

**THE EFFECT OF PHONICS INSTRUCTION ON THE
READING ACCURACY OF THE SECOND GRADE
ELEMENTARY STUDENTS**

A THESIS

**In Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan* Degree
in English Language Teaching**



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2017

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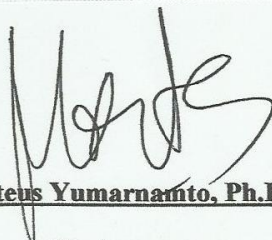
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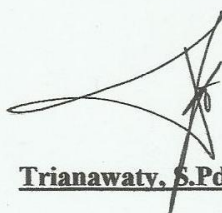
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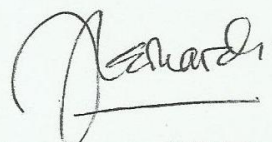
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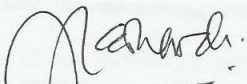
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank to God because of His guidance and blessings during thesis writing process so the writer could finish her thesis. The writer would also like to express her greatest gratitude to all people who have helped and supported her during the completion of this thesis, especially, to:

1. Johanes Leonardi Taloko, M.Sc., the writer's advisor, who has patiently guided the writer and also given his time, ideas, and suggestions in making the thesis from the beginning until the end.
2. Sr. Bernadheta Wiwik Tiyani, MC., the headmaster of elementary school where the writer conducted the experiments, who gave permission to the writer to administer the experiments.
3. Anastasia Ditya, R., S.S., an English teacher of the elementary school where the writer conducted the experiments, who has willingly given her time so the writer could administer the experiments in her three classes and provided all the writer's needs during the experiments.
4. All students of the 2A, 2B, and 2C classes batch 2016-2017 who have been nicely and actively participated in every the writer's treatments.
5. Mateus Yumarnamto, Ph.D. and Trianawaty, S.Pd., M.Hum., the writer's examiners, have given their ideas and suggestions to improve the writer's thesis better.
6. Hoegeline Debby I. N. and Yosefina Fernandes N., who have willingly shared their time for doing triangulation for the writer's thesis.

7. Prof. Dr. Veronica L. D., M.Sc., Siti Mina Tamah, Ph.D., Carina Lau Febryani, S.Pd., and Chinthia Frilly, S.Pd., who have helped the writer a lot in analyzing data, gave ideas about the writer's instruments.
8. The writer beloved parents and sister who have supported and given motivation during the thesis making process. They also have encouraged the writer when the writer was struggling with her thesis by asking "When will you graduate?"
9. Kornelius Setyadi Santoso, the writer's always-be-there partner, who has listened the writer's complaining during the thesis making process and sometimes given unpredictable suggestions to the writer. He has also entertained the writer whenever the writer was down with his funny face.
10. The writer's unique best friends, "Shitties" namely Maria Natasha B.D.R., Treesia Agnes Hadi, Anastasia Angga and Hoegeline Debby I.N., who have supported each other and been upside down together, cheered up the writer when the writer was bored doing her thesis.
11. "Wimakids teachers", who helped the writer in making the instruments (making book, cutting papers, sticking pictures) without them the writer must have been exhausted preparing her instruments alone.

Surabaya, May 2017

The Writer

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ABSTRACT

Koronka, Maria Agustina. 2017. *The Effect of Phonics Instruction on the Reading Accuracy of Second Grade Elementary Students*. S-1 Thesis, English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisor: Johanes Leonardi Taloko, M.Sc.

Reading is one of important skills to master English. There are many techniques that can be applied to teach reading in the classroom, yet by applying the effective technique for teaching reading will be able to improve students' reading ability. Based on the writer's experience and observation, the elementary English teacher whom the writer observed, tended to use conventional technique in teaching reading - whole language. Therefore, the writer administered a quantitative study to compare the effect of phonics instruction and whole language on the reading accuracy of second grade elementary students.

This study was conducted in the private elementary school in Surabaya. Two techniques were used; Phonics Instruction and Whole Language Instruction. The techniques were applied in different classes to find out whether there is significant difference between reading accuracy of second grade elementary students who are taught Phonics Instruction and students who are taught Whole Language Instruction will be accepted or not.

The result of the T-test: two samples assuming unequal variances showed that t-stat was lower than t-critical ($0.490 < 2.014$). Therefore the null hypothesis was accepted which stated there is no significant difference between reading accuracy of second grade elementary students who are taught Phonics Instruction and students who are taught Whole Language Instruction. In this study the treatments were only done in three times, the writer suggested to conduct six or more treatments for the further studies to get better result and more insight of the process.

Keywords: Phonics Instruction, Whole Language Instruction, Reading Accuracy.