizah, 2017) and they have motivation in learning (Miller & Pennycuff, 2008:37).

The posttest results of learning to read statistically did not give meaning because the phonic instruction with storytelling is no more effect on the improvement of learning to read than the control class. However, the result of the

posttest of oral language development in the experiment class was increasing where the average was 80, with the maximum score was 90, and the lowest score was 60. The result of the calculation using the Excel program was N-Gain 0.8 (height). On the contrary, the results of the posttest of oral language development were 63, which gave the meaning that phonics instruction with storytelling can improve students' oral language development significantly. These results from these differentiations could be caused by the instruction process that involves a variety of language games in the form of the word when the teacher told the experiment class. The result indicated that the teacher had the professional skill (Fauzan, 2017:150-161) because she gave the stimulus that improves the cognitive of the student (Nuraida, 2017:54-62).

Besides, the involvement of media in the experimental class, namely word cards, images, and realia, also greatly affected the result of increasing oral language development in the experimental class. The word card as the reading media was a significant increase (Fatimah, 2012:115). the last, when the teacher asked students, and they can answer her question, and she gave the reinforcement verbally and nonverbally. her strategy improves good habits in reading (Usman, 2001:80)

Conclusion

The results of the learning to read using phonics instruction with storytelling and conventional instruction was the same result because they had studied learning to read at kindergarten so that they only practice repeatedly when they studied at first class. On the other hand, oral language development using phonics instruction with storytelling was significantly influence or better than conventional instruction. The phonic instruction with storytelling was more effective for improving oral language

development because students stimulated active and interested. The novelty of this research was the students pronounce easier, fluency, and communicative when they described their idea orally.

The second novelty of this result found that phonics instruction was effective when a teacher at elementary school implemented it, especially for a student who finds low achievement because phonics instruction can facilitate their level from the beginning until advanced level. It was more little students who had a problem in learning to read when they were taught by phonics instruction.

The integrated phonics instruction with storytelling was also effective when the teacher taught students' oral language development because they were allowed to listen, answer the question, and time efficiently to mastering it. students were enthusiastic when they followed phonics instruction with storytelling because the teacher told the interesting story with expression, tone, and body language.

The media can be used when the teacher told the story were pictures, word cards, and puppets so that the student seriously listen and understand the material and they are interested in giving the question, answering teacher's question, and sharing their experiment.

References

- Abidin, Y. (2014). Optimalisasi Penerapan Model Penilaian Otentik untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *TARBIYA*, 1(April).
- Ahmad Faizuddin, Tumin An-Nuaimy, M. I. (2016). An Analysis of Factor Influencing Parents in The Selection of Schools. *T*, 3(1), 90–95.
- Anasy, Z. (2016). HOTS (Higher Order Thinking Skill) In Reading Exercise. *TARBIYA*, 3(1), 51–63.
- Azkiyah, S. N. (2015). English Teachers' Teaching Quality in Madrasah in Jakarta and Banten Based on the Dynamic Model of Educational Effectiveness. *TARBIYA*, 2(1), 35–46.
- Dalimunthe, S. (2016). Metode Kisah dalam Perspektif Al-Quran. *Jurnal Tarbiyah*, 23(2), 275.
- Development, N. D. of E. and T. L. and. (2009). *Literacy teaching guide: Phonics Phonics Literacy teaching guide: Phonics*. NEALS.
- Dewi Utama F, D. (2016). *Panduan Gerakan Literasi Sekolah di SD*. Jakarta: Direktorat Pembinaan SD Kemendikbud.
- Djiwandono, S. (2011). *Tes bahasa: pegangan bagi pengajar bahasa*. Jakarta: Indeks.
- Ehri, L. C., & Flugman, B. (2018). Mentoring teachers in systematic phonics instruction: effectiveness of an intensive year-long program for kindergarten through 3rd-grade teachers and their students. *Reading and Writing*, 31(2), 425–456. <https://doi.org/10.1007/s11145-017-9792-7>
- Fahriany. (2014). Teacher Education In Indonesia (An Account on the Development and Programs to Improve the Professional Qualification and the Competence of Indonesia Teaching Personnel). *TARBIYA*, 1(February).
- Farzaneh Khodabandeh. (2018). The Impact Of Storytelling Techniques Through Virtual Instruction On English Students ' Speaking Ability. *Teaching English with Technology*, 18(1), 24–36.
- Fatimah. (2012). *Pengaruh penggunaan media Kartu kata dalam meningkatkan membaca permulaan dan motivasi siswa*. Universitas Pendidikan Indonesia.
- Fauzan, B. (2017). Curriculum Analysis of Teacher Professional Education Program (PPG) of Islamic Education In Indonesia.

- TARBIYA, 4(2), 148–161.
<https://doi.org/10.15408/tjems.v4i2.6400>
- Fisher, D., & Frey, N. (2017). Developing Oral Language Skills in Middle School English Learners. *Reading & Writing Quarterly*, 0(0), 1–18.
<https://doi.org/10.1080/10573569.2017.1318428>
- Graham, S. (2012). *Teaching Elementary School: Students to be Effective Writers*. NCEC.
- Hasibuan, M. (2015). *Nilai-nilai Pendidikan Karakter dalam Kisah Al Quran* (p. 36). p. 36. Yogyakarta: UIN Sunan Kalijaga.
- Hayin Azizah, F. (2017). The Relationship Between Students' Text Genre Awareness and Critical Thinking Disposition with Their Reading Comprehension. *TARBIYA*, 4(1), 104–113.
- Hemmati, F. (2015). The Effect of Teachers' Storytelling and Reading Story Aloud on the Listening Comprehension of Iranian EFL Learners. *Theory and Practice in Language Studies*, 5(7), 1482–1488.
- Kebudayaan, B. P. S. D. M. P. dan K. dan P. M. P. K. P. dan. (2012). *Karakteristik perkembangan bahasa anak*. Jakarta.
- Keller, H. (2009). *Panduan remedial bahasa indonesia dan matematika untuk siswa dengan kesulitan belajar*. Indonesia: Usaid Indonesia.
- Khalil, M. (2004). *Studi Ilmu-Ilmu al-Qur'an*. Bogor: Litera Antar Nusa.
- Kirsch, C. (2016). Developing language skills through collaborative storytelling on iTEO. *Literacy Information and Computer Education Journal*, 6(2), 2254–2262.
- Klein, M.L., Peterson, S., & Simington, L. (1991). *Teaching reading in the elementary grades*. USA: ALLYN AND BACON.
- Kuntarto, E. (2013). *Pembelajaran Calistung*. Jambi: Eone.
- Maddox, K. (2013). Whole Language Instruction vs . Phonics Instruction : Effect on Reading Fluency and Spelling Accuracy of First Grade Students. *Georgia Educational Research Association Annual Conference*. Savannah, Georgia.
- Massey, S. L. (2013). *From the Reading Rug to the Play Center: Enhancing Vocabulary and Comprehensive Language Skills by Connecting Storybook Reading and Guided Play*. 125–131.
<https://doi.org/10.1007/s10643-012-0524-y>
- Miller, S., & Pennycuff, L. (2008). The Power of Story: Using Storytelling to Improve Literacy Learning. *Journal of Cross-Disciplinary Perspective S in Education*, 1(1), 36–43.
- Millon, S. &. (2011). *Research in education: a conceptual introduction*. USA: Longman. Inc.
- Mokhtar, N. H., Farida, M., Halim, A., Zurina, S., & Kamarulzaman, S. (2011). The Effectiveness of Storytelling in Enhancing Communicative Skills. *Procedia Social and Behavioral Science*, 18, 163–169.
<https://doi.org/10.1016/j.sbspro.2011.05.024>
- Musthafa, F. (2010). *Kurikulum Pendidikan Anak Muslim*. Surabaya: Pustaka Elba.
- Nuraida. (2017). The Effect of Creative Teaching Technique to Create Problem-Solving Ability in Students. *TARBIYA*, 4(1), 53–62.
- OECD. (2018). *Programme For International Student Assessment (PISA) Results From PISA 2018 (Volume I-III)*. Paris.
- Okta Rosfiani, Ma'ruf Akbar, A. N. (2019). Assesing Student Social Studies Learning: Effects of Learning Environment, Inquiry, and Student Learning Interest. *TARBIYA*, 6(1), 46–57.
- PDST. (n.d.). *Five Components of Effective Oral Language Instruction*.
- Phajane, M. H. (2014). *Introducing Beginning Reading Using Phonics Approach*.

- Mediterranean Journal of Social Sciences*, 5(10), 477–483. <https://doi.org/10.5901/mjss.2014.v5n10p477>
- Shamatov, D. (2015). Promoting Children's Reading in Kyrgystan. *TARBIYA*, 2(2), 105–116.
- Sitthitikul, P. (2014). Theoretical Review of Phonics Instruction for Struggling / Beginning Readers of English. *PASAA*, 48(December), 114.
- Smart, O. (2016). Phonic Method: A Strategy Towards Enhancing Learning Retention In Basic Literacy Programme Of Ondo State , NIGERIA. *International Journal of Education and Research*, 4(6), 143–152.
- Subri. (2014). Teori Belajar Perspektif Pendidikan Islam. *Jurnal Qathruna*, 1(1), 152.
- Tanni, Z. A. I. (2015). Storytelling as an Aid in Promoting Oral Proficiency of Grade Eleven Students From Teachers' Perspectives in Tulkarm District. *US-China Foreign Language*, 13(10), 710–722. <https://doi.org/10.17265/1539-8080/2015.10.004>
- Thaen-nga, J., & Leenam, W. (2016). The Use of Phonics Instruction To Enhance Students ' Reading Ability: A Case Study of Grade 3 Students At Nam Yuen School , Nam Yuen District , Ubon Ratchathani. *International Journal of Research*, 4(10), 65–71. <https://doi.org/10.5281/zenodo.164923>
- Usman, U. M. (2001). *Menjadi guru profesional*. Bandung: PT Rosda Karya.
- Wallin, J. (2015). *Examensarbete i fördjupningsämnet Engelska och lärande Storytelling and language development*.
- Wulandari, Y. (2017). Upaya Meningkatkan Minat Baca Tulis Al-Qur'an pada Anak Usia Dini di Taman Kanak-Kanak Islam Al-Azhar 15 Surabaya Tadarus. *Jurnal Pendidikan Islam*, 6(2).
- Yunus, M. (1990). *Sejarah Pendidikan Islam*. Jakarta: PT Hidakarya Agung.