DOI: https://doi.org/10.56874/ej.v6i1.2338

El-Jaudah: Jurnal Pendidikan Bahasa dan Sastra Arab
P-ISSN : 2722-2675, E-ISSN : 2722-3434
Available online:
https://jurnal.stain-madina.ac.id/index.php/ej/article/view/2338

OPTIMIZATION OF WRITING SKILLS THROUGH THE JOLLY PHONICS METHOD: AN INNOVATIVE APPROACH IN ARABIC LANGUAGE LEARNING

Mardha Tilla, Wasilah, Enok Rohayati, Siska
Universitas Islam Negeri Raden Fatah Palembang
Jl. Prof. K.H Zainal Abidin Fikri Km.3, Kec. Kemuning, Kota Palembang, Sumatera Selatan, 30126, Indonesia
e-mail: tillahm080@gmail.com, wasilah_uin@radenfatah.ac.id, enokrohayati_uin@radenfatah.ac.id, anggrainisiska431@gmail.com

Article Info:

Corresponding Author
Mardha Tilla

Article History
Received :
May 27, 2025
Revised :
June 25, 2025
Accepted :
June 26, 2025
Published:
June 30, 2025

Abstract:

This study aims to assess the effectiveness of the Jolly Phonics method in improving the maharah kitābah skills of students in the Arabic Language 1 class at Pondok Pesantren Al Qur'an Al Karim Palembang. Using a quasi-experimental design with data collected through pretests and posttests administered to 20 students, the results show that prior to the intervention, the students' maharah kitābah skills were categorized as moderate, with an average pretest score of 65.5. After the intervention, the average posttest score increased to 80.5, reflecting a 15% improvement. Hypothesis testing revealed a t-value of 4.016, which is greater than the t-table value of 1.711, thus confirming the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_o). The results of the Wilcoxon Signed Ranks Test indicated a significant difference between the pretest and posttest scores, with a Z-value of -3.193 and an Asymp. Sig. value of 0.001. This suggests that the observed changes in the students' scores were not coincidental but rather the result of the intervention. Overall, this study concludes that the Jolly Phonics method is effective in improving maharah kitābah skills in students.

Copyright © 2025, Mardha Tilla et al.
This is an open-access article under the CC BY-SA 4.0 licensed

Keywords: Effectiveness, Maharah Kitabah (Writing Skill), Jolly Phonics Method.

How to cite:
Mardha Tilla et al. Siska. "Optimization of Writing Skills through the Jolly Phonics Method: An Innovative Approach in Arabic Language Learning". 2025. *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6 (1): 49-62. https://doi.org/10.56874/ej.v6i1.2338.

A. Introduction

Maharah Kitabah, which refers to writing skills in Arabic, is one of the essential components in Arabic language learning[1]. This skill involves the students' ability to write letters, words, sentences, and even texts with correct grammar. In the context of Arabic language learning, Maharah Kitabah is not only about writing techniques, but also encompasses aspects of vocabulary mastery and the development of cognitive abilities in the language[2]. As time progresses, it is crucial for Maharah Kitabah teaching methods to evolve in line with the development and needs of students to ensure the learning process is more effective and engaging.

The Jolly Phonics method is a widely recognized approach in education for teaching phonetics and reading skills to children[3]. This method uses basic phonetic sounds in the language to help students connect sounds to letters, enabling them to read and write in a more natural and enjoyable way. Jolly Phonics teaches children to identify sounds in words, which facilitates their understanding of language structure and significantly improves writing skills[4]. In Arabic language learning, the application of this method can help students recognize and write Arabic letters in a more interactive and memorable way.

In the context of this study, Pondok Pesantren Al Qur'an Al Karim is a tahfidz institution that not only teaches the Quran but also Arabic as one of the subjects for its students. At this Islamic boarding school, Arabic language learning is conducted through specialized classes that are divided by levels, ranging from Arabic Language Class 1 to Arabic Language Class 5. Based on initial observations, it was found that in Arabic Language Class 1, many students still struggle to distinguish letters with similar sounds or shapes and have not mastered the form of the hijaiyyah letters, both separately and in connection to form words. This issue is influenced by several factors, such as the lack of motivation among students, limited parental involvement in teaching Maharah Kitabah, and insufficient variety in the teaching methods used by the instructors. Students also often face challenges in maintaining concentration during lessons.

---

[1] Jamanuddin Jamanuddin` and Fitriyani Fitriyani, "TATHBÎQ AL-THARÎQAH AL-'ASYWAIYYAH LITARQIYYAH MAHÂRAH AL-KITÂBAH LADAYY AL-TALÂMÎDZ FÎ AL-SHAFFI AL-KHÂMIS BIL-MADRASAH AL-IBTIDÂIYYAH LIMA'HAD AL-ISLÂMIYYAH PALEMBANG," *Taqdir* 3, no. 2 (2017): 16–31, https://doi.org/10.19109/taqdir.v3i2.1761; Qoim Nurani, Muhammad Alfath Qaaf, and Ahmad Saiful Aripin, "Imla Dan Komputer Arab Sebagai Transformasi Mata Kuliah Kitabah Mubtadi Di UIN Raden Fatah Palembang," *Khazanah Multidisiplin* 4, no. 2 (November 15, 2023): 241–52, https://doi.org/10.15575/kl.v4i2.25146.

[2] Jumhur Jumhur, "TA'TSÎR THARÎQAH AL-INSYA' AL-MUWAJJAH 'ALÂ MAHÂRAH AL-KITÂBAH FÎ DARS AL-LUGHAH," *Taqdir* 1, no. 2 (2015): 81–106.

[3] Noora Almansoori, Robin Ogdol, and Aisha Alteneiji, "The Impact of Integrating Jolly Phonics Lessons Application into English Literacy Lessons on UAE Preschoolers' Phonics Skills," *Journal of Childhood, Education & Society* 5, no. 1 (February 10, 2024): 41–60, https://doi.org/10.37291/2717638X.202451299.

[4] Adawiya Taleb Shawaqfeh, "Effects of Using the Jolly Phonics Programme in Teaching English Literacy and Its Influence on Reading Motivation," *Journal of Language Teaching and Research* 15, no. 2 (March 1, 2024): 408–14, https://doi.org/10.17507/jltr.1502.09.

Previous studies have revealed that the use of Jolly Phonics in language and literacy instruction can improve learning outcomes in teaching reading and writing skills. In Nigeria, Tafarki Mustapha & Bensen Bostancı[5] evaluated the impact of Jolly Phonics teaching training on the reading and writing abilities of primary school children. The study found that a three-day phonemic training program using the Jolly Phonics approach successfully enhanced students' literacy skills, particularly in letter and sound recognition. This approach also had a positive impact on teachers' ability to implement phonics instruction in the classroom, which contributed to the overall literacy development of the students. A similar study by Gabriel & Mpofu[6] in Namibia also found that the use of phonics methods, including Jolly Phonics, in literacy instruction in grade 3 led to significant improvements in students' reading skills. By combining phonological and interactive activities, this program facilitated the development of language skills and created deeper engagement with reading activities.

Moreover, a study by Counihan & Dixon[7] in Nigeria showed that literacy training involving two programs, ESSPIN and Jolly Phonics, had a greater impact on students' word reading skills in primary schools. This research emphasized the importance of comprehensive and ongoing teacher training in implementing adaptive approaches, which include coaching and mentoring elements. On the other hand, Campbell, Torr, & Cologon[8] revealed that although commercial phonics programs like Jolly Phonics are widely used in early childhood education settings in Australia, many teachers choose this program more for practical reasons, such as reducing workload and demonstrating children's readiness for school, rather than a deep pedagogical understanding of phonics. In Indonesia, Rozi & Paputungan[9] also showed that the application of Jolly Phonics in literacy movements in primary schools had a positive impact on children's reading and writing skills, with an enjoyable, multisensory approach. Overall, these studies

[5] Abdullahi Tafarki Mustapha and Hanife Bensen Bostancı, "Synthetic Phonics: An Evaluation of Pilot Training for Jolly Phonics Instructors in Nigeria," *Journal of Research in Applied Linguistics* 10, no. Proceedings of the 6th International Conference on Applied Linguistics Issues (ALI 2019) July 19-20, 2019, Saint Petersburg, Russia (July 1, 2019): 1147–62, https://doi.org/10.22055/rals.2019.15197.

[6] Naftal Gabriel and Nhlanhla Mpofu, "Learning Activities Used for Reading Literacy Instruction in Selected Namibian Primary Schools," *South African Journal of Childhood Education* 14, no. 1 (February 20, 2024): 10, https://doi.org/10.4102/sajce.v14i1.1393.

[7] Chris Counihan et al., "The Effect of Different Teacher Literacy Training Programmes on Student's Word Reading Abilities in Government Primary Schools in Northern Nigeria," *School Effectiveness and School Improvement* 33, no. 2 (April 3, 2022): 198–217, https://doi.org/10.1080/09243453.2021.1991960.

[8] Stacey Campbell, Jane Torr, and Kathy Cologon, "Pre-Packaging Preschool Literacy: What Drives Early Childhood Teachers to Use Commercially Produced Phonics Programs in Prior to School Settings," *Contemporary Issues in Early Childhood* 15, no. 1 (March 1, 2014): 40–53, https://doi.org/10.2304/ciec.2014.15.1.40.

[9] Fathor Rozi and Meylan Paputungan, "Gerakan Literasi melalui Metode Pembelajaran Jolly Phonics Untuk Mengembangkan Kemampuan Membaca dan Menulis Anak," *PIONIR: JURNAL PENDIDIKAN* 12, no. 3 (December 11, 2023), https://doi.org/10.22373/pjp.v12i3.20950.

suggest that synthetic phonics programs, particularly Jolly Phonics, can contribute significantly to children's literacy development across various educational contexts.

Based on previous research and field observations, the Jolly Phonics method could be the right solution to address the challenges faced by students and teachers at Pondok Pesantren Al Qur'an Al Karim Palembang. With its systematic and enjoyable phonetic approach, this method can help students master the pronunciation and writing of Arabic letters more easily. Additionally, it provides students with an opportunity to interact more actively with the material, which can enhance their learning interest. Therefore, the implementation of this method is expected to improve the effectiveness of teaching Maharah Kitabah at the school.

Based on previous studies, it is known that Jolly Phonics is effective in language and literacy teaching, but its application in Arabic, particularly in Maharah Kitabah instruction, has not been explored. This gap provides an opportunity for this research to explore the potential application of the Jolly Phonics method in Arabic language learning and assess the extent to which this method can address the existing challenges.

This study aims to evaluate the effectiveness of using the Jolly Phonics method in teaching Maharah Kitabah to students in Arabic Language Class 1 at Pondok Pesantren Al Qur'an Al Karim Palembang. The preliminary hypothesis of this study is that the application of the Jolly Phonics method will significantly improve students' ability to write Arabic letters, compared to the conventional teaching methods typically used.

B. Research Methode

This study employs a quantitative approach with a quasi-experimental design[10] to assess the effectiveness of the Jolly Phonics method in teaching Maharah Kitabah to students in Arabic Language Class 1 at Pondok Pesantren Al Qur'an Al Karim Palembang. The study aims to analyze whether the application of the Jolly Phonics method can improve students' Maharah Kitabah skills in reading and writing hijaiyyah letters related to the Quran. The research population consists of 20 students, and the sample taken includes the entire population. The research design used is a one group pretest-posttest design[11], where students are given a pretest before

[10] Enok Rohayati, "Penerapan Pendekatan Pembelajaran Nazhoriyatu al-Wahdah pada Mata Pelajaran Bahasa Arab Kelas Bilingual MAN 3 Palembang," *Intizar* 21, no. 1 (2015): 95–118; Enok Rohayati and Fitra Nursalina, "TATHBÎQ THARÎQAH AL-LU'BAH AL-JAMÂ'IYYAH LI ROF'I INJÂZ TA'ALLUM AL-LUGHAH AL-'ARABIYYAH LI AL-TALÂMÎDZ FI AL-SHAFF AL-ÂSYIR BI MADRASAH AL-'ÂLIYYAH PATRA MANDIRI PALEMBANG," *Taqdir* 4, no. 1 (June 29, 2018): 38–55, https://doi.org/10.19109/taqdir.v4i1.2110.

[11] Kristina Imron et al., "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 11, 2023): 207–23, https://doi.org/10.24042/albayan.v15i1.16199; Yuniar Primarani Zuhaida et al., "EFEKTIVITAS METODE QUANTUM LEARNING DALAM PEMBELAJARAN BAHASA ARAB KELAS VII DI MTS NAJAHIYAH PALEMBANG," *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan* 7, no. 2 (April 8, 2025): 361–72, https://doi.org/10.46773/muaddib.v7i2.1686.

the method's implementation and a posttest after the method is applied. The data collected includes the pretest and posttest results, which are analyzed using wilcoxon test to determine if there is a significant difference.

The research procedure consists of two main stages: the preparation stage and the data analysis stage. In the preparation stage, the researcher conducts discussions with the Arabic Language Class 1 teacher about the Jolly Phonics method, identifies learning needs and obstacles in the learning process, and designs a Lesson Plan (RPP) that integrates this method. Additionally, test questions for the pretest and posttest are prepared. In the data analysis stage, the researcher uses descriptive statistical tests to describe the data and wilcoxon test to test the hypothesis. Data analysis is conducted after the pretest and posttest to identify changes that occur after the implementation of the Jolly Phonics method.

Data collection techniques in this study involve observation, documentation, and testing. Observation is carried out to monitor the learning process using the Jolly Phonics method, while documentation is used to record the learning conditions in the form of photos. Pretest and posttest exams are used to measure the students' Maharah Kitabah abilities before and after the method's implementation. Normality tests are performed to ensure the data is normally distributed, while homogeneity tests are used to examine variance equality[12]. This study also pays attention to the validity and reliability of the data by using data triangulation from various sources[13]. The statistical technique used to analyze the data is the wilcoxon test to compare pretest and posttest scores[14], assuming that the Jolly Phonics method can improve students' Maharah Kitabah skills.

C. Result of Research and Discussion

The results of this study involve a sample consisting of 20 students in Arabic Language Class 1. Before applying the Jolly Phonics method, the students were given pretest and posttest to measure their Maharah Kitabah skills. The pretest and posttest results are recorded in Table 1 below.

[12] Atmira Qurnia Sari, Y. L. Sukestiyarno, and Arief Agoestanto, "BATASAN PRASYARAT UJI NORMALITAS DAN UJI HOMOGENITAS PADA MODEL REGRESI LINEAR," *Unnes Journal of Mathematics* 6, no. 2 (2017): 168–77, https://doi.org/10.15294/ujm.v6i2.11887.

[13] Andrea J. Nightingale, "Triangulation," in *International Encyclopedia of Human Geography (Second Edition)*, ed. Audrey Kobayashi (Oxford: Elsevier, 2020), 477–80, https://doi.org/10.1016/B978-0-08-102295-5.10437-8.

[14] Imron et al., "A New Model of Kalam Material Through Cybernetic Approach."

Table 1. Maharah Kitabah Skills of Students in Arabic Language Class 1 Before and After Using the Jolly Phonics Method

No	Name	Pre-test	Post-Test
1	Aisyah Hanifah	50	80
2	Asyah Naila	70	70
3	Fathin	70	60
4	Fathiyaturrahimah	50	100
5	Ghaitsa Malekay	70	90
6	Hafizah Adibah	70	80
7	Hania Syakira	60	80
8	Khaira	60	70
9	Khairunnisa	70	90
10	Madihah	80	80
11	Syakila	70	80
12	Zahira	60	80
13	Zoya Haura	60	70
14	Najwa	70	90
15	Aqila Putri Intan	80	80
16	Adzkiya Ainun	80	100
17	Fayra	50	100
18	Zia Mikaela	70	60
19	Tasa Nur	70	70
20	Hana	50	80
Amount		1.310	1.610
Average		65,5	80,5

The results of this study show a significant improvement in the Maharah Kitabah skills of students in Arabic Language Class 1 before and after the implementation of the Jolly Phonics method. Before the method was applied, the average pretest score of the students was 65.5, with scores ranging from 50 to 80. This indicates that most of the students had skills that needed further improvement in terms of writing and understanding Arabic language material.

After the Jolly Phonics method was applied, the posttest results showed an average score of 80.5, indicating a significant improvement. Many students were able to raise their scores, with some who had lower scores in the pretest achieving higher scores in the posttest. Overall, the total score of the students increased from 1,310 in the pretest to 1,610 in the posttest, demonstrating that the use of the Jolly Phonics method is effective in enhancing the Maharah Kitabah skills of students in Arabic Language Class 1 at Pondok Pesantren Al Qur'an Al Karim.

Furthermore, the effectiveness of teaching Maharah Kitabah using the Jolly Phonics method on students in Arabic Language Class 1 at Pondok Pesantren Al Qur'an Al Karim Palembang was tested through a hypothesis test to determine whether this method is effective in improving Maharah Kitabah skills. Before testing the hypothesis, normality and homogeneity tests were conducted to ensure the adequacy of the data used. Based on the results of the normality test, the pretest data was not normally distributed, with significance values smaller than 0.05 in the Kolmogorov-Smirnov (0.000) and Shapiro-Wilk (0.009) tests, indicating the pretest data did not conform to a normal distribution[15]. Meanwhile, the posttest data was normally distributed, with a significance value of 0.083 in the Shapiro-Wilk test, which is greater than 0.05. For more details, see Table 2 below.

Table 2. Results of Normality Test

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pretest	,274	20	,000	,863	20	,009
Posttest	,217	20	,015	,916	20	,083
a. Lilliefors Significance Correction						

Furthermore, Tthe results of the homogeneity test indicate that the data is homogeneous, with very small Levene Statistic values in all tests: 0.021 (Based on Mean), 0.156 (Based on Median), 0.156 (Based on Median with adjusted df), and 0.025 (Based on Trimmed Mean), all with significance values greater than 0.05[16]. This suggests that the variance between the pretest and posttest groups is not significantly different, which meets the assumption of homogeneity, as visualized in Table 3.

[15] Sanggyu Kwak, "Are Only P-Values Less Than 0.05 Significant? A p-Value Greater Than 0.05 Is Also Significant!," *Journal of Lipid and Atherosclerosis* 12, no. 2 (May 2023): 89–95, https://doi.org/10.12997/jla.2023.12.2.89.

[16] J. -P. Tasu, G. Herpe, and V. Dumas, "Guide Pratique Pour Comprendre Les Publications Scientifiques. Épisode 5 – Probabilité *p*, Significatif, Non Significatif," *Journal d'imagerie Diagnostique et Interventionnelle* 7, no. 6 (December 1, 2024): 291–94, https://doi.org/10.1016/j.jidi.2024.08.005.

Table 3. Results of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.021	1	38	.887
	Based on Median	.156	1	38	.695
	Based on Median and with adjusted df	.156	1	37.959	.695
	Based on trimmed mean	.025	1	38	.874

With the results of both tests, it was found that the pretest data is not normally distributed. The consequence of non-normally distributed data is that the predicted values obtained may be biased and inconsistent[17]. Therefore, the Wilcoxon test will be used as an alternative to test the hypothesis, as this is a non-parametric test that does not require classical assumption tests, such as normality and homogeneity tests[18]. This test will be used to assess the effectiveness of the Jolly Phonics method in improving Maharah Kitabah skills in Arabic Language Class 1 students.

Next, the results of the Wilcoxon Signed Ranks Test indicate that there is a significant difference between the post-test and pre-test scores in the sample tested. This test aims to assess whether there is a significant change in scores between the two measured conditions (post-test vs. pre-test).

Table 4. Results of Wilcoxon Signed Ranks Test

Post_Test - Pre_Test	Negative Ranks	2[a]	3.50	7.00
	Positive Ranks	14[b]	9.21	129.00
	Ties	4[c]		
	Total	20		
a. Post_Test < Pre_Test				
b. Post_Test > Pre_Test				
c. Post_Test = Pre_Test				

Table 4 shows the distribution of rank differences between the post-test and pre-test. Of the 20 participants tested, 2 showed negative differences, indicating that the post-test score was lower than the pre-test score, with an average rank of 3.50 and a total rank of 7.00. A total of 14 participants showed positive differences (post-test > pre-test), with an average rank of 9.21 and a total rank of 129.00. Meanwhile, 4 participants showed no difference (post-test = pre-test).

[17] Siti Mar'atush Sholihah et al., "Konsep Uji Asumsi Klasik pada Regresi Linier Berganda," *Jurnal Riset Akuntansi Soedirman* 2, no. 2 (December 1, 2023): 102–10, https://doi.org/10.32424/1.jras.2023.2.2.10792.

[18] Rafael Meléndez, Ramón Giraldo, and Víctor Leiva, "Sign, Wilcoxon and Mann-Whitney Tests for Functional Data: An Approach Based on Random Projections," *Mathematics* 9, no. 1 (January 2021): 44, https://doi.org/10.3390/math9010044.

Table 5. Results of Wilcoxon Test

	Post_Test - Pre_Test
Z	-3.193[b]
Asymp. Sig. (2-tailed)	.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Table 5 shows the statistical results of the Wilcoxon test, reporting a Z value of -3.193 and a significance value (Asymp. Sig.) of 0.001. A p-value smaller than 0.05 indicates that there is a significant difference between the pre-test and post-test scores[19]. Therefore, it can be concluded that the intervention or treatment applied has had a significant effect on the measured changes, namely the improvement or decline in the scores tested. Overall, the results of the Wilcoxon test show a significant difference between the post-test and pre-test scores, suggesting that the observed changes were not due to chance, but rather due to the treatment or factor tested in this study.

Previous studies examining the effectiveness of the Jolly Phonics method in language learning have shown consistent results that support claims about the method's success in improving students' language skills. For instance, Naser[20] in his study on the impact of using Jolly Phonics songs on the speaking skills of primary school students in Duhok revealed that the method significantly improved speaking skills, particularly in terms of speech clarity and interaction. This finding aligns with the research by Sevia & Zuhdi[21], which showed that the use of Jolly Phonics aided by word card media could enhance early reading skills in first-grade students. The analysis showed a significant positive effect on reading ability, supported by statistical tests indicating a t-value greater than the t-table value, suggesting that the method contributed significantly to the development of reading skills. These two studies reinforce the notion that Jolly Phonics, with its phonetic approach complemented by multisensory techniques, has a significant impact on students' language skill development.

Moreover, the research by Anggraeni & Alpian[22], which tested the influence of the Jolly Phonics method on early reading skills, showed that the experimental group using this method experienced a higher improvement in reading ability compared to the control group, which used

[19] Kwak, "Are Only P-Values Less Than 0.05 Significant?"

[20] Lureen I. Naser, "THE EFFECT OF JOLLY PHONICS SONGS ON THE SPEAKING SKILL OF PRIMARY SCHOOL STUDENTS IN DUHOK," *Journal of Duhok University* 26, no. 2 (December 24, 2023): 1649–58, https://doi.org/10.26682/hjuod.2023.26.2.97.

[21] Windha Ana Sevia and Ulhaq Zuhdi, "Pengaruh Metode Jolly Phonics Berbantuan Media Kartu Kata Terhadap Kemampuan Membaca Permulaan Bahasa Inggris Siswa Kelas I Sekolah Dasar," *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 12, no. 1 (April 13, 2024), https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/59208.

[22] Sri Wulan Anggraeni and Yayan Alpian, "Metode Membaca Permulaan yang Menyenangkan dengan Jolly Phonics," *Jurnal Pena Ilmiah* 6, no. 1 (June 12, 2024): 35–50, https://doi.org/10.17509/jpi.v6i1.65378.

conventional methods. This significant improvement is reflected in the substantial difference in average scores between the experimental and control groups, indicating that the Jolly Phonics method is not only effective but also more engaging for students. This method creates an interactive and enjoyable learning environment, which is consistent with the findings of Aisyah, Mayasari, & Farida[23], who reported a significant difference in pre-test and post-test results after the method was applied at MI Raudhatus Shalihin. These findings strengthen the argument that Jolly Phonics is effective in improving early reading skills by creating a more enjoyable learning experience that motivates students.

However, while many studies show the success of Jolly Phonics in improving language skills, research results also indicate variations depending on the context in which the method is applied and the characteristics of the learners. For example, a study by Syakir[24], which tested the implementation of Jolly Phonics with Islamic values for early childhood, showed improvements in letter recognition and phoneme pronunciation using a multisensory and enjoyable approach. This indicates that Jolly Phonics can be adapted in various cultural and educational contexts. Similarly, research by Srikandewie[25], which involved 5-year-old children in Jakarta, showed that the method successfully improved spelling and reading skills through action-based and multisensory techniques. Differences in research findings may be influenced by factors such as the participants' age, cultural background, and cognitive development level, all of which can affect the effectiveness of the method.

Overall, these studies provide strong evidence regarding the effectiveness of the Jolly Phonics method in improving language skills, both in reading and writing. The success of this method lies in its comprehensive and enjoyable approach, which integrates multiple senses into the learning process. Although there is variation in the findings depending on context and learner characteristics, this method has generally proven effective in enhancing language skills, both in primary education and early childhood education. Therefore, Jolly Phonics can be considered a viable method for language teaching across different educational levels, with adaptations made to suit local contexts and student characteristics. Furthermore, the application of Jolly Phonics in Arabic language learning offers a new innovative perspective, where this phonetic method can be applied to develop reading and writing skills in Arabic, which often

---

[23] Nur Aisyah, Mayasari, and Ida Farida, "MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN PADA SISWA MADRASAH IBTIDAIYAH DENGAN METODE JOLLY PHONICS," *Cendekia: Jurnal Pendidikan Dan Pembelajaran* 15, no. 2 (2021): 276–84, https://doi.org/10.30957/cendekia.v15i2.726.

[24] Akhmad Syakir, "IMPLEMENTASI METODE JOLLY PHONICS BERMUATAN NILAI ISLAMI UNTUK PENGENALAN HURUF DAN KEMAMPUAN MELAFALKAN FONEM BAGI ANAK USIA DINI," *JURNAL BAHASA, SASTRA, DAN PEMBELAJARANNYA (JBSP)* 10, no. 1 (April 29, 2020): 59–67, https://doi.org/10.20527/jbsp.v10i1.8396.

[25] Yakoba Novena Srikandewie and Yon A. E, "IMPROVING STUDENTS SPELLING SKILLS THROUGH USING JOLLY PHONICS METHOD (AGE 5 YEARS)," *Dialectical Literature and Educational Journal* 6, no. 2 (December 24, 2021): 44–49, https://doi.org/10.51714/dlejpancasakti.v6i2.51.pp.44-49.

presents challenges for students. With its enjoyable and interactive multisensory approach, this method opens new opportunities for teaching Maharah Kitabah (writing) and Maharah Qira'ah (reading) in Arabic, while also increasing student motivation and engagement in the learning process.

D.Conclution

This study shows that the implementation of the Jolly Phonics method in Arabic Language Class 1 at Pondok Pesantren Al Qur'an Al Karim Palembang is effective in improving the students' Maharah Kitabah skills. The pre-test results, with an average score of 65.5, significantly increased to 80.5 in the post-test, indicating a positive change in the students' writing abilities after using this method. The results of the Wilcoxon Signed Ranks Test, with a p-value of 0.001, prove that the difference between the pre-test and post-test did not occur by chance, thus confirming that the Jolly Phonics method is effective in enhancing the students' Maharah Kitabah skills.

Therefore, the findings of this study provide evidence that the Jolly Phonics method can be applied as an effective approach in Arabic language learning in pesantren, particularly in teaching Maharah Kitabah. This research not only contributes to the development of Arabic language teaching methods but also provides insights for teaching in pesantren environments. These findings could serve as a foundation for further research on the effectiveness of phonics methods in language teaching in Indonesia, and are expected to benefit the development of more innovative curricula and teaching strategies in the future.

Bibliography

Aisyah, Nur, Mayasari, and Ida Farida. "MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN PADA SISWA MADRASAH IBTIDAIYAH DENGAN METODE JOLLY PHONICS." *Cendekia: Jurnal Pendidikan Dan Pembelajaran* 15, no. 2 (2021): 276–84. https://doi.org/10.30957/cendekia.v15i2.726.

Almansoori, Noora, Robin Ogdol, and Aisha Alteneiji. "The Impact of Integrating Jolly Phonics Lessons Application into English Literacy Lessons on UAE Preschoolers' Phonics Skills." *Journal of Childhood, Education & Society* 5, no. 1 (February 10, 2024): 41–60. https://doi.org/10.37291/2717638X.202451299.

Anggraeni, Sri Wulan, and Yayan Alpian. "Metode Membaca Permulaan yang Menyenangkan dengan Jolly Phonics." *Jurnal Pena Ilmiah* 6, no. 1 (June 12, 2024): 35–50. https://doi.org/10.17509/jpi.v6i1.65378.

Campbell, Stacey, Jane Torr, and Kathy Cologon. "Pre-Packaging Preschool Literacy: What Drives Early Childhood Teachers to Use Commercially Produced Phonics Programs in

Prior to School Settings." *Contemporary Issues in Early Childhood* 15, no. 1 (March 1, 2014): 40–53. https://doi.org/10.2304/ciec.2014.15.1.40.

Counihan, Chris, Humble ,Steve, Gittins ,Louise, and Pauline and Dixon. "The Effect of Different Teacher Literacy Training Programmes on Student's Word Reading Abilities in Government Primary Schools in Northern Nigeria." *School Effectiveness and School Improvement* 33, no. 2 (April 3, 2022): 198–217. https://doi.org/10.1080/09243453.2021.1991960.

Gabriel, Naftal, and Nhlanhla Mpofu. "Learning Activities Used for Reading Literacy Instruction in Selected Namibian Primary Schools." *South African Journal of Childhood Education* 14, no. 1 (February 20, 2024): 10. https://doi.org/10.4102/sajce.v14i1.1393.

Imron, Kristina, Irmansyah Irmansyah, Nurhusna Nurhusna, Iffat Maimunah, and Zainal Abidin Hajib. "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 11, 2023): 207–23. https://doi.org/10.24042/albayan.v15i1.16199.

Jamanuddin`, Jamanuddin, and Fitriyani Fitriyani. "TATHBÎQ AL-THARÎQAH AL-'ASYWAIYYAH LITARQIYYAH MAHÂRAH AL-KITÂBAH LADAYY AL-TALÂMÎDZ FÎ AL-SHAFFI AL-KHÂMIS BIL-MADRASAH AL-IBTIDÂIYYAH LIMA'HAD AL-ISLÂMIYYAH PALEMBANG." *Taqdir* 3, no. 2 (2017): 16–31. https://doi.org/10.19109/taqdir.v3i2.1761.

Jumhur, Jumhur. "TA'TSÎR THARÎQAH AL-INSYA' AL-MUWAJJAH 'ALÂ MAHÂRAH AL-KITÂBAH FÎ DARS AL-LUGHAH." *Taqdir* 1, no. 2 (2015): 81–106.

Kwak, Sanggyu. "Are Only P-Values Less Than 0.05 Significant? A p-Value Greater Than 0.05 Is Also Significant!" *Journal of Lipid and Atherosclerosis* 12, no. 2 (May 2023): 89–95. https://doi.org/10.12997/jla.2023.12.2.89.

Meléndez, Rafael, Ramón Giraldo, and Víctor Leiva. "Sign, Wilcoxon and Mann-Whitney Tests for Functional Data: An Approach Based on Random Projections." *Mathematics* 9, no. 1 (January 2021): 44. https://doi.org/10.3390/math9010044.

Naser, Lureen I. "THE EFFECT OF JOLLY PHONICS SONGS ON THE SPEAKING SKILL OF PRIMARY SCHOOL STUDENTS IN DUHOK." *Journal of Duhok University* 26, no. 2 (December 24, 2023): 1649–58. https://doi.org/10.26682/hjuod.2023.26.2.97.

Nightingale, Andrea J. "Triangulation." In *International Encyclopedia of Human Geography (Second Edition)*, edited by Audrey Kobayashi, 477–80. Oxford: Elsevier, 2020. https://doi.org/10.1016/B978-0-08-102295-5.10437-8.

Nurani, Qoim, Muhammad Alfath Qaaf, and Ahmad Saiful Aripin. "Imla Dan Komputer Arab Sebagai Transformasi Mata Kuliah Kitabah Mubtadi Di UIN Raden Fatah Palembang."

Khazanah Multidisiplin 4, no. 2 (November 15, 2023): 241–52. https://doi.org/10.15575/kl.v4i2.25146.

Rohayati, Enok. "Penerapan Pendekatan Pembelajaran Nazhoriyatu al-Wahdah pada Mata Pelajaran Bahasa Arab Kelas Bilingual MAN 3 Palembang." *Intizar* 21, no. 1 (2015): 95–118.

Rohayati, Enok, and Fitra Nursalina. "TATHBÎQ THARÎQAH AL-LU'BAH AL-JAMÂ'IYYAH LI ROF'I INJÂZ TA'ALLUM AL-LUGHAH AL-'ARABIYYAH LI AL-TALÂMÎDZ FI AL-SHAFF AL-ÂSYIR BI MADRASAH AL-'ÂLIYYAH PATRA MANDIRI PALEMBANG." *Taqdir* 4, no. 1 (June 29, 2018): 38–55. https://doi.org/10.19109/taqdir.v4i1.2110.

Rozi, Fathor, and Meylan Paputungan. "Gerakan Literasi melalui Metode Pembelajaran Jolly Phonics Untuk Mengembangkan Kemampuan Membaca dan Menulis Anak." *PIONIR: JURNAL PENDIDIKAN* 12, no. 3 (December 11, 2023). https://doi.org/10.22373/pjp.v12i3.20950.

Sari, Atmira Qurnia, Y. L. Sukestiyarno, and Arief Agoestanto. "BATASAN PRASYARAT UJI NORMALITAS DAN UJI HOMOGENITAS PADA MODEL REGRESI LINEAR." *Unnes Journal of Mathematics* 6, no. 2 (2017): 168–77. https://doi.org/10.15294/ujm.v6i2.11887.

Sevia, Windha Ana, and Ulhaq Zuhdi. "Pengaruh Metode Jolly Phonics Berbantuan Media Kartu Kata Terhadap Kemampuan Membaca Permulaan Bahasa Inggris Siswa Kelas I Sekolah Dasar." *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 12, no. 1 (April 13, 2024). https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/59208.

Shawaqfeh, Adawiya Taleb. "Effects of Using the Jolly Phonics Programme in Teaching English Literacy and Its Influence on Reading Motivation." *Journal of Language Teaching and Research* 15, no. 2 (March 1, 2024): 408–14. https://doi.org/10.17507/jltr.1502.09.

Sholihah, Siti Mar'atush, Nanda Yoga Aditiya, Elsa Saphira Evani, and Siti Maghfiroh. "Konsep Uji Asumsi Klasik pada Regresi Linier Berganda." *Jurnal Riset Akuntansi Soedirman* 2, no. 2 (December 1, 2023): 102–10. https://doi.org/10.32424/1.jras.2023.2.2.10792.

Srikandewie, Yakoba Novena, and Yon A. E. "IMPROVING STUDENTS SPELLING SKILLS THROUGH USING JOLLY PHONICS METHOD (AGE 5 YEARS)." *Dialectical Literature and Educational Journal* 6, no. 2 (December 24, 2021): 44–49. https://doi.org/10.51714/dlejpancasakti.v6i2.51.pp.44-49.

Syakir, Akhmad. "IMPLEMENTASI METODE JOLLY PHONICS BERMUATAN NILAI ISLAMI UNTUK PENGENALAN HURUF DAN KEMAMPUAN MELAFALKAN FONEM BAGI ANAK USIA DINI." *JURNAL BAHASA, SASTRA, DAN PEMBELAJARANNYA (JBSP)* 10, no. 1 (April 29, 2020): 59–67. https://doi.org/10.20527/jbsp.v10i1.8396.

Tafarki Mustapha, Abdullahi, and Hanife Bensen Bostancı. "Synthetic Phonics: An Evaluation of Pilot Training for Jolly Phonics Instructors in Nigeria." *Journal of Research in Applied*

Linguistics 10, no. Proceedings of the 6th International Conference on Applied Linguistics Issues (ALI 2019) July 19-20, 2019, Saint Petersburg, Russia (July 1, 2019): 1147–62. https://doi.org/10.22055/rals.2019.15197.

Tasu, J. -P., G. Herpe, and V. Dumas. "Guide Pratique Pour Comprendre Les Publications Scientifiques. Épisode 5 – Probabilité *p*, Significatif, Non Significatif." *Journal d'imagerie Diagnostique et Interventionnelle* 7, no. 6 (December 1, 2024): 291–94. https://doi.org/10.1016/j.jidi.2024.08.005.

Zuhaida, Yuniar Primarani, M. Harits Akbar Haris, Mukmin, and Rendi Sabana. "EFEKTIVITAS METODE QUANTUM LEARNING DALAM PEMBELAJARAN BAHASA ARAB KELAS VII DI MTS NAJAHIYAH PALEMBANG." *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan* 7, no. 2 (April 8, 2025): 361–72. https://doi.org/10.46773/muaddib.v7i2.1686.