

A DISCUSSION ON A CODE SOUND READING SYSTEM: A CASE STUDY OF *I CAN READ* GREENVILLE LANGUAGE CENTER

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ABSTRACT

Article described the code sound reading system applied in I Can Read (ICR) Greenville language center. The research was done qualitatively through the observation of teaching and learning process in three different classes of ICR 1 level at the center. A pre-test and post-test for reading were taken from Book 2 of ICR 1. Participants were three classes with three different teachers having different working experiences. The results of the research were: (1) the use of code sounds in reading was useful to improve students' reading skill which was shown by the increasing of correctly pronounced code sounds; (2) the students' reading skill and reading comprehension had improved, regardless the teachers' teaching style. In conclusion, a code sound reading system is successful in helping students to improve their reading skill and reading comprehension, regardless the teachers' teaching style.

Keywords: *code sound, teaching style, reading skills, reading comprehension*

ABSTRAK

Artikel menjelaskan sistem membaca bunyi kode (code sound reading system) yang diterapkann di I Can Read (ICR), suatu pusat bahasa di Greenville. Penelitian menggunakan metode kualitatif, yaitu dengan melakukan observasi proses belajar mengajar di tiga kelas tingkat 1 yang berbeda di ICR. Materi tes awal dan tes akhir diambil dari Buku 2 di ICR 1. Responden adalah tiga kelas dengan tiga guru yang mempunyai pengalaman mengajar berbeda. Hasil penelitian menunjukkan bahwa (1) penggunaan kode bunyi dalam membaca bermanfaat untuk meningkatkan keterampilan membaca pelajar yang ditunjukkan dengan meningkatnya pengucapan suara dengan benar; (2) kemampuan keterampilan dan pemahaman membaca pelajar meningkat, tanpa memandang gaya mengajar para guru. Disimpulkan, sistem membaca menggunakann kode suara berhasil membantu ketrampilan dan pemahaman membaca siswa, tanpa memandang gaya mengajar guru.

Kata kunci: *kode suara, gaya mengajar, keterampilan membaca, pemahaman membaca*

INTRODUCTION

The need of communicating in English is nowadays getting higher and higher, especially in the coming 2015 Globalization. In big cities, such as Jakarta, there are more and more academic institutions such as international schools, English courses, and other learning centers that offer English learning. Some parents in Jakarta, nowadays, communicate with their children mostly in English from early age. In addition, they select either national plus or international schools which use English as their daily instruction. Therefore, children get used to English and have great English speaking skills. However, they probably need other skills, like reading skill, too as it is a fundamental skill that helps children to succeed at school.

Reading in English is not as easy as reading in Indonesian. The phonics system of Indonesian is simple as we pronounce all letters the same as they sound. However, the sounds of what we hear and the letters of what we see in English are far different. English has diphthongs, silent sounds, diagraphs, phonemes, and many other combinations of letters that produce one sound (see Bald, 2007).

Donat (2003) wrote that children are necessary to learn and develop their skill of phonological awareness and phonemic awareness. There are ways to learn about the relationship between the sounds and the letters of alphabetical words. In addition, children learning the phonics system are able to learn to read more quickly than children who are not trained with the phonics system. Furthermore, there is an evidence found that teaching sounds, not the letter name, along with the letters of the alphabet is important because it can develop children's phonics skills that help them when they start reading and writing (Konza, 2011). In addition, Konza (2011) stated that teaching children to read using phonics instruction is necessary to help them to be independent readers, which certainly help them to gain other literary skills.

Other previous research also show that phonics method successfully develops children's reading skills. Julia (2007) uses qualitative research method by doing observation and analysis on reading comprehension and vocabulary of kindergarten students who are able to recognize and read A-Z sounds of words and understand many special sounds with their patterns after they are taught using phonics methods. Then, a current research done by Widyawati (2013) proves that phonics system of "X" language course is successful as the students of target level observed show significant improvement in recognizing and pronouncing letters, in distinguishing between words and syllables and doing blending and stretching of words. It proves that the phonic system and teaching approach of target level help students to read in English. In addition, another research done by Johnston, McGeown, and Watson (2012) states that phonics teaching method is more successful when synthetic phonics teaching is applied. They find out that students who are taught using synthetic phonics perform better than those who use analytic phonics. The students are all better in word reading, spelling, and reading comprehension.

Based on the previous research, it is concluded that there is a relationship between teaching reading

approaches and students' reading ability. Students who are taught using phonics teaching method are better and faster in developing their reading skills and comprehension, especially when they use synthetic phonics. Therefore the research is concerned with the code sound reading system used in a language center in Jakarta, especially the children in level ICR 1. There are some problems to be solved: How far is the reading system successful, particularly on students' reading skills and reading comprehension? What are the influences of teachers to students' performance?

Teaching Approaches to Young Learners Early education seems very important in this modern era. Parents always like their children to have excellent skills such as in languages, art, music, sports, and so on. Hence, a right teaching approach to children is necessary as it is the start of their education. There are many kinds of approaches to educate children and based on Pritchard (2009:5), teacher centered method is categorized as behaviorist psychological approaches and student centered method, on the other hand, is shown in constructivist and humanistic psychological approaches.

Behaviorist Approach is a teacher-centered approach that focuses on changing children behavior with rewards in order to encourage children for doing well. The rewards need to have value to children; they can be stamps, stickers, extra points, certificates, sweets, verbal, and public praise. By giving valuable rewards, children habitually follow the rules and enjoy the learning environment. Children automatically listen to the lesson and follow teacher's instruction as they want to get the rewards.

Constructivist Approach is the style of teaching that concerns with the child as individual who likes to learn and explore about something by themselves. In teaching using this method, teachers allow children to learn and find out the new words, patterns, sounds when necessary. They are not strictly taught with the complicated rules; on the other hand, the teacher gives clues and hints in teaching materials and children try to find out the strategy and explore the language by themselves.

Humanistic Approach plays important role in this research. Teachers try to be a facilitator in teaching children. They step back and encourage children to learn naturally. Children are taught to stress on their inner thought and feeling, thus they can make their own choices to get involved in the lesson. The motivation from the children themselves let them learn and improve automatically. Rewards are not essential for this teaching approach.

With the aim for delivering learning materials well, teachers need to create a balance between the interaction of students and themselves. It is not an ideal teaching style if teachers become a taskmaster children fear or even teachers are being kind and friendly teachers without any control for the students. Therefore, there are several classroom management strategies that are suggested by Linse (2005:187) in order to establish an efficient learning environment, those are:

Establish clear rules at the beginning of the year; it is important to have rules that are stated in positive terms and establish what the children are expected to do clearly. Teachers need to review the rules, demonstrate or point out expected behavior.

Teach the concept of appropriate and inappropriate behavior; as a teacher of young learners, they need to make sure that they comment on the appropriateness of the children's behavior and not on the children themselves. In addition, teachers have to ensure that the moment they correct children's behavior, they do not interpret themselves as bad children.

Offer rewards judiciously; teachers may give appreciation in terms of presents, stickers or other things the children like. Unwittingly, by giving rewards, teachers can contribute to an atmosphere of competition that can encourage children to do better.

Plan more than you think you will need; teachers should ensure that they have had enough preparation for the lesson. They should plan and be ready for any sudden-chaos; hence they must have a set of back-up activities that can be used when there are technical errors. For example, the students are doing fast on their exercise and asking for their next materials; the photocopiers break down and cannot make copies for the materials, and so forth.

Balance activities; gaining young learners' attention while teachers are teaching is one of the difficult tasks for teachers. Most children will not put long attention to one topic or activity more than 15 minutes. Thus, in order to keep children engaged, the teacher should create a balance of activities for every lesson.

Provide specific feedback; teachers are supposed to correct students' behavior and give specific and related feedback at the time they are misbehaving. For example, they can ask students to stop looking out the window and start doing their exercise with an award. It can be stickers, presents or even the applause from all students. The teacher should never embarrass or shame the child who is misbehaving.

Know when to use the child's native language; first thing that teacher should do is to create an English learning environment at the classroom, especially. Hence, the teacher is supposed to use English when teaching as it is a better way for children to get used to with the language. However, there are moments, particularly facing students who are sad, crying, having bad mood, etc before they go into classroom or having difficulties in understanding the explanation, the teachers might use their native language.

METHOD

The research method used was a qualitative research by looking closer to I Can Read code sound reading system in three classes of I Can Read I (ICR 1) level through their reading skills and reading comprehension. The participants were the students in three classes of ICR 1 level and their three different teachers who had different working period: one year, three months, and one month in the center. The three teachers had been trained before they were sent to the classrooms.

The instruments of this study were in a form of reading test taken from one of the stories in BOOK 2 of ICR 1. The reading test used was the same both for pre-test and post-test. The pre-test was done before the students started studying BOOK 2 and the post-test was done after they finished all code sounds in BOOK 2. The students read the story one by one and the mistakes done were

collected as data. In addition, there were five questions asked to students to record their reading comprehension.

RESULTS AND DISCUSSION

In the study, the children were introduced to a new code sound and they read training word lists using screener. The screener was used in order to help them in blending words as they learn to spell at the same time they learn to read. After the children finished the training word lists, they continued reading three short stories containing the code sounds. The children reviewed all the code sound patterns in every session so that they got familiar with the sound and the letter represented. All of these can be seen in the lesson plan of this level.

Then, by looking at the lesson plan and the material taught in ICR 1, the writer concluded that the children in this level were categorized as Early Readers (Lyon & Moore, 2003). They had started to read more complex patterns (e.g. /scream/, /crumbs/), vowel patterns (e.g. /ir/, /oy/), and produce clusters (e.g. /th/, /br/). As Early Readers, ICR 1 students were able to identify unknown words by only giving pattern sounds to them.

Along with the types of readers, ICR 1 children in this analysis were grouped in Syllable-Juncture stage (Lyon & Moore, 2003). This is one of reading stages where children can spell most single-syllable words correctly, except for polysyllabic words and apply concepts such as doubling consonants and adding affixes. From the lesson plan, it can be found out that children were taught mostly polysyllabic words and pattern sounds in reading and spelling activity, as shown in Table 1.

Table 1 Lesson Plan of ICR 1

No.	Description
1.	Settling Down (5 minutes) Teacher (T) prepares the material and properties such as: code card, screener, and training words list on board. When students (S) come, T can have small talk about their day, school, holiday, and so on.
2.	Review ABC Board (5 minutes) T asks students one by one to review the Alphabetical Chart, Blend Chart and Code Card. When they all know the sounds very well, T may skip this part.
3.	Introduce New Sound and Practice the Training Words (10 minutes) T introduces new sound and asks S to repeat the sound till they can pronounce it correctly. T use big screener to take them through blending the training words written on the whiteboard. T listens to each student's blending at least three - five words. S practice the new sound using all the training word lists on the text book.
4.	Reading Time (20 minutes) S finish Story 1 and go to difficult words. T explains the meaning and retells the story using simple words with the help of ICR story picture. Then, T asks the comprehension questions. T does the same steps for Story 2 and mark the next Story 3 which is to be read at home during the following session.
5.	Reading Comprehension (10 minutes) S try to answer the questions in full sentence. T helps them to get used to it. T can set one question for one child or they can compete and raise their hands to answer. The correct one gets extra point.
6.	Spelling Practice and Spelling Test (5 minutes) T quickly lists down new spelling words for the following session. S find and circle them on their text book. T writes H/W on the page to remind them to practise at home.
7.	Farewell (5 minutes) It is time to go home. T gives stamps and stickers. T asks S to tidy up their seat and belongings. They have to line up and say good bye to the teacher and friends before going out from class.

From the observation, it is identified that the teachers in Class A, B, and C shared the same teaching style. The teachers used Democratic teaching style. It is a way of teaching to let students express their idea when doing the task given. The teachers only observed and corrected them when something goes wrong, especially when they did inappropriate behavior. The teachers appreciated and praised students who were nice and able to focus during the lesson. Democratic style can be seen when the students discussed a story, expressed their opinion about a picture or ending of the story, etc. Along with the democratic style, the teachers also applied Permissive teaching style. The teachers followed rules which had been made together with the students. For example: students had to put their bags on the shelves after taking out text book, notebook, chop sheet, and pencil; students who behaved nice would get extra chops and stickers; before going out from the class, students tidied up the table and chair; and so on. However, the rules sometimes were not used and the teachers allowed students to do what they liked. For instance, the students sat on the seat they liked and put their bags under the chair.

Besides democratic and permissive teaching styles, teachers used Guided Reading strategy as the teaching reading method. This method allows each student to get involved in the reading activity. Based on the observation, the guided reading was divided into three steps. First, the Pre-reading Stage started with the introduction of the new code sound and training words lists (vocabulary) which would help students in their reading understanding later on. Second, Reading Stage started when one student began to read while the teachers listened to him/her and checked the mispronounced words. The other students used their own text book and followed the students who were reading. They had their own part in each story. The last, the Post-reading Stage was done when they finished reading and started the discussion. Before the teachers asked questions, they retold and explained the story using ICR story picture. All students participated to answer the reading comprehension in order to get extra points.

In relation to the teaching style, the teachers implemented several strategies to manage the class during the teaching and learning process. The teachers had their rules that had to be followed, such as: put the bag in proper way, sit nicely, listen to the lesson, and follow the instruction. Then, when the students were able to behave well, they would be offered rewards. The number of chops and stickers were given based on their behavior and performance in the class. By giving rewards, the students were supposed to have courage to compete with the others and do better in the class. Then, during the observation, it is also found out that the teachers always tried to correct students' behavior by giving specific and related feedback at the time they were misbehaving. For example, when Da from Class C disliked spelling, Ms. E supported him to stop playing and started the practice. When he did the practice, the teacher gave rewards and wrote it on the board. This strategy seems important as Da got his present and the other students started to do it diligently. Hence, in the 8th session, Da accepted the spelling test and he even got good score.

The teaching approach applied in the class is

Humanistic Approaches. According to Pritchard (2009), it is also categorized as Student Centered Method. This approach is characterized by having teachers who did not only give and introduce the code sound, but also let the students get involved in the learning teaching process. The students read the training words and the reading text independently. The teachers only facilitated and guided them to make sure they understood about the code sound and the text they read. Moreover, teachers' humanistic approach can be seen when they always greeted students cheerfully and tried to create comfortable learning environment. The teachers never blamed and made the students disappointed although they did mistakes. Instead, the teachers helped them personally to correct the mistake, or asked others to help their friends. All of this proved that teachers always treated them as a human being who has brain to think and heart to feel. The teachers also taught the students to consider others and helped them when necessary.

Furthermore, it is discovered that the teachers used Behaviorist Approach as well. Based on the theory of Pritchard (2009), it is grouped as Teacher Centered Method where the teachers used rules and rewards to change and control students. This approach can be seen when the teachers used stickers and chops as rewards. Whenever the students were not nice in class, the teacher then promised to give more chops and stickers if they could be nice and follow the lesson.

During the observation, it can be seen the teachers' teaching approaches gave big influences to students' performance. Through Humanistic Approach, the teachers provided comfortable and joyful learning environment where the students could easily understand the story with the attractive story pictures and teachers' story telling. When the teachers were introducing new code sound and reading the story, they were given screener and small code board to help them read properly. In addition, teachers taught them to help each other. So, for example, a student from Class B always helped her friends next to her when she/he did not understand certain vocabulary. In Class A, Ad was found to be one of the clever students in the class, but the teacher sometimes asked her to retell the story to her friends who did not come in the previous meeting. This strategy encouraged students to be confident to speak out and make the students understand faster as they could listen to her friends' story.

Behaviorist Approach also gave impacts in controlling students' behavior. The rules and awards given had been a habit for the students. They did not see those as rules anymore after they got used to it. For instance, Ms. E always asked her students to follow the reading passage when the other was reading. Those who followed the reading would get extra chops. Based on the observation, Ms. E always asked the students to do the same thing. In the fifth session, Ms. E did not need to say the rule again. In fact, the students got used to the rule and were aware to follow the reading when their friend was reading. Another example from other classes are the fact that the students now automatically put their bag on the shelves, took out the book and chop sheet before the class started, and tidied up the chair and their belongings before they went home, as shown in Table 2.

Table 2 Summary of Teaching Steps in ICR 1

No.	Steps Based on the Observation (September 30th - November 4th)
1.	Settling Down Before students arrived in the class, teacher (T) prepared the material and properties such as: code card, screener, and training words list on board. When students came, T greeted them cheerfully and gave them a warm welcome. When students first come into the class, they were taught to put the water bottle on the other desk, take out and give their books and chop sheets to teachers, put their bag in the shelves, and sat down nicely. Before the lesson started, T asked and had short discussion about how their day/school was. Everyone shared their story. T created a comfortable and fun learning environment before they studied.
2.	Review Alphabet, Blending and Diagraph and Code Card T pointed to the board and asked students to utter the code one by one. Sometimes T needed more time to review and guided particular students who still could not pronounce the sound well. The teachers encouraged them to say loudly and gave extra chops/stickers when they could pronounce the sounds properly. Teachers usually praised and gave complement to what the students had done. When they did mistakes, T asked to repeat and corrected the pronunciation.
3.	Introduce New Sound and Practice the Training Words After reviewing the ABC Board, T pointed to the code board and asked students to sound the code one by one. They started with the pictures that contained 'new target sound' for each meeting. Then, each student pronounced the new target sound. Then, they moved to the word listed on board. They followed teachers to read the training words listed. The students then were given changes to read the training words one by one. When one was reading, the other had to listen and followed the words. T gave rewards to those who followed the reading. Sometimes T needed more time to review and guided particular students who still could not pronounce the sound well. Similar with number 2, T praised and gave complement to what students have done and always corrected if they were wrong.
4.	Reading Time T asked students to read one sentence/one paragraph each student. T requested students to follow their friend who was reading. When they read incorrectly, T fixed the wrong pronunciation directly. When they had known the correct pronunciation, the students read again the wrong part one more time. If there were unfamiliar and difficult/long words, teachers asked all students to try and the one who could utter the words correctly would get extra chops/stickers. After finishing reading, the teachers explained the story and the new vocabulary to the students. T used story pictures with interesting story-telling style. Ms. W always told the story attractively with loud voice and gestures. Ms. H liked to gather students in around and started the story telling. Ms. E used her skills of imitating the sounds of each character in the story. The students were interested and focused on the explanation as they had reading comprehension where each student would be asked questions about the story.
5.	Reading Comprehension Students closed their book and were ready to answer the questions from T based on the story read before. T asked them to raise hand if they knew the answer. All teachers in 3 classes had similarity to encourage students who were shy and quiet to answer first. When they were correct, T gave rewards.
6.	Spelling Practice and Spelling Test T always gave spelling homework for students to practice at home. Hence, T only needed to use one to two minutes to check whether the students were ready for the spelling or not. If all were prepared, the students listen carefully to the words sounded and wrote it down. After that, T checked the spelling, and when there were wrong mistakes; students wrote again three times each wrong answer.
7.	Farewell It was time to go home. T gave chop on their chop sheets. The number of chops given was based on students' behavior in the class, i.e. active or passive. T also gave stickers to each student. Stickers were given to motivate them to be nice and behave as what T asked them to do. Before going home, students were asked to put back the color pencils, chairs, clean up the class, and line up behind the door. These practiced them to build their sense of responsibility. Ms. W. always asked their students to line up from the shortest to the tallest and did high five one by one with her. Ms. H. encourage her students as who could tidy up faster can be in the first of the line. Ms. E. also did the same thing with Ms. H. The students all said good bye to the teacher.

After 10 sessions of observation, the students have been able to recognize the target sound in Book 2. In the last meeting of Book 2, all students did the reading test. Class A did the reading test on Monday November 4th; Class B did the test on Friday November 1st; and Class C was on Wednesday November 6th. Table 3 is the post-test and pre-test result of the students in three classes.

Table 3 The Result of Pre-Test and Post-Test

No.	Name	Short /u/		Short /oo/		Long /a/		Long /e/	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Class A									
1.	Ad	5 / 21	21/21	2 / 11	11/11	4 / 14	13/14	4 / 35	34/35
2.	Ch	4 / 21	19/21	0 / 11	11/11	4 / 14	9/14	3 / 35	27/35
3.	Wh	6 / 21	21/21	0 / 11	11/11	1 / 14	12/14	3 / 35	30/35
Class B									
1.	Ar	4 / 21	21/21	0 / 11	11/11	0 / 14	13/14	0 / 35	31/35
2.	Br	5 / 21	21/21	0 / 11	10/11	1 / 14	14/14	3 / 35	35/35
3.	Dy	3 / 21	19/21	0 / 11	9/11	0 / 14	13/14	1 / 35	27/35
4.	El	1 / 21	20/21	0 / 11	10/11	1 / 14	14/14	3 / 35	32/35
5.	Jo	4 / 21	21/21	0 / 11	11/11	2 / 14	14/14	3 / 35	33/35
6.	Sa	4 / 21	21/21	1 / 11	10/11	1 / 14	14/14	2 / 35	34/35
7.	So	2 / 21	21/21	3 / 11	9/11	1 / 14	14/14	3 / 35	33/35
Class C									
1.	Bry	4 / 21	21/21	1 / 11	11/11	1 / 14	14/14	2 / 35	34/35
2.	Cl	5 / 21	21/21	0 / 11	11/11	1 / 14	13/14	2 / 35	33/35
3.	Da	0 / 21	18/21	0 / 11	11/11	0 / 14	14/14	2 / 35	33/35
4.	Je	3 / 21	21/21	0 / 11	11/11	3 / 14	13/14	2 / 35	25/35
5.	Ka	1 / 21	17/21	1 / 11	10/11	1 / 14	12/14	2 / 35	30/35
6.	Ph	4 / 21	20/21	0 / 11	10/11	2 / 14	13/14	3 / 35	32/35

From table 3, it can be seen that all students had improved a lot and had been able to recognize the target sounds in Book 2. They have improved from knowing nothing about the code to be able to read text containing the targeted codes fluently. In addition, they all enjoyed learning with the teachers. The teachers approached their students differently, yet, the result was the same. They all can recognize the code sounds and read the reading stories well.

After the post-test, the students were asked five questions based on the story they read and they had to write the answers to the questions. Due to their skills, most of the answers were not written in right spelling; however, they were still accepted as the correct one. Here is the result of the reading comprehension in Class A, Class B, and Class C, as shown in Table 4.

Table 4 The Result of Reading Comprehension

No.	Name	Q1	Q2	Q3	Q4	Q5	Total Correct Number	Percentage
Class A								
1.	Ad	F	T	F	T	T	3	60%
2.	Ch	T	T	F	F	T	3	60%
3.	Wh	T	T	F	F	T	3	60%
							Avg	60%
Class B								
1.	Ar	T	T	F	F	T	3	60%
2.	Br	T	T	F	T	T	4	80%
3.	Dy	T	T	F	F	F	2	40%
4.	El	T	T	F	T	T	4	80%
5.	Jo	T	T	F	F	T	3	60%
6.	Sa	T	T	F	F	T	3	60%
7.	So	T	T	F	T	T	4	80%
							Avg	65.7%
Class C								
1.	Bry	T	T	F	F	T	3	60%
2.	Cl	T	T	F	T	T	4	80%
3.	Da	F	T	F	F	T	3	60%
4.	Je	T	T	F	F	T	3	60%
5.	Ka	T	F	F	T	T	3	60%
6.	Ph	T	T	F	F	T	3	60%
							Avg	63.3%

According to the data stated in Table 4, it is found out that without teachers' explanation and the story pictures used during the story telling, the students could answer in average 3 questions correctly. There was only one student who answered two questions correctly. It means that the students' reading comprehension skill was not bad. They did not have much problem in answering reading comprehension although they did not listen to teachers' explanation and saw ICR story picture. On the other hand, this proves the importance of teachers' retelling story skills and media used such as pictures. Thus, it can be concluded that all students understood the story and were able to answer the questions after they heard the explanation from the teachers.

In relation to their reading skill and the result of the reading comprehension, it is concluded that teachers' teaching style influenced students' reading comprehension. The influences could be seen from students' reaction when they had reading comprehension in the class as provided in the summary of the observation. Despite using different style of storytelling, all students were still able to understand and enjoy the story. Based on the observation, all students

could answer all questions provided correctly. They could also retell the story using their own words. They even could memorize and explain the new vocabulary from the reading. In fact, each teacher's storytelling strategies let the students excited and understand the story. Hence, it is important to be noted that the students can still perform well although they learn throughout different ways of attractive storytelling.

CONCLUSION

As a conclusion, the code sound reading system was proven successful to help students in reading. This can be seen from the students' performance before and after being taught using the system. After learning the code sounds, most of the students got almost perfect pronunciation for the targeted sounds. Some of them even showed their improvement from having difficulties in reading to having no problem with the reading English text. Then, evaluating from how the teachers teach and guide the students during the learning process, it was found out that the teachers' teaching style and strategies helped

and encouraged students during the lesson. The phonics instruction applied makes reading become easier for the students. The teaching style and teachers' management during the lesson also give positive impact on students' behavior. The students have apparently changed and acquired the target level little by little. Furthermore, the analysis also shows that the teaching style affects students' reading comprehension. By having several time of explanation about the story, the students can completely understand the story they read. As a result, they are able to answer the reading comprehension given.

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