# An Investigation to Find out the Effect of Jolly Phonics on Reading Skills at Elementary Level

**1stDr. Sumaira Munawar, 2ndDr. Tahira Kalsoom & 3rdDr. Moafia Nader**

*1Assistant Professor, Lahore Leads University, Lahore, Pakistan*
*2Assistant Professor, Department of STEM Education, Lahore College for Women University, Lahore Pakistan*
*3Assistant Professor, Department of DE &TE, Lahore College for Women University, Lahore Pakistan*

**Corresponding Author:** *tahira.kalsoom@lcwu.edu.pk*

**Abstract:** Jolly Phonics Techniques are used for developing English reading skills among learners in early grades. This study aimed to investigate the "effect of usage of Jolly Phonics on reading skills of students at elementary level. Students enrolled in Govt. Girls high School Burj Attari in District Sheikhupura were the target population and sample consists of 60 students as control (30) and experimental group (30) enrolled in grade two. The study employed experimental research with Quasi-experimental (non-equivalent groups) pre-test, post-test, control group design. The control group received no treatment and was taught by using traditional method whereas Jolly Phonic techniques were applied to experimental group and the results of pre and post tests were compared. Test was developed by the researchers. Validity of the test was ensured by the experts' opinions and reliability was checked by applying Cronbach's Alpha. Both groups were pre-tested and post-tested to find out the effect of Jolly Phonic techniques on grade two students' reading skills. The treatment was completed within twelve weeks. Findings of the study revealed that significance difference between pre-test and post-test was found in control and experimental groups among students. Therefore, it is concluded that jolly phonic technique has significance effect on students' reading skills at primary level.
**Keywords:** Jolly Phonics, Reading Skills, Class two

## 1. Introduction

Learners are offered opportunities for studying the sounds of alphabetical letters where there is synchronization between letters and sounds of the words, provided by phonics approach being presented (Adams, 1990). Phonics is defined by Yellin, Jones, and Devries (2002) as "a structured relationship between phonemes (sounds) and graphemes (letters)".

Phonics is referred as a technique to teach English speakers for reading and writing the language. Connecting the sounds with letters and then teaching how to blend the sounds of letter

jointly in order to produce fairly accurate accent of unfamiliar vocabulary. A system in which teaching to correspond letters or groups of letters along with their pronunciations involves teaching and reading to be built on the principle of alphabetic is called phonics (Liu, 2010).

A process in which construction of meaning is drawn from written texts is called reading. Construction of meaning through the vibrant communication amongst the on-hand knowledge of the reader, the particulars recommended by the text to be read and the context of the state of reading is engaged in this process (Connors-Tadros, 2014).

## 1.1 Skills Taught through use of the Jolly Phonics Program

The understanding of reading literacy and skills required for reading of text. Word decoding and acknowledgement play main role in learning Jolly Phonics (White, 2011). The level of comprehension higher to lower understanding was highlighted by Reyes (2011). The most basic degree reflects the definition of words, literal and true interpretations, while the more complex stage requiring a higher skill of interpretation, include a fictional and non-fictional explanation (Rance-Rooney, 2010). Understanding is essential for the identification and mixing of letter sounds and the following instructions for activities.

## 12 Jolly Phonics Skills

Jolly phonics techniques are used for teaching sounds and reading skills for developing pre-classes in identification of sounds for making words and English literacy.

## 1.3 How to pronounce the Letter Sound

The initial skill required to learn English reading ability by Jolly Phonics was knowledge of alphabetic sounds. In addition, the 42 English phonics were categorized into seven groups of letters, with six letters in the category such as I,S,U,W and so on. The instructor delivered 1-3 sounds in a week depending on the results, and these were also checked and improved. Any strategies that have been used to educate children in alphabetic phonics, included reading history, song and motion, and sports. a) The story was read by children every day as an introductory activity and as a major activity for learning the sound of the letter. For the children the story read was a rhyming story or story from the book Jolly Phonics itself. The research not only liked the story the author told, but also listened to the English words and sounds, and also developed a competence in comprehension and logical thought. b) The second, song and action where the kids were asked to sing the song Jolly Phonics, they were acting on a sound at the same time. Jolly Phonics apps provided by the instructor are electronic games that children play with their computers. The interactive games here were developed to encourage the kids to learn individually all the Jolly Phonics' 5 skills.

## 1.4 Learning Letter Formation

As kids knew the phonic of the letter, they always knew the shape of the letter too. First, by using a song or flashcard, teacher showed the picture of letters. The teacher then displayed letter training in the air, as she instructed children to follow. For example, in the letter{L}.It should be remembered that the instructor had to do instruction in a proper posture so that the children could imitate it accurately. The trainer said that he was "reaching at the root, down, and cross." The instructor presented a sound screen, adscription, a monitoring area for kids, and a snapshot of children in which they had to identify the image that ended with the letter sound. Ultimately, the best letter they produced was needed to circulate to improve their confidence.

## 1.5 Combination of Reading

Combination begins when the student has learned first six alphabetic phonics. The skill is to be learned regularly by reading messages, speaking and listening to the words. In this situation, the teacher first has to combine expected vocabulary sets with the children to make it possible to teach. Flashcards became the teacher 's key screen, where the instructor also conducted a sort of analysis by pronouncing

the sound for the first time. Various techniques were used, like forming small groups and giving each child in the group a flashcard. It was meant to encourage the children to take responsibility first and then if they find any difficulties in combining the word, the teacher would then simplify it involving the whole group.

**1.6 Categorizing Phonics of Alphabets for Writing**

Once they learned to speak, the child is required to become aware phonologically, to understand the words they speak, to recognize the sound and to speak it. The teacher used a variety of techniques, starting with copying and drawing, in which the teacher would slowly write the letters on the board and encourage them to write for themselves. Finally, children had the ability to write freely, either by writing letters, or words.

**1.7 Words that confuse**

Smart words are those words that are hard to spell but often occur in numerous texts. According to a research the teacher gave 2-3 new, hard terms to kids every week by different methods, such as flashcards, whereby the teacher used flashcards to incorporate complicated words and create a statement with the tough term mentioned. For example, the word 'live' where the "e" sound is the tricky part. The children can say the tricky word and make its sentence for example 'let's live in another place' or 'I live near the lake'. Snapping game was another way in which the class-teacher would spread the flashcards with tricky words on the floor and children then snapped and said the word out loud.

**1.8 Closure**

Children should be introduced to the skill of English literacy earlier as English has become the primary communication tool today. The 5 skills provided by the different strategies in Jolly Phonics in this study have proved to be important ways to improve and strengthen the English literacy of children. The teacher will prepare the children's needs and skills carefully for the ideal outcome.

**1.9 Statement of the Problem**

The study aimed to investigate the effect of usage of jolly phonics on reading skills of class two at primary level.

**1.10 Objective of the Study**

Objectives of the study was:

1. Find out the effect of usage of jolly phonics on reading skills of class two at primary level.

**1.11 Hypothesis**

Hypothesis of the study were formulated as following.

$H_{01}$: There is no significant difference between pre-test and post-test groups Effect of usage of Jolly Phonics on Reading Skills of class two of Control Group.

$H_{02}$: There is no significant difference between pre-test and post-test groups Effect of usage of Jolly Phonics on Reading Skills of class two of Experimental Group.

$H_{03}$: There is no significant difference between pre-test of control and experimental groups regarding Effect of usage of Jolly Phonics on Reading Skills of class two.

$H_{04}$: There is no significant difference between post-test of control and experimental groups regarding Effect of usage of Jolly Phonics on Reading Skills of class two.

## 2. Research Methodology

The study was experimental in nature which was conducted to investigate the effect of usage of Jolly Phonics on Reading Skills of class two" of Govt Girls high School Burj Attari in District Sheikhupura. Quasi-experimental design was used to conduct the study. The experiment was conducted at Govt. Girls high School Burj Attari in District Sheikhupura. Population was comprised of 60

students (Control Group=30, Experimental Group=30) enrolled in class two of Govt. There were two sections of class two in the school.

### 2.1 Instrumentation

Researcher developed pre-test and post-test with the help of experts and supervisor for control and experimental group. Results of control and experimental groups were compared after treatment. "Researcher developed pre-test and post-test after a careful review of test development for checking class two students' reading skills and a table of specification was developed. Validity of the test was ensured by the experts in the subject of English. The test was consisted of 100 marks which included alphabets, vowel, sight words, word pattern, sentence readings and picture story. The test reliability was calculated by Cronbach's Alpha which was 0.77.

### 2.2 Intervention

The researcher taught both groups. The researcher handed over text, literature and other books material for developing reading skills of class two. The role of researcher is as a counselor and evaluator for teaching Jolly Phonics techniques during the period of experiment. The control group studied with their fellows in traditional classroom. They only used text book for reading English .The experiment was continued for three months with a daily two periods of sixty minutes

### 2.3 Data Analysis

Inferential statistics (Paired samples t-test and independent samples t-test) was applied to compare the scores of controls and experimental groups after the treatment.

## 3. Results

$H_{01}$: There is no significant difference between pre-test and post-test groups effect of usage of Jolly Phonics on Reading Skills of class two of Control Group

*Table 1: Comparison of Pre-test and Post-test regarding Effect of usage of Jolly Phonics on Reading Skills of class two of Control Group (N=30)*

| Measure | | N | M | SD | T | Df | P |
|---|---|---|---|---|---|---|---|
| Control Group | Pre-Test | 30 | 42.46 | 11.28 | -17.119 | 29 | 0.000 |
| | Post-Test | 30 | 73.76 | 10.59 | | | |

Paired sample t-test was applied to find out the difference between pre-test and post-test regarding effect of usage of jolly phonics on reading skills of first graders of control group. Results in the above table revealed that significance difference between pre-test (M=42.46, SD=11.28) and post-test (M=73.76, SD=10.59) at p≤0.05 level of significance with (t=-17.119, p=0.000) of control group was found. The null hypothesis "There is no significant difference between pre-test and post-test groups effect of usage of jolly phonics on reading skills of class two of control group" is rejected.

$H_{02}$: There is no significant difference between pre-test and post-test groups Effect of usage of Jolly Phonics on Reading Skills of class two of Experimental Group

*Table 2: Comparison of Pre-test and Post-test regarding Effect of usage of Jolly Phonics on Reading Skills of class two of Experimental Group (N=30)*

| Measure | Area | N | M | SD | T | Df | p. |
|---------|------|---|---|----|---|----|----|
| Experimental | Pre-Test | 30 | 50.10 | 12.33 | -14.341 | 29 | 0.000 |
| Group | Post-Test | 30 | 81.60 | 10.67 | | | |

Dependent sample t-test was applied to find out the difference between pre-test and post-test regarding effect of usage of jolly phonics on reading skills of class two of experimental group. Results in the above table 4.2 revealed that significance difference between pre-test (M=50.10, SD=12.33) and post-test (M=81.60, SD=10.67) at p≤0.05 level of significance with (t=-14.341, p=0.000) of experimental group was found. The null hypothesis "There is no significant difference between pre-test and post-test groups effect of usage of jolly phonics on reading skills of class two of experimental group" is rejected.

$H_{03}$: There is no significant difference between pre-test of control and experimental groups regarding Effect of usage of Jolly Phonics on Reading Skills of class two

*Table 3: Comparison of Pre-test regarding Effect of usage of Jolly Phonics on Reading Skills of class two between Control and Experimental Group (N=30)*

| Measure | Group | N | M | SD | T | Df | P |
|---------|-------|---|---|----|---|----|---|
| Pre-Test | Control Group | 30 | 42.46 | 11.28 | -2.500 | 58 | 0.015 |
| | Experimental Group | 30 | 50.10 | 12.33 | | | |

Independent samples t-test was applied to find out the difference between control and experimental groups of pre-tests regarding effect of usage of jolly phonics on reading skills of class two. Results in the table 3 revealed that significance difference between control group (M=42.46, SD=11.28) and experimental group (M=50.10, SD=12.33) at p≤0.05 level of significance with (t=-2.500, p=0.015) of pre-test was found. The null hypothesis "There is no significant difference between pre-test of control and experimental groups regarding effect of usage of jolly phonics on reading skills of class two" is rejected.

$H_{04}$: There is no significant difference between post-test of control and experimental groups regarding Effect of usage of Jolly Phonics on Reading Skills of class two

*Table 4: Comparison of Post-test regarding Effect of usage of Jolly Phonics on Reading Skills of class two between Control and Experimental Group (N=30)*

| Measure | Group | N | M | SD | T | Df | P |
|---------|-------|---|---|----|---|----|---|
| Post-Test | Control Group | 30 | 73.76 | 10.59 | 0.886 | 58 | 0.006 |
| | Experimental Group | 30 | 81.60 | 10.67 | | | |

Independent samples t-test was applied to find out the difference between control and experimental groups of post-tests regarding effect of usage of jolly phonics on reading skills of class two.

Results in the above table 4.4 revealed that significance difference between control group (M=73.76, SD=10.59) and experimental group (M=81.60, SD=10.67) at p≤0.05 level of significance with (t=0.886, p=0.006) of post-test was found. The null hypothesis "There is no significant difference between post-test of control and experimental groups regarding effect of usage of jolly phonics on reading skills of class two" is rejected.

## 4. Discussion

The learning to comprehend correctly defines one's educational success and achievement. As a result of thorough encounters with the creation of words, sentences, and even concepts; a good reader would inevitably become a good writer. The aim of primary school reading is to provide each child with a functional knowledge and effective communication of functional literacy, which will allow people to read and use the knowledge they have gained to resolve the problems of their lives. Omojuwa (2005) suggests that practical literacy not only stops schooling, but guarantees accurate reading even as children are retreating from primary school. A significance difference between pre-test and post-test of control group was found regarding effect of jolly phonics on first graders' reading skills at primary level. It was found regarding effect of jolly phonics on class two reading skills at primary level. Findings further revealed that significance difference between control group and experimental group of control group was found regarding effect of jolly phonics on first graders' reading skills at primary level. Moreover, a significance difference between control group and experimental group of post-test was found regarding effect of jolly phonics on class two reading skills at primary level. These above findings are supported by the study conducted by Ekpo (1999) points out that children will generally demonstrate readability if English is used widely and there are lots of resources and items read, but where the reverse is the case, children won't exhibit any preparation for reading. Teachers worsen the lack of readability for children due to a lack of ability to assist pupils in learning reading skills. The result is that some students simply remember words that have no clue how the words are constructed or spoken. Words and short phrases are constantly being drilled and memorized into the memory of children at the early elementary school level. This method may sometimes be like a situation in which a mother forces her child to sweep bitter medicines in order to recover quickly. The child has no right to ask the mother or to find a better way to treat his or her disease. Perhaps, the only distinction between the two settings (domestic and secondary) is the involvement of teachers who use canes and challenging guidance for reading students, an approach which does not inspire, attract and motivate primary school pupils. Various approaches to reading education were tested and recommended, although such approaches were not widely accepted in Nigeria due to lack of resources and proper implementation. The CELE, for example, is a whole language approach based on an immersive reading experience from the speaker to the reader. The CELE is an interactive reading technique. It is focused on literature. Both approaches to CELE and READ are analytic methods of lecture in which each language unit is the start of the initial lesson (Omojuwa, 2005), such as words, phrases and sentences.

It is further revealed that there was significance difference between the concepts which are taught by Jolly phonic technique, for example, wowels, sight words, sentence reading, word patterns and story reading and the findings are supported by Foxcroft and Chapple (2007) had also mentioned several other essential concepts which included phonics-based approaches, children being exposed to a number of textual materials, parents being able to read their children and the need to place literacy at the center of each curriculum. They suggest, as shown by the Jolly Phonics reading system, that the synthetic phonics have the greater influence. This method of synthetic phonics includes letter instruction – isolated sounds and the synthesis of letter sounds in words.

## 5. Conclusion

The objective of the present study was to investigate the "effect of usage of Jolly Phonics on Reading Skills of class two" of Govt Girls high School Burj Attari in District Sheikhupura. It was found regarding effect of jolly phonics on class two reading skills at primary level. It is further concluded that significance difference between pre-test and post-test of control group was found regarding effect of jolly phonics on class two reading skills at primary level. Findings further revealed that significance difference between control group and experimental group of control group was found regarding effect of jolly phonics on class two reading skills at primary level. Moreover a significance difference between control group and experimental group of post-test was found regarding effect of jolly phonics on first graders' reading skills at primary level.

## 6. Recommendations

Following were the recommendations of the study.

1. The findings showed that the jolly phonics (JP) approach allowed students to better understand English and to become more involved so these techniques should be applied at elementary level.

2. From the above findings it could be concluded that synthetic phonics helped to improve reading skills students, therefore it is suggested to apply Jolly Phonic approach at elementary level to enhance students' reading skills.

3. The study on effect of usage of Jolly Phonics on Reading Skills might be conducted secondary school level inL2 settings.

## References

Connors-Tadros, L. (2014). National and State definitions of reading proficiency and measurement of reading proficiency (CEELOFASTfact). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Liu, A. (2010). A short analysis of the nature of reading. *English Language Teaching, 3*(3),152-157.

Reyes, C. Y. (2011). What teachers and tutors can do to improve reading comprehension skills. *Create Space Independent Publishing Platform.*

Rance- Rooney. J. (2010). Jump- starting language and schema for English- language learners: Teacher-composed digital jumpstarts for academic reading. *Journal of Adolescent & Adult Literacy*, 53(12), 376-385.

White, S. (2011). Seven sets of evidence-based skills for successful literacy performance. *Adult Basic Education & literacy Journal,*5(1),38-48.

Yellin, D., Blake Jones, M., & Devries, B., A. (2008). Integrating the language arts. Scottsdale, AR: Holcomb Hathaway.