Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini
Volume 15, Number 3, 2026 pages 1788-1798
P-ISSN: 2301-9905 E- SSN: 2775-409X
Open Access: https://jurnal.umt.ac.id/index.php/ceria/index

Implementation of the Jolly Phonics Method in Introducing English to Young Learners

***Risma Parwati*[1], *Suci Utami Putri*[2]**
[1,2] Universitas Pendidikan Indonesia, Purwakarta, Indonesia
e-mail: *[1]rismaparwati@upi.edu, [2]suciutami@upi.edu

ARTICLE INFO

Article history:
Received: July 03, 2026
Accepted: October 2, 2026
Available online on:
October 10, 2026

Keywords:
Jolly Phonics
Early Childhood
English Introduction
Multisensory Phonics

Copyright ©2026 by Authors. Published by Universitas Muhammadiyah Tangerang

ABSTRACT

This study aims to analyze the implementation, impact, and supporting and inhibiting factors of the Jolly Phonics method for introducing English to young learners. A descriptive qualitative approach was used, with an English teacher of Kindergarten A class at Al-Irsyad Satya Islamic School (AIS) Padalarang as the subject. Data were collected through semi-structured interviews, classroom observations, and document review of weekly lesson plans and learning modules. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The results show that Jolly Phonics is implemented through multisensory activities integrating songs, movements, and stories, increasing children's enthusiasm and letter-sound recognition. The study concludes that success depends on a systemic supporting ecosystem, including teacher competence and institutional support.

Introduction

English has become an international communication tool that plays a strategic role in various areas of life, from education and the economy

to cross-border cooperation. Mastering English provides access to global information and opens opportunities for cross-cultural interactions, which are increasingly needed in the midst of globalization (Sari et al., 2024). This situation makes introducing English from an early age a necessity rather than just a choice, as foreign language skills developed during childhood become an important foundation for a child's academic and social development in the next stages of education. Theoretically, early childhood (0–6 years) is known as the golden age of brain development, which is the age range when a child's capacity to absorb environmental stimuli, including language, is at its highest throughout life (Sukatin et al., 2023). The critical period hypothesis suggests that children have a biological and neurological advantage when it comes to acquiring a new language, so starting foreign language learning at an early age tends to result in more natural mastery (Siahaan, 2022).

The active, concrete, and play-oriented learning style of young children requires a different approach to language learning compared to conventional methods. Teaching English to Young Learners (TEYL) emphasizes the importance of fun, multisensory, and contextual methods so that children can pick up the language naturally without too much academic pressure (Ratminingsih et al., 2023). One method that meets this need is Jolly Phonics, which is a letter sound (phonics) teaching method that is systematic and multisensory, combining

movements, songs, and stories in a series of lessons that match the way children learn (Srikandewie & Yon, 2021). Various studies indicate the potential of the Jolly Phonics method in supporting early childhood English literacy.

An experimental study in the Philippines found that consistently applying the Jolly Phonics program contributed to strengthening children's language literacy skills (Belbes et al., 2022). In the United Arab Emirates, Almansoori et al. (2024) reported improvements in preschoolers' phonics skills. In Indonesia, Puspitasari et al. (2023) found a significant impact on the English vocabulary mastery of group B children. Furthermore, Farokhbakht and Nejadansari (2015) emphasized that phonics with songs and gestures is more effective than conventional methods for young learners, and Damayanti et al. (2021) highlighted the importance of teacher readiness in implementing phonics in Islamic early childhood schools. However, most of these studies focus on learning outcomes quantitatively. There is limited qualitative exploration of how teachers actually implement Jolly Phonics in a natural classroom ecosystem, including its supporting and inhibiting factors. This study aims to fill that gap by providing an in-depth qualitative description of the implementation at AIS Padalarang.

Methods

This study uses a qualitative approach with a descriptive method. Qualitative research aims to deeply understand the processes, meanings,

and subjective experiences that occur in research subjects within a certain context (Sugiyono, 2023). The research subject is an English teacher who has been teaching with the Jolly Phonics method for 13–14 years, handling a TK A class (ages 5–6) at Al-Irsyad Satya Islamic School (AIS), Padalarang. The subject was chosen using purposive sampling based on the criteria of having direct and in-depth experience in implementing the Jolly Phonics method.

Data collection techniques used three main methods: (1) non-participative observation of the learning process; (2) semi-structured interviews with the teacher; and (3) documentation in the form of weekly lesson plans, learning modules, and activity recordings. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2021) including data reduction, data display, and conclusion drawing/verification. To ensure the validity of qualitative data, this study applied source and technique triangulation as suggested by Creswell and Poth (2018) and Nurfajriani et al. (2024), comparing data from interviews, observations, and documents to increase credibility.

Result and Discussions

The Application of the Jolly Phonics Method

Implementation of the Jolly Phonics Method Research findings show that the implementation of Jolly Phonics at AIS is carried out in a structured way through the integration of two systems, namely the built-in Jolly Phonics framework and the Cambridge Primary

Curriculum. Planning uses a weekly plan format that refers to the already structured Jolly Phonics system from opening, activity, to closing. As a teacher explained: *"Most of Jolly Phonics is already structured from its system, what should be done in the opening, what activities to do, the closing... with Jolly Phonics, it will definitely be like that every week."*

The learning implementation follows a sound group system that doesn't follow the conventional alphabet order. For example, the first group consists of the letters S–A–I–T–P–N. The weekly cycle consists of two meetings per class: the first meeting focuses on multisensory sound introduction through a big storybook, character puppets, songs with distinctive movements, and vocabulary introduction using real miniature objects; the second meeting focuses on step-by-step letter formation from sand, finger writing on various surfaces, up to tracing worksheets, followed by blending practice using a movable alphabet.

Class management considers the attention span of TK A children (10 minutes) by rotating activities every ten minutes. Cooperative learning based on the Kagan method is applied with guided autonomy in group formation. Evaluation is done through Cambridge Checkpoint, which is qualitative and longitudinal, accompanied by daily social-emotional reflections and applying mastery learning principles before moving on to the next material.

Contextual adaptation is carried out through the integration of the Montessori Three Period Lesson elements for vocabulary introduction

and Kagan cooperative structures for group activities. This phenomenon aligns with the concept of teachers' pedagogical competence as a key factor in successful implementation (Erika et al., 2024). The resulting implementation model can be called structured flexibility—staying true to the core principles of the method while allowing room for creative adaptation at the technical level.

The Impact of the Jolly Phonics Method on Language Ability

The Jolly Phonics method has a holistic and integrated impact on four aspects of children's English language skills: listening, speaking, pre-reading, and pre-writing. The teacher emphasized, "It definitely covers all the vocabularies... listening for sure because there are instructions that we do give... speaking happens by chatting with their friends, so it's really already part of listening, speaking, reading, writing." These four aspects work as one system that reinforces each other in a learning cycle.

Vocabulary development grows through integrating the Montessori Three Period Lesson with real three-dimensional objects that allow children to build multisensory associations between sounds, symbols, and concrete references. Listening skills are prioritized as the main foundation, developed through story time, puppet sounds, songs, and layered oral instructions. Speaking skills are fostered through structured partner activities like question-and-answer sessions 'What do you have?' which simulate real communication and naturally build

confidence. Pre-reading skills are developed through gradual blending using real objects as meaning references, creating a comprehensive semantic-phonological network. Pre-writing skills are developed through tiered multisensory letter formation that respects children's fine motor readiness: physical exploration (sand, sandpaper, body tracing) comes before formal worksheets. These findings confirm the results of Novitasari et al. (2023) on early holistic English development in young children.

AIS Supporting Facilities and Infrastructure have a complete and standardized ecosystem of facilities and infrastructure in four categories: (1) digital media—Jolly Phonics app officially licensed from Jolly Learning Ltd., UK (subscription around IDR 7,000,000/year) which includes songs, letter formation, stories, blending, segmenting, and worksheets; (2) physical and tactile media—big story books, character puppets, movable alphabet, mini object collections per letter sound, as well as sandboxes and sandpaper letters (initial investment around IDR 10,000,000); (3) Continuous Provision Corner, with materials updated weekly to encourage children's independent review; and (4) weekly Google Classroom sent to parents every Monday at 4 PM. The Continuous Provision Corner implements the principle of "environment as the third teacher," allowing children to review materials at their own pace, in their own way, without evaluation pressure (Dewi, 2022). The Google Classroom system represents structured family engagement.

Informed parental involvement significantly broadens and deepens children's language experiences outside the classroom context (Ningsih et al., 2024).

Supporting and Inhibiting Factors

There are four main supporting factors: (1) teachers' competence and experience of more than a decade with tiered training from local to international levels (directly from Jolly Learning Ltd., UK); (2) systematic institutional support through annual training budgets and planned material procurement each semester; (3) a co-teaching system that allows the teaching teacher to focus on the large group while the teacher assistant gives individual attention; and (4) a zero period program (07:30–07:50) as an informal early intervention mechanism that prevents the accumulation of learning gaps without stigmatizing the child.

The inhibiting factors include: (1) the limited attention span of TK A children (10 minutes), which is addressed through activity rotation; (2) the heterogeneity of abilities in a large class (22 children), managed with activity-based observation, zero period, and Continuous Provision Corner; (3) behavioral challenges such as tantrums, handled through redirecting strategies; and (4) the relatively high implementation cost (around IDR 17,000,000 per year) that could potentially limit access to the method for early childhood programs with tight budgets.

The pattern of supporting and inhibiting factors identified shows

that the success of Jolly Phonics is not just about the method itself, but about the entire ecosystem surrounding it. These findings place the study in a position to assert that effective implementation of Jolly Phonics requires a systemic approach, not a single solution.

Conclusion

The Jolly Phonics method at Al-Irsyad Satya Islamic School is applied in a structured way by integrating the Jolly Phonics framework with the Cambridge Primary Curriculum in a cycle of two meetings per week, with classroom management based on child development psychology and longitudinal qualitative evaluation. This method has a holistic and integrated impact on four language skills—listening, speaking, pre-reading, and pre-writing—in a single synergistic learning cycle. The support ecosystem includes officially licensed apps, multisensory physical materials, a Continuous Provision Corner, and Google Classroom for parent involvement. The success of the implementation is supported by experienced teacher competence, systematic institutional support, a co-teaching system, and a zero-period program as an early intervention. The main challenges include limited attention spans, class heterogeneity, behavioral challenges, and high implementation costs.

References

Almansoori, N., Ogdol, R., & Alteneiji, A. (2024). The impact of integrating Jolly Phonics Lessons application into English literacy lessons on UAE preschoolers' phonics skills. *Journal of Childhood,*

Education & Society, 5(1), 41–60. https://doi.org/10.51714/dlejpancasakti.v6i2.51.pp.44-49

Astuti, D. R., & Pratiwi, E. D. (2021). Efektivitas metode Jolly Phonics terhadap kemampuan fonemik anak TK. *Jurnal Golden Age*, 5(1), 88–95.

Belbes, M. E., Bandoy, M. M., Tan, C. S., Yazon, A. D., & Buenvinida, L. P. (2022). Effectiveness of Jolly Phonics Program towards Strengthening of Language Literacy. *International Journal of Theory and Application in Elementary and Secondary School Education*, 4(2), 202–218. https://doi.org/10.31098/ijtaese.v4i2.1077

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Damayanti, E., et al. (2021). Teacher readiness in implementing phonics for early childhood in Islamic schools. *Jurnal Pendidikan Islam Anak Usia Dini, 3*(2), 101-115.

Dewi, S. L. (2022). Pengaruh Pembelajaran Berbasis Permainan pada Pendidikan dan Perkembangan Anak Usia Dini. *Aulad: Journal on Early Childhood*, 5(2), 313–319. https://doi.org/10.31004/aulad.v5i2.346

Erika, R., Asri, Y. N., & Luthfiah, N. A. (2024). Kompetensi Guru PAUD dan Dampaknya terhadap Perkembangan Anak Usia Dini. *Al-Muhadzab: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 32–44. https://jurnal.indaf.ac.id/almuhadzab/article/view/274

Farokhbakht, L., & Nejadansari, D. (2015). The effect of using synthetic multisensory phonics in teaching literacy on EFL young learners' literacy learning. *International Journal of Research Studies in Education, 4*(4), 39-52. https://doi.org/10.5861/ijrse.2015.1196

Illiyyin, L. F. A., & Ruhaena, L. (2024). Stimulasi Kemampuan Bahasa Inggris pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(2), 343–352.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2021). *Qualitative data analysis: A methods sourcebook (4th ed.).* Sage Publications.

Ningsih, D. A., et al. (2024). Strategi pembelajaran Bahasa Inggris anak usia dini melalui pendekatan gerak dan lagu. *PAUD Lectura*, 7(2).

Novitasari, D., Suryana, D., & Yulsyofriend, Y. (2023). Kemampuan bahasa Inggris awal pada periode linguistik anak usia dini. *Jurnal Obsesi*, 7(4), 4567–4576.

Nurfajriani, W. V., et al. (2024). Triangulasi Data Dalam Analisis Data Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(17), 826–833.

Puspitasari, Wahyuningsih, S., & Jumiatmoko. (2023). Pengaruh Metode Jolly Phonics terhadap Penguasaan Kosakata Bahasa Inggris pada Anak. *Early Childhood Education and Development Journal*, 5(3), 237–247.

Ratminingsih, N. M., et al. (2023). *Pembelajaran Bahasa Inggris untuk Anak Abad 21*. Jakarta: RajaGrafindo Persada.

Sari, N. N. K. ., Maulida, Z. P. ., & Salmawati, A. (2024). (2024). Pentingnya bahasa Inggris pada era globalisasi. *Karimah Tauhid*, 3(3), 3685–3692. https://doi.org/10.30997/karimahtauhid.v3i3.12571

Siahaan, F. (2022). The Critical Period Hypothesis of SLA Eric Lenneberg's. *Journal of Applied Linguistics*, 2(1), 40–45.

Srikandewie, Y. N., & Yon, A. E. (2021). Improving students spelling skills through using jolly phonics method (age 5 years). *Dialectical Literature and Educational Journal*, *6*(2), 44-49.

Sugiyono. (2023). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.

Sukatin, S., Mutaqin, K., Astuti, P., Widiyansih, W., & Putri, Y. (2023). Psikologi perkembangan anak usia dini. *Jurnal Pendidikan Dan Ilmu Sosial (Jupendis)*, *1*(3), 186-194. https://doi.org/10.54066/jupendis.v1i3.492

Utami, R., & Setiasih, O. (2025). Pengaruh pengenalan kosakata terhadap perkembangan bahasa anak usia dini. Pendas: *Jurnal Ilmiah Pendidikan Dasar*, 10(1), 112–120. https://share.google/m4qp1l6kynNTQQ65M

YAŞ Emin. (2024). *The role of age in second language acquisition*. PhilArchive.