

# Teachers' Beliefs for Using Phonics to Develop Kindergarten School Students' Reading

Deana Kharisma<sup>1</sup>, Dila Charisma<sup>2</sup>, Hanif Nurcholish Adiantika<sup>3</sup>.

<sup>1</sup>Universitas Muhammadiyah Cirebon ; [deankharisma089@gmail.com](mailto:deankharisma089@gmail.com)

<sup>2</sup>Universitas Muhammadiyah Cirebon ; [deela1985@gmail.com](mailto:deela1985@gmail.com)

<sup>3</sup>Universitas Muhammadiyah Cirebon ; [hanifadiantika@gmail.com](mailto:hanifadiantika@gmail.com)

DOI: <https://doi.org/10.32528/isssh.v2i1.133>

\*Correspondence: Deana Kharisma

Email: Correspondence Email

Published: Agustus, 2022



**Copyright:** © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** This study can further initiate valuable implications for teachers' belief on how teachers' performers with pedagogic competence and knowledge in teaching english by using phonics to develop students reading skills, to find the teachers' specific beliefs for teaching reading using phonics in kindergarten school. Considering beliefs can't be seen or quantified directly, researchers searched for several effective data gathering approaches to discover teachers' belief. The researcher used a qualitative case study to investigate to address the research objectives about teachers' beliefs about using phonics to develop Kindergarten School students' reading. The researcher discovers that the teachers' belief comprises of information, experience, prespective, assumption, truth, and perception regarding teaching english observations. In actuality, the teacher's belief teaches not only information but also the teacher's own viewpoint. Three factors reflect a teacher's belief in teaching using phonics: knowledge about teaching reading using phonics, teachers' behavior about teaching reading and the creation of conditions and environments. The researcher suggest that the principal provide some training or workshops for teachers to aid them in properly executing the lessons. It help improve students' reading since they are exposed to a positive learning environment.

**Keywords:** belief, teachers' belief, qualitative research, phonics, reading

## INTRODUCTION

Beliefs are important aspects of human behavior. Teachers' beliefs, according to Gilakjani and Sabouri [1], are part of the process of understanding how teachers form their teaching, which is important for their knowledge of their teaching methods and teaching decisions. The problem or issues that need to identificate in this research is the teacher's beliefs of using phonics in teaching reading. Scope of this research are teachers' beliefs forecast, reflect, and ensure their teaching performance by using phonics would influence students reading skills. The term "teachers' belief" is used in this study to refer to any personal opinions, perspectives, beliefs, perceptions, and attitudes that the participating teachers have about teaching reading using phonics.

This study can further initiate valuable implications for teachers' beliefs on how teachers performers with pedagogic competence and knowledge in teaching English by using phonics to develop students reading skills. To know the teachers' specific beliefs for teaching reading using phonics in Kindergarten School.

Fives and Buehl [2] found that teachers' motivational beliefs are most important in guiding their instructional approaches. The development of students' reading ability is greatly influenced by the teacher's belief in the methods, attitudes and learning that are conveyed. Knowing teacher beliefs is required to develop

---

successful teaching and may assess classroom practices in their teaching and discover their beliefs in English language teaching.

The result of this study is suggested to improve teachers' beliefs through their teaching activities to develop students reading skills. Result by knowing teacher beliefs is required to develop successful teaching and may assess classroom practices in their teaching and discover their beliefs in English teaching. The use of phonics will increase because it could be proportional for develop students reading skills depend on teachers' beliefs.

According to Gilakjani and Sabouri [1] teachers' beliefs are part of the process of understanding how teachers shape their teaching which is significant for their understanding of their teaching methods and their decisions of teaching. Due to the need for the improvement of teaching reading by using phonics and the importance of teachers' beliefs for using phonics in teaching reading, the aim of carrying this study is to look at subjects relevant to teachers' beliefs which helps to develop students' reading skills, especially for Kindergarten students.

Beliefs had more effect than knowledge, in using phonics, teachers' beliefs will strongly effects on their teaching performance and obviously the result. This study can contribute to develop teachers' quality, not only in knowledge but also their beliefs should be increase by using particular strategy or methods. Also increasing teachers' ability for teaching reading, and develop students reading skills.

The researcher found relevants study, a thesis by Lailatul Hidayah, entitled An Analysis of Teacher's Belief and Practice on Teaching in Islamic Junior High School Pancasila in the Academic Year 2018/2019. Some researchers focus on teacher's belief in teaching is indicated by knowledge about teaching English. There are studies whose focus is limited to the gaps between instructor beliefs and classroom practice occur when the teacher does not convey to students.

Therefore, this study intends to the teacher's beliefs of using phonics in teaching reading. Scope of this research are teachers' beliefs forecast, reflect, and ensure their teaching performance by using phonics would influence students reading. The aim of this research is to know the teachers' specific beliefs for teaching reading using phonics in Kindergarten School.

## METHOD

### Research design

Considering beliefs can't be seen or quantified directly, researchers searched for several effective data gathering approaches to discover teachers' beliefs. The researcher used a qualitative case study to investigate to address the research objectives about Teachers' Beliefs about Using Phonics to Develop Kindergarten School Students' Reading. The researcher used direct observation data in this study. Data was collected by direct observation in the classroom.

### Population, Sample, Sampling

This research conduct on one of Public Kindergarten School in Cirebon. The place was chosen according to researchers' first handed experience as a teacher in one of Kindergarten School in Cirebon and also based on teachers approach in using phonics in early students class. The participant of the research were English teacher at one of Kindergarten school in Cirebon, that experienced more than five years teaching English in Public Kindergarten school and using phonics at their reading English classroom.

### Intervention Procedure

The researcher used direct observation data in this study. Data was collected by direct observation in the classroom. To started, the researchers observed teachers in the classroom and collected their observations in field notes. The purpose of the observation was to determine the assessment of teaching based on the framework and to learn why they utilize phonics activities in the classroom while also proving trustworthiness.

Data was gathered in the classroom through direct observation based on theory in teacher beliefs and information that the researcher desired to acquire primary data. The researcher analyzes the data after it has been collected. To begin, the researcher manages the data by creating numerous files to classify the data obtained to identify the data. Second, the researcher reads and detects the data, making margin notes on the data that is believed to be important. Third, the data was classified by the researcher. The researcher classified and stored data items in the same location. The fourth step was for the researcher to identifying and assessing the classified data. Fifth, after understanding the data, the researcher began to assess it. Sixth, the researcher draws the conclusion and represents it in the figure.

### Instrument

This research instrument is described in detail below.

1. Observation aims to discover the factor that influence teachers' beliefs as their students' reading development and Investigate how teachers' beliefs about teaching reading with phonics are reflected in their classroom practices.
2. Document based on the observation and for analizing and interpreting the data.

According to Creswell [3], "validation" in qualitative research consists identifying the "consistency" of the findings as best defined by the researcher, participant, and readers. First, researcher will validate data using empirical data to collate. If not totally, then at least partially. Second, researcher will convergence data with other findings, although from others' research. Last, researcher will make an Internal coherence, to established consistency checks.

## RESULTS AND DISCUSSION

The findings of this research are displayed in Table 1, Table 2, Table 3, and Table 4 based on to four observations conducted by the researcher.

Table 1 Results of Observation 1

Aspect	Variable	Result	
		Consistent	Inconsistent
Beliefs about English	Text book	✓	
	Worksheet	✓	
	Printed material and etc.		✓
Beliefs about Learning	School Facilitate	✓	
	The teacher participates in teacher training and existing seminars	✓	
Beliefs about Teaching Reading	Observation		✓
	Asking questions	✓	
	Experiences	✓	

	Associating	✓	
	Communicating	✓	
	Teaching reading from rules	✓	
	Teaching reading from examples		✓
Beliefs about Phonics	Phonics Method implementation	✓	

Table 1 contains data from first observation. Teachers’ belief about english was quite inconsitent. The inconsitent one was the belief about printed material, since the teacher barely use printed material beyond the textbook and worksheet. Teachers’ belief about learning was exceptionally consistent based on school facilitate and teacher participates in teacher training and existing seminars. The result of this observation for teachers’ belief about teaching reading was also quite inconsistent, based on the table the inconsistency only exist in observation and teaching from example. The last part of the observation the teachers’ belief about phonics was also exceptionally concistent reflected by teachers’ implementation of phonics method at classroom practice.

Table 2 Results of Observation 2

Aspect	Variable	Result	
		Consistent	Inconsistent
Beliefs about English	Text book	✓	
	Worksheet	✓	
	Printed material and etc.		✓
Beliefs about Learning	School Facilitate	✓	
	The teacher participates in teacher training and existing seminars		✓
	Observation		✓
Beliefs about Teaching Reading	Asking questions	✓	
	Experiences	✓	
	Associating	✓	
	Communicating	✓	
	Teaching reading from rules	✓	
	Teaching reading from examples	✓	
Beliefs about Phonics	Phonics Method implementation	✓	

Table 2 contains data from second observation. Teachers’ belief about english was quite consitent. The inconsitent one was the belief about printed material, since the teacher barely use printed material beyond the textbook and worksheet. Teachers’ belief about learning was quite inconsistent, the diffence based on teacher participates in teacher training and existing seminars. The result of this observation for teachers’ belief about teaching reading was also quite consistent, based on the table the inconsistency only exist in observation and teaching from example. The last part of the observation the teachers’ belief about phonics was also exceptionally concistent reflected by teachers’ implementation of phonics method at classroom practice. The result for the second

observation was quite different from the first observation because the inconsistency on teachers’ belief about learning, specifcly the teacher participates in teacher training and existing seminars.

Table 3 Result of Observation 3

Table 3 contains data from third observation. Teachers' belief about english was quite consistant.

Aspect	Variable	Result	
		Consistent	Inconsistent
Beliefs about English	Text book	✓	
	Worksheet	✓	
	Printed material and etc.		✓
Beliefs about Learning	School Facilitate	✓	
	The teacher participates in teacher training and existing seminars		✓
Beliefs about Teaching Reading	Observation	✓	
	Asking questions	✓	
	Experiences	✓	
	Associating	✓	
	Communicating	✓	
	Teaching reading from rules	✓	
	Teaching reading from examples	✓	
Beliefs about Phonics	Phonics Method implementation	✓	

The inconsitent one was the belief about printed material, since the teacher barely use printed material beyond the textbook and worksheet. Teachers' belief about learning was quite inconsistent, the diffence based on teacher participates in teacher training and existing seminars. The result of this observation for teachers' belief about teaching reading was consistent, based on the table the inconsistency in observation and teaching from example was different in this third observation. The last part of the observation the teachers' belief about phonics was also exceptionally concistent reflected by teachers' implementation of phonics method at classroom practice. The result for this third data observation was quite different from the first and second observation not only because the inconsistency on teachers' belief about learning, specifcly the teacher participates in teacher training and existing seminars, but also teachers' belief about teaching reading at this third observation was exceptionally consistent from observation until teaching reading from examples.

Table 4 Result of Observation 4

Aspect	Variable	Result	
		Consistent	Inconsistent
Beliefs about English	Text book	✓	
	Worksheet	✓	
	Printed material and etc.		✓
Beliefs about Learning	School Facilitate	✓	
	The teacher participates in teacher training and existing seminars	✓	
Beliefs about Teaching Reading	Observation		✓
	Asking questions	✓	
	Experiences	✓	
	Associating	✓	
	Communicating	✓	

	Teaching reading from rules	✓	
	Teaching reading from examples		✓
Beliefs about Phonics	Phonics Method implementation	✓	

Table 4 contains data from final observation. Teachers’ belief about english was quite inconsitent. The inconsitent one was the belief about printed material, since the teacher barely use printed material beyond the textbook and worksheet. Teachers’ belief about learning was exceptionally consistent based on school facilitate and teacher participates in teacher training and existing seminars. The result of this observation for teachers’ belief about teaching reading was also quite inconsistent, based on the table the inconsistency only exist in observation and teaching from example. The last part of the observation the teachers’ belief about phonics was also exceptionally concistent reflected by teachers’ implementation of phonics method at classroom practice. These data was exactly same as the first observation that decscribe on the first table data.

Tables of observation above was collected to know the teachers’ specific beliefs for teaching reading using phonics in Kindergarten School. The result of all those observations shows teachers’ cosistency on implementation of phonics method in the classroom practices that indicates the teachers’ belief for using phonics was exceptionally consistent. Nonetheless, the other beliefs was frequently changing in each observation. The factor that shapes inconsistency was the belief about printed material, observation and teaching from example in belief about teaching reading, and diffence based on teacher participates in teacher training and existing seminars.

This data provide the teachers’ beliefs for teaching reading using phonics in Kindergarten School shapes by three factors that reflect a teacher's belief in teaching using phonics: knowledge and teachers’ implementation about teaching reading using phonics, teachers’ behavior about teaching reading and the creation of conditions and environments. The result of this observation was quite different with the previous study that stated, there were five identified factors that influence teachers' beliefs and strategies in teaching: experience, understanding of current curriculum, collegiality, references, and workshop/training.

### CONCLUSION

Teachers’ belief about teaching reading by using phonics that observed in this research was exceptionally consistent from teachers’ knowledge and teachers’ method implementation. Nonetheless, the researcher found inconsistency in teachers’ belief based on teachers’ behavior and conditions of environment. Despite all of those consistent and inconsistency belief of the teacher, all of teachers’ belief was factual belief. The factual beliefs are utilized in practical thinking and action choice across practical situations. The researcher suggest that the principal provide some training or workshops for teachers to aid them in properly executing the lessons. It help improve students' reading since they are exposed to a positive learning environment.

---

## REFERENCES

- [1] Gilakjani, A. P. & Sabouri, N., B., "Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature." *Canadian Center of Science and Education*, 2017.
- [2] Fives, H., Gill, M. G., "International Handbook of Research on Teachers' Beliefs". *New York: Routledge*, 2015.
- [3] Cerswell, John W. "Qualitative inquiry and research design: Choosing among five approaches (2nd Edition)". *New York: Sage Publications, Inc*, 2013.
- [4] Thomas, G., & Mayers, K. "Five: The Tipology of Case Study. (Eds.1. The Anatomy of a Case Study)" *Washington DC: Sage*, 2015.
- [5] Salamah, U. "Teachers'beliefs about Teaching English in Nutrition and Health Department : A Case Study". *Magister Thesis, Yogyakarta, Sanatadharma University*. Retrived from [https://repository.usd.ac.id/146332012\\_full.pdf](https://repository.usd.ac.id/146332012_full.pdf), 2017.
- [6] Waluyo, B., & Apridayani, A. "Teachers' beliefs and classroom practices on the use of video in English Language Teaching." *Studies in English Language and Education*, 2020.
- [7] Donaghue, H." An instrument to elicit teachers' beliefs and assumptions". *ELT Journal Volume 57/4*, 2015.
- [8] Mimio Educator. *Re : I Think I Can: How Teachers' Beliefs Impact Student Learning*. [web article]. Retrived from <https://blog.mimio.com/i-think-i-can-how-teachers-beliefs-impact-student-learning>, July 26, 2018.
- [9] Uddin, Efekhar. "Teachers' Pedagogical Beliefs and its Reflection on the Practice in Teaching Writing in EFL Tertiary Context in Bangladesh". *Journal of Education and Practice. Volume 5, No. 29*, 2014.
- [10] Wafa, Z. "Teachers' beliefs and Classroom practices of English teaching (A case study at MTS N Jekerto)" *Universitas Muhammadiyah Surakarta*, 2018.
- [11] Suharsimi, A. "Prosedur penelitian", *Yogyakarta: PT. Reineka Cipta*.2013.
- [12] Hasan, N. "Correlation between teachers" belief about teaching grammar and practices." *Universitas Negeri Malang*, 2017.
- [13] Abdi, H., & Asadi, B. "A Synopsis of Researches on Teachers" and Students "Beliefs about Language." *International Journal on Studies in English Language and Literature(IJSELL)*, 104-114, 2015.
- [14] Zulfadrial, & Lahir, M. "Penelitian Kualitatif". *Surakarta: YumPustaka*, 2012.