

ABILITY TO RECOGNIZE THE LETTERS OF THE ALPHABET IN CHILDREN AGED 5-6 YEARS GROUP B AT AL-IQRA` KINDERGARTEN, KERUAK DISTRICT, EAST LOMBOK REGENCY

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ABSTRACTS	ARTICLE INFO
<p>In this study, the background is research on the ability to recognize letters of the alphabet in children aged 5-6 years group B at TK Al-Iqra' Keruak District, East Lombok Regency. The purpose of this study was to determine the ability to recognize letters of the alphabet in children and the factors that influence the ability to recognize letters of the alphabet in children aged 5-6 years group B at TK Al-Iqra' Keruak District, East Lombok Regency. The method in the study used descriptive qualitative research. Data collected through observation, interviews, documentation. Data were analyzed using data reduction, data display, data verification or drawing conclusions. While the validity of the data will be strengthened by extending observations, increasing perseverance, and data triangulation. The results of this study indicate that the ability to recognize letters of the alphabet in children aged 5-6 years that with the category "Starting to Develop" (SD) as many as 7 students, 3 students with the category "Not Yet Developing" (NYD). 1 student with the category "Developing Very Well" (DVW). 3 students with the category "Developing According to Expectations" (DAE). The factors that influence the ability to recognize letters of the alphabet in children aged 5-6 years are: Internal factors, (1) Emotional conditions; (2) Memory ability; (3) Reading interest; The external factors are, (1) Playmates; (2) Parents.</p>	<p>Article History: <i>Received: May 14th 2025</i> <i>Revised: May 23th 2025</i> <i>Published: May 2025</i></p> <p>Keywords: <i>Ability,</i> <i>Recognizing Letters of the Alphabet,</i> <i>Early Childhood</i></p>

INTRODUCTION

Early Childhood Education (ECE) is a development effort aimed at children from birth to 6 (six) years of age which is carried out through the provision of educational designs to help physical and spiritual growth and development so that children are ready to enter further education (Permendikbud No. 137 of 2014). Early childhood education is the first level of formal education implemented in the education system in Indonesia. Learning that occurs in ECE is a process of interaction between students, between students and educators by involving parents and learning resources in a learning and playing atmosphere in ECE units or programs. While the development aspects that must be used as learning in ECE are religious and moral, cognitive, physical-motor, social emotional, art and language aspects.

Early childhood is at the stage of the most rapid growth and development, both physically and mentally. In addition to physical growth and development, motor, moral, social emotional, cognitive and language development also occurs very rapidly. These

aspects of development do not develop individually, but are intertwined with each other. One of the abilities of children that is developing during kindergarten age is language skills. Language development is closely related to children's cognitive abilities. The systematics of children's speech describe their systematics in thinking, which are included in language development apart from speaking are the ability to listen, read and write. In early childhood education or, children aged 4-5 years have begun to be introduced to letter shapes but are not required to memorize them. To be able to read, children must first memorize all forms of lowercase and uppercase letters. Before getting to know sentences in order to read fluently, the first step that is required is to understand and memorize the existing letters. Recognizing the alphabet is an important part, one part of early reading and writing, before the reading and writing stage, children must first be able to recognize letters well so that they will be able to read and write correctly, therefore the ability to recognize letters needs to be developed early on because it is the initial capital to have reading and writing skills. According to the results of Trisnawati's research, the strategy of recognizing letters from an early age is very beneficial for children's language development, because it helps prepare children to be able to read easily.

Burnett also argues that the ability to recognize letters is an important thing for early childhood that is heard from the surrounding environment, both Latin letters, Arabic letters, and other letters. The existence of various letters known to children can foster children's ability to choose and sort various types of letters according to their shape. Training children to recognize letters and pronounce them must be repeated and cannot be forced with one activity. Based on the research above, children's ability to recognize letters, especially vowels and consonants, has a positive impact on the next stage of reading development. Early letter recognition strategies are recognized as useful by Trisnawati, helping to prepare children to read easily. Burnett emphasizes the importance of children knowing various letters, including Latin, Arabic, and other letters, to build the ability to choose and sort letters according to their shape. Training children to recognize letters needs to be done repeatedly, it cannot be forced in one activity.

The results of initial observations in the field showed that the ability to recognize letters in children aged 5-6 years in Al-Iqra Kindergarten was seen in children in class B (5-6 years) who paid less attention and listened when the teacher delivered the material to be taught. So that children tend to be passive and less enthusiastic in participating in learning activities to recognize letters. Of the 29 early childhood children in class B, 70 percent of children experienced slow development in the ability to recognize letters and 30 percent of children experienced rapid development in the ability to recognize letters. Factors such as the social environment and learning methods can affect the level of development of the ability to recognize letters in children. It is also important for parents to pay special attention and provide appropriate intervention or support to children with slow development to ensure they get the support needed to build the foundation of children's literacy. Based on interviews, the lack of attention and enthusiasm of children in learning activities to learn letters was caused by their lack of involvement and interest when the teacher delivered the material. Then, the social environment in Al-Iqra Kindergarten was also identified as Perhaps the presence of distractions or lack of positive stimulation from classmates or the learning environment can affect the level of children's attention to the material for learning letters.

In addition, the observation results indicate that learning methods may need to be adjusted to be more interactive and interesting for early childhood. Learning methods that are less motivating can cause children to be unenthusiastic in participating in letter learning activities. The role of parents is considered crucial in providing special attention,

intervention, and appropriate support to children with slow development in recognizing letters. Thus, involving parents in the learning process can be key in ensuring that children get the support needed to build a solid literacy foundation.

RESEARCH METHODS

This type of research is qualitative field research, namely a research procedure in the form of written words from people's mouths and observable informant behavior. Therefore, the primary data needed is in the form of interviews with informants. In this case, this approach is closely related to participant observation. The research approach used is descriptive qualitative. Descriptive research is research that observes something (research object) and then explains symptoms, facts, or events systematically and accurately in accordance with certain social condition. This study attempts to describe systematically and factually the analysis of the ability to recognize letters based on data collected during the study and presented in the form of a report or description. And the reason the researcher used this study is based on the title of the analysis of the ability to recognize letters in TK Al-Iqra', Keruak District, East Lombok, then the results of the study are described and understood in the form of appropriate and systematic language expressions based on the facts in the study. Data is all information regarding all matters relating to the purpose of the study. Data sources are information obtained from the places concerned in the study. The data sources that researchers use in compiling this study are grouped into two, namely primary sources and secondary sources. A) Primary Sources. Primary sources are data obtained from the behavior of the event itself, with general questions that aim to reveal data. As for what is meant by primary data is data in the form of verbal or words expressed verbally, gestures or behavior carried out by a subject that can be trusted, in this case the subject of research (informant) relating to the variables studied. As for the source of primary data in this study were group B teachers, namely Mrs. Siti Raudah Aini, Mrs. Reni Yumniarti S.Pd and Mrs. Huswatun Khasanah S.Pd, at Al-Iqra' Kindergarten, Keruak District, East Lombok Regency. B). Secondary Sources. Secondary data sources are data sources that do not directly provide information or data to researchers, for example, this data source can be obtained through other people or documents. Secondary data from this study are the Principal of Al-Iqra' Kindergarten, parents and documentation in the form of photos and data related to the ability to recognize letters of the alphabet in children aged 5-6 years group B at Al-Iqra' Kindergarten, Keruak District, East Lombok Regency. In order to obtain natural and objective data at the research location, a researcher should use various data collection procedures to achieve the objectives of the study. In collecting the necessary data, the researcher uses the following procedures: a) Observation, b) Interview, c) Documentation. Analysis can be carried out if the data has been obtained in the study. The first data analysis is to record the data that has been obtained from the source and code it so that the data source can be traced. According to Miles and Huberman in Sugiyono, analysis can be carried out with the following stages; a. Data Reduction, b. Data Display c. Drawing conclusions. In this study, the data triangulation used is source triangulation, time triangulation and method triangulation. The triangulation used in this study was to compare the results of observations in the field or in class with the results of interviews with teachers, and also to compare the results of observations in the field and interviews with comparative theories and previous research.

RESEARCH FINDINGS AND DISCUSSION

Reading is a complex and complicated process. Complex means that in the reading process various internal and external factors of the reader are involved. Internal factors can

be intelligence (IQ), interests, attitudes, talents, motivation, reading goals, and so on. Meanwhile, external factors can be reading media, reading texts (simple-hard, easy-difficult), family factors, or socio-economic background factors, reading habits and traditions.

1. Internal Factors

Internal factors are aspects that come from within the child themselves that affect their ability to recognize letters. Here are some significant internal factors

a. Children's Emotional Condition

The child's emotional condition plays a major role in their learning process. Children who feel happy, safe, and loved usually find it easier to absorb information, including recognizing letters. If children are in an environment full of love and support, they tend to have higher self-confidence, which is important in the learning process. Children who are supported by their parents when they learn to recognize letters will feel more motivated and confident. Conversely, children who often experience stress, fear, or lack of attention may have difficulty focusing and learning. Unstable emotional conditions can make it difficult for children to concentrate and remember the letters they are taught. Therefore, creating a positive and supportive environment is very important to support children's learning.

b. Children's Memory Ability

Children's memory ability is another important factor. Children with good memory ability will find it easier to remember and recognize letters. The process of remembering letter shapes and associating them with sounds requires a strong memory. Children who can easily remember the information given will be quicker in recognizing letters and using them in words. Memory training through games that involve letter recognition, such as letter matching games, can help improve children's memory ability. The more often children practice, the stronger their memory of the letters. This also applies to long-term memory, where children who often interact with letters through reading or writing will remember and understand the letters longer.

c. Children's Reading Interest

Internal factors that influence low initial reading ability are factors caused by within the students, especially reading interest that is not accustomed to learning to read. This causes low reading ability of students.

Children's interest in reading greatly influences their ability to recognize letters. Children who show great interest in books and reading activities will be more interested in recognizing letters. This interest can arise from habits instilled by parents from an early age, such as reading stories before bed or providing many interesting reading books at home. Children who often see their parents reading also tend to imitate this behavior and develop their own interest in reading. This interest makes children more enthusiastic about learning letters, because they see it as part of a fun activity. Picture books, interactive stories, and books that suit children's interests, such as books about animals or adventures, can encourage children to be more interested in learning to read.

2. External Factors

External factors are everything outside of the child that can influence their ability to recognize letters. The following is a further discussion of external factors that play a role in the process.

a. Playmates

Corsaro in his book "The Sociology of Childhood" states that interactions between peers in childhood have a major impact on language and literacy development. Through play and conversation with friends, children learn and expand

their vocabulary and language skills. Playmates have a big influence on a child's ability to recognize letters. Children learn a lot from interactions with peers. Playmates can be positive motivators or distractions, depending on the situation. Playmates who are already familiar with letters can be good role models. Children tend to imitate their friends, so seeing friends who can read or recognize letters can encourage them to learn the same thing. The enthusiasm for learning can be contagious, so having playmates who are active and intelligent in learning can provide additional encouragement. However, playmates can also be obstacles. Early childhood children tend to be more interested in playing than studying. If their friends often invite them to play and ignore learning activities, children can lose focus on learning to recognize letters.

b. Parents

The family is also an environment that continuously lives with children, parents (father and mother) have full responsibility for looking after and caring for the child. Motivation can be said to be the power of a person's energy that can cause a level of persistence and enthusiasm in carrying out an activity, both from within and outside themselves. With strong motivation from parents, children will grow into intelligent, capable and high-achieving children.

The role of parents is very important in the child's learning process, including in recognizing letters. Parents are the first teachers for their children, and their approach and involvement can greatly determine the child's success in learning. The role of parents is very vital in the child's learning process, including in recognizing letters. Parents are the first teachers for their children, and their approach and involvement can greatly determine the child's success in learning. Parents can create a supportive learning environment at home. This includes providing interesting books, stationery, and educational toys related to letters. They can also set a regular study time, such as reading books together before bed or holding a fun letter learning session at home.

CONCLUSION

Based on the results of the research that the researcher has conducted, namely on the ability to recognize letters of the alphabet in children aged 5-6 years located in Dusun Penendem, Keruak District, East Lombok Regency, the researcher can draw the following conclusions; 1) The ability to recognize the alphabet in children aged 5-6 years, most of the ability to recognize letters has not developed, that the ability to recognize letters in children aged 5-6 years that with the category "Starting to Develop" (SD) as many as 7 students, 3 students with the category "Not Developing" (ND). 1 student with the category "Developing Very Well" (DVW). 3 students with the category "Developing According to Expectations" (DAE). The factors that influence the ability to recognize letters in children aged 5-6 years are: Internal factors, (1) Emotional conditions; (2) Memory ability; (3) Reading Interest; The external factors, (1) Playmates; (2) Parents.; 2) Factors that influence the ability to recognize letters faced by children in recognizing letters, internal factors, external factors that influence children in recognizing letters. This is what causes the ability to recognize letters in children to not develop. The way the teacher does this is by giving interesting games or questions about the letters of the alphabet and advising the children so that the children can focus on learning again.

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