

The Ability of Latin Letter Recognition in Early Children in Raudhatul Atfhal Annajamissa'adah Medan Tembung

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Abstract

The background of the problem in this study is the ability to recognize Latin letters in early childhood in Raudhatul Atfhal Annajamissa'adah clay field and the teacher has not used an effective and efficient media in learning to recognize Latin letters. This study aims to process learning activities in the form of activities of teachers, students and parents in the ability to recognize Latin letters in early childhood in Raudhatul Atfhal Annajamissa'adah clay field through the process of learning the introduction of Latin letters in early childhood. The results showed that there were some weaknesses and strengths in learning Latin letters recognition. Because children lack enthusiasm in learning because the media conducted by teachers is less effective. Therefore there must be cooperation between parents of students and teachers so that students also study at home not only studying at Raudhatul Atfhal Annajamissa'adah clay field but at home must also be taught by parents so that the ability to recognize Latin letters can die. Because so far researchers see the lack of cooperation between teachers and parents in working together in educating young children in Raudhatul Atfhal Annajamissa'adah so the level of children's ability to recognize Latin letters is different.

Keywords

ability to recognize Latin letters, early childhood



I. Introduction

In a teaching and learning process, there are two elements that play a role and are interrelated in the learning method is the teaching method and teaching media. The choice of one particular teaching method will affect the appropriate type of teaching media in addition to various other aspects that must be considered in choosing media, including teaching objectives, types of tasks and responses expected by students to master after the teaching takes place, and the learning context including student characteristics.

When children learn the names of real letters children learn about the sounds produced by these letters. If the child has understood the appropriateness of symbols and sounds then it will be easy to learn to read formally later. The suitability of sound symbols is the ability to connect between letter sounds and letter shapes (Seefeldt & Wasik 2008: 332).

Get to know the letters well if the child has been able to show the symbol letters in the environment around the child is able to connect pictures or objects with the appropriate letter symbols, and read with pictures that have simple sentences. From the description above it can

be concluded that in general children under five years of age have begun to be interested in the symbols of letters obtained through various print and electronic media. Therefore, it is necessary to provide a supportive environment and appropriate stimulation for children to help children recognize letters.

II. Review of Literature

Early childhood education is a planned and systematic effort undertaken by educators or caregivers of children aged 0-8 years with the aim that the child is able to develop the potential he has optimally. Marjory Ebbeck in Amelia (2019) said "early childhood education is a service for children from birth to the age of eight years." In general, the aim of early childhood education programs is to facilitate overall growth and development of children in accordance with norms and values life held. PAUD is an investment for children in facing their lives in the future.

The ability to recognize letters is the ability to do something by recognizing the signs / characteristics of the alphabet in writing which is a member of the alphabet that symbolizes the sound of language (Seefeldt and Wasik, 2008: 330-331). The essential component of the development of reading and writing. Children can read a few words and recognize printed letters in the environment/environmental print before they know the alphabet. Children call letters on the alphabetical list, in learning to read, they have no difficulty than children who do not recognize letters.

Getting to know letters is important for young children who are heard from their environment, both Latin letters, Arabic letters and others. Various letters that are known to children foster the ability to choose and sort different types of letters. Training children to recognize letters and pronounce them must be repeated. For children to recognize letters is not easy. One reason is because many letters are similar in shape but have different readings, such as D and B, M and W, so reading games are needed to recognize letters (Rasyid et al, 2009: 241).

Siregar (2019: 59-61) reading is a language skill which is a physical and psychological process. The developed skill is the concept of printed letters. Children have the opportunity to interact with printed letters. Learn to recognize letters to achieve early reading skills for children.

The process of recognizing letters is in line with the process of language skills physically and psychologically. A physical process in the form of visual observation of writing. With visual senses, children recognize and differentiate sound images and their combinations. Through the process of recoding, children associate the sound pictures and their combinations with the sounds. The process of writing series is known to be a series of language sounds in a combination of letters into meaningful words.

Psychological processes in the form of thinking activities in processing information. Through the decoding process, sound images and their combinations are identified, described and given meaning. This process involves knowledge of the world in a schemata in the form of a categorization of a number of knowledge and experiences stored in a memory warehouse.

The introduction of letters since kindergarten age is important is the method of teaching through the process of socialization. From the statement above that recognizing letters is important for kindergarten children and needs to be taught by the method of play because it is a fun activity, does not burden the child and requires energy so that the child can learn the

language as a whole to learn as taught and expected.

Rohwana and Irawan (2013) explained that since childhood we have been taught to read and write Latin letters. Latin letters have been used in Indonesia since the Dutch colonial period using Dutch spelling. It was only in 1972 that Indonesia inaugurated the EYD (enhanced spelling). Latin letters were originally used by Roman society to write in the 7th century BC. Latin letters have changed over 2500 years, both from pronunciation and what letters were removed and added. Some say Latin letters are adaptations of Greek letters because they have in common form and pronunciation. But there are also those who say that this is not true because the Latin letters are different from Greek. In Greek letters, they call each letter alpha, beta, gamma, delta, and so on. While Latin letters refer to each letter with a, be, ce, de, and so on.

Lismanda et-al (2019:24) describe language skills which are a physical and psychological process. The skill developed is the concept of printed letters. Children have the opportunity to interact with printed letters. Learning to recognize letters to achieve early reading skills for children. The process of recognizing letters is in line with the process of physical and psychological language skills. A physical process in the form of visual observation of writing.

With visual senses, children recognize and distinguish sound images and their combinations. Through the process of recoding, children associate the sound pictures and their combinations with the sounds. The process of writing series is known to be a series of language sounds in a combination of letters into meaningful words. Psychological processes in the form of thinking activities in processing information. Through the decoding process, sound images and their combinations are identified, described and given meaning.

This process involves the knowledge of the world in the scheme in the form of a categorization of a number of knowledge and experiences stored in a memory warehouse. Children under five need to be taught to read because: (1) toddlers easily absorb large amounts of information, (2) toddlers can capture information with extraordinary speed, (3) the more that is absorbed the more that is remembered, and (4) toddlers have extraordinary energy, toddlers can learn the language as a whole and learn almost as much as is taught.

Purwaningsih (2018) explains that in an effort to introduce letters in early childhood, there are several types of letters that need to be introduced. Forms of letters that can be introduced for early childhood are as follows: (1) consonants are the sounds of language produced by inhibiting the flow of air in one place in the channel above the glottis, for example (b, k, c, d, etc.) other). Consonant phonemes are sounds that are produced by obstruction or obstruction of air currents from the lungs when the sound is pronounced, these obstacles can occur in total or in part. The phonemes included in the consonant phonemes are b, p, d, t, j, c, k, g, z, s, x, h, m, n, r, l. Besides the phoneme there are semi vocal sounds, w and y. thus in the Indonesian consonant phonemes can be found as many as 23 pieces. The distribution of consonants can be divided by paying attention and checking certain things, such as closure (total resistance), place of closure or narrowing and voicing or not making a sound. From the description above, it is concluded that the important consonantal forms to be introduced to early childhood are the letters b, p, d, t, j, c, k, g, f, s, z, x, h, m, n, r, and (2) in introducing letter shapes in early childhood, in addition to consonant shapes there are also vowel shapes. Vowels are language sounds that are produced by the vibrations of the vocal cords and without narrowing in the vocal chords above the glottis. Vocal phonemes are sounds that are produced with air coming out of the lungs in the base area of the speech without experiencing obstacles or obstacles when the sound is pronounced. In Indonesian there are six

kinds of vocal phonemes, namely, a, i, u, e, o. In their use, vocal phonemes experience variations in sound or variation in speech.

III. Research Method

The study was conducted at Raudhatul Athfal Annajamissa'adah Medan Tembung. The method used is a qualitative research method. Data sources are the principal, teachers and students. Data retrieved through observation, documentation, and interviews. Data are analyzed based on data reduction, data presentation, and conclusions.

IV. Discussion

Andra Harahap calls the letter symbols developed according to expectations score 3 because learning outcomes call the letter symbols andra harahap according to the teacher's expectations, andra harahap is given a trial by showing the letter symbols of the letterboard given by the teacher the results develop very well meaning the grades are very satisfying, connecting students' letter symbols named andra harahap is quite good because he knows which letters a and z on the letterboard given by the teacher Raudhatul Athfal Annajamissa'adah, the ability to recognize letters developed very well because andra harahap was very active and asked many teachers.

Annisa called a letter symbol developed very well because annisa parents wanted to teach at home too, showed annisa letter symbol developed according to the expectations of the teacher in ra annajamissa'adah because annisa wanted to know and parents wanted to ask the teacher directly how a good learning model for her child, the teacher explains about connecting the letter symbol to annisa developing according to the teacher's expectations because annisa knows what was made on the board write an example: this is the mother of the mind, this is the father of the mind, this is the person of the mind. Annisa knows and can connect the letters of the letter, the ability to recognize the letters of annisa from the explanation all of them is very well developed, even teachers are very satisfied with Annisa as an active student.

Attar Zain said the symbol of letters began to develop because the teacher considered attar Zain less active than other students to refer to the symbol of letters. Showing the same letter marking symbol is still starting to develop from the other students. Connecting the attar zain letter symbol starts to develop as well because it often plays with his friends. The ability to recognize letters from the discussion of all attar zain into the category begins to develop.

Ardinsyah called the letter symbols to develop as expected because this student was active and wanted to know what was explained by the teacher when explaining the letter symbols and showed the letter symbols that were on the blackboard written by the teacher and connected the ardinsyah letter symbols to develop as expected by the teacher who explained the material about Regarding the introduction of Latin letters, the ability to recognize the letters of these students in the above explanation developed according to the expectations of the teacher at the school in Raudhatul Athfal Annajamissa'adah.

Bayu developed very well in mentioning the symbol of letters on the material explanation of the letterboard explained by the teacher as well as showing the symbol of the bayu letters very well and according to the teacher's expectations, connecting the symbol letters of the two explanations certainly bayu know connecting the letters on the blackboard

written by the teacher in front of the ability recognize bayu letters more than any other student at Raudhatul Athfal Annajamissa'adah.

Fani said that the letter symbols developed as expected because what was shown or was told by the teacher, Fani knew to show the letter symbols well because Fani wanted to study at home and at school well. Fani can also connect the letter symbols well because Fani already knows which letter A and the last letter Z, Fani's ability to recognize letters in accordance with the expectations of the teaching teacher in Class B. From the explanation above, Fani has developed according to the expectations of the school and parents must help the teacher in learning about Latin letters.

Hafshah has not yet developed in mentioning letter symbols because hafshah often disturbs friends who are still learning and often plays with friends around them and shows the same letter symbols as well as not developing because they are lazy to learn and are not open to teachers who teach because students must learn well and must obey what the teacher said, while connecting the symbol letters do not recognize which letter is the letter A and which letter Z. For example this is the mother of wisdom and this mother bu hafshah does not know the letters and knows because she is too active in disturbing her friends at school. So the ability to recognize letters on Raudhatul Athfal Annajamissa'adah does not all understand because they are lazy to study and often disturb people.

Cindi Dian just like hafshah hasn't been able to mention the letter symbol has not yet developed because this student is shy to ask the teacher and often stays in school because this student is too spoiled at home not given the freedom to play around to friends around, showing the letter symbol has not developed because Cindi Dian is shy and these parents do not want to teach at home what else is this student so shy that parents must work together with the school teacher so they can work together between the teacher and parents, as well as connect the same letter symbols as they have not developed because of the ability to recognize letters not yet developed there must be cooperation between the teacher and parents so that this student can adapt to the surrounding environment so that the cindi lamp must be taught to be brave and so as not to be a shy child.

Kiki said that the letter symbols develop according to the teacher's expectation that students in the school Raudhatul Athfal Annajamissa'adah like Kiki can show the letters the letters develop according to expectations because Kiki is actively learning and wants to know quickly and connects the letter symbols develop according to expectations also because Kiki can know the letters A and letters Z, then the ability to recognize letters develops according to the expectations requested by the school so that after graduating from Raudhatul Athfal Annajamissa'adah Kiki can enter the best public elementary school and Kiki can excel at school.

Keysiah said that the letter symbols have not yet developed because this student does not know how to show the letter symbols because they have not yet developed in learning what letters connect the letter symbols have not yet developed so the ability to recognize the letters Keysiah means that they have not yet developed so they have to learn a lot at home with their parents or guardians.

Unlike Muhammad Lutfi, he can know that the symbol letters develop according to the expectations of his class teacher and can show the symbol letters and connect the symbol letters to develop according to the expectations of the school so the ability to recognize letters develops according to the expectations of the Raudhatul Athfal Annajamissa'adah school.

Muhammad Rifki began to develop in mentioning letter symbols and showing letter symbols and also began to develop connecting letter symbols and the ability to recognize

letters began to develop properly. Almost resembles his friend mhd. Grace began to develop in calling letters and symbols showing letters and also began to develop connecting symbol letters and the ability to recognize letters began to develop properly. While Niken developed very well in mentioning letter symbols and showing letter symbols and developed very well in connecting letter symbols and the ability to recognize letters developed very well.

Nazwan developed according to the teacher's expectations in calling the letter symbols written by the teacher on the board as well as showing the letter symbols and developing as expected in connecting the symbol letters and the ability to recognize letters from the explanations developed according to the expectations of the teacher and the school concerned.

The Aulia side really has to learn a lot because the value is still not Developing the teacher must help in mentioning the symbol of the letter written by the teacher on the board and showing the symbol of the letter that has not yet developed in connecting the symbol letters and the ability to recognize letters from the undeveloped explanation of being the teacher and the school related, must be more active in teaching students at the school.

Ralip began to develop in mentioning the symbol of letters and began to develop showing the symbol of letters in infocations conducted by class teachers and students began to develop in connecting letters and the ability to recognize letters began to develop. Raisya develops in line with Expectations in Calling the symbol of letters because the raisya of learning is not only going to school, but at home, her parents care for their children and shows the letters of this student. this can go to elementary school well and can get high achievement.

Almost the same as raisya, zakia develops according to the teacher's expectations because it is fast and responsive in asking questions and in mentioning letter symbols and showing the letters of the students this develops according to the expectations of the class teacher and connects the letter symbols well according to the teacher's expectations and the ability to recognize letters develops according to the expectations of the class teacher because zakia wants to respond to what the teacher explains.

Zahra developed very well in mentioning letter symbols because parents participated in helping their children in learning and showing letters. Students developed very well because cooperation between teachers and parents or guardians of students had to be obliged to participate in teaching and connecting letter symbols and the ability to recognize letters develop very well, good grades are very high because Zahra is active and wants to study at home.

The research findings, obtained a picture of an increase in children's ability to recognize letters in correctly mentioning letter sounds. The sound of letters introduced to children is the sound of vowels and consonants. In mentioning the sound of letters correctly through the ornamental bottle caps the child is able to do well. Through this media raises a sense of fun, joy in children and with the right stimulation then the ability of children to recognize letters develop according to their stages of development.

Semiawan in Musfiroh (2005) for children to play is not only a pleasure but also a need that must be met, if not, then there is a stage of development that is functioning well that will be seen later the child has become a teenager. Stages of reading must begin by providing learning to recognize letters and sounds in children.

There are several opinions about the introduction of letters in children, including the opinion of Wicaksana (2011:122) Reading the beginning is the ability to recognize letters one by one and combining the letters into simple words. In order for children to read well, children must be introduced one by one in alphabetical letters first. The child's ability to recognize letters can be seen from the child's ability to pronounce the sound and name of each

.letter of the alphabet. Language development in children should be stimulated as early as possible, because letter recognition is the beginning of the child's reading stage.

This is supported by Suhartono in Dhieni (2010:15) that to develop children's language can be preceded by the introduction of language sounds ranging from language sounds that are easy to say continued to difficult language sounds. Recognition of letters can be done in stages from the imitation of vowels, followed by imitation of consonants. " can help improve the ability of children to recognize Latin letters, where children look active in mentioning vowels and consonants.

V. Conclusion

Conclusions from the research findings are; (1) the ability to recognize Latin letters in early childhood in Raudhatul Atfhal Annajamissa'adah clay field is still not optimal, it is valued from the small number of children familiar with the form of letters for reading readiness. The development of language aspects in Raudhatul Atfhal Annajamissa'adah Medan Tembung is facilitated through learning activities that recognize Latin letters which are less effective because they tend to only facilitate a few children with a relatively short time so as to allow boredom to occur from several children who are waiting their turn, (2) implementation of learning in the ability to recognize Latin letters in early childhood in Raudhatul Atfhal Annajamissa'adah Medan Tembung designed to maximize the ability to recognize Latin letters in early childhood. Previously, teachers and researchers collaboratively made plans to use different letter recognition word play methods. Each action was given in accordance with the characteristics and needs of the child, and (3) the application of the introduction of Latin letters used in research at Raudhatul Atfhal Annajamissa'adah Tembung Field through the application of learning recognize Latin letters. For example children play word games mentioning the letters/alphabet that is in the Latin letter recognition table early childhood children will be interested in other methods in the learning process and teaches the school must also work together with the guardians of students so that students' ability to recognize Latin letters.

Recommendations that can be given in connection with the research findings are: (1) parents often introduce letters early so that children can explore, add experience, and new insights to improve the ability to recognize Latin letters, (2) i teachers so that the process of teaching and learning activities to improve the ability to recognize Latin letters, (3) school principals need to facilitate learning in order to facilitate teachers in providing understanding in the cognitive aspects as well as facilitate group B children in recognizing Latin letters. and (4) other researchers to be able to examine by recognizing Latin letters with shapes and sizes that are more varied in improving the ability to recognize letters and other abilities such as: the ability to speak and the ability to read early children.

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