

CHAPTER I

INTRODUCTION

This chapter presents four parts, which is background, research problem, the aims of study and significance of study.

1.1 Background

Early Childhood Education is education intended for children before entering education at the elementary school level. Education early childhood is very important for children, as a preparation for the level next education. Reveals that Early Childhood Education (PAUD) is the level of education before the level basic education which is a coaching effort aimed at children from birth to the age of six years which is done through gifts educational stimulus to help growth and physical development and spiritual so that children are ready to enter further education Maimunnah Hasan (2009: 15).

Development efforts through early childhood education aimed at children need to be given so that later children can develop aspects development, one of which is language development. Through stimulation with learning activities that aim to help growth and development of children. States that "Growth is a change in body size and shape, and development is a mental change that takes place gradually and within a certain period of time" Imas Kurniawan (2009: 13).

PAUD especially Kindergarten (TK) education is education which is important as a place to foster, grow, and develop the full potential of children optimally so that behavior is formed and basic abilities according to the stage of

development so that children have readiness to enter further education (Trianto, 2010).

Based on the Regulation of the Minister of National Education no. 58 of 2009 regarding Early Childhood Education Standards it is stated that one of the standards PAUD is a standard level of achievement of development, which contains rules growth and development of early childhood from birth to the age of six year. Child development achieved is the integration of understanding aspects namely religious and moral values, physical-motor, cognitive, language, and social emotional.

Aspects owned by these children need to get stimulation and good attention. likewise in aspects of language development. The ability to recognize letters is part from the aspect of children's language development, which needs to be developed by giving optimal stimulation from an early age. Tadkirotun Musfiroh (2009) revealed that the stimulation of letter recognition is to stimulate children to recognize, understand, and use written symbols to communicate.

Letter of The activity of introducing letters is carried out by the teacher writing letters on the blackboard spells out the letters. Children's to recognize letters has not developed, from 10 children in a new class of 3 children who are able to recognize letters well. Children seem to have difficulty when pronouncing letters. Children are also upside down when pronouncing letters with similar pronunciations or shapes, such as "d" with "b", "f" with "v", "m" with "n", "p" with "b", "m" with "w". Children also have difficulty when asked to say a word from a letter, and vice versa when asked to say the first letter of a word. In

addition to these problems the use of learning media is also not yet maximum, it can affect the child's interest in following learning process. On the other hand, the use of playing methods that have not been used optimally utilized. Judging from the existing problems, then the child's ability to recognize letters needs to be developed in a way that right, namely by still guided by playing while learning or learning while and basic to the stage of development so that children have readiness to enter further education (Trianto, 2010).

Children are asked to say and write the letters in the notebooks that have been distributed. Apart from writing accordingly example given by the teacher, activities to recognize letters are also carried out with connect the dotted lines that form the pattern of a letter with using children's worksheets (LKA), and magazines in activities learning. After finishing work, the teacher invites children to name the letters the child has written.

In addition to these problems, the use of learning media is also not optimal, it can affect children's interest in following the learning process. On the other hand, the use of playing methods that have not been utilized optimally. Seeing from these existing problems, the ability of children to recognize letters needs to be developed in the right way, namely by staying guided by playing while learning or learning while playing because for kindergarten children learning is playing and playing is learning (Moeslichatoen(2004: 25).

Revealed that basically Early Childhood education emphasizes more on play while learning activities which means that every learning activity must be fun. Through play, many basic concepts of knowledge can be acquired, such as

the basic concepts of color, size, shape, and direction that are the basis of language development. Therefore, to overcome these problems, researchers will collaborate to use the playing method. The method of playing in this study is in the form of a letter card game Slamet Suyanto (2005: 25).

Games are activities that cause a sense of Through play, children can develop their potential in children. This study applies letter card games in learning so that children can learn actively, fun, so that children's ability to recognize letters can increase, pleasure (Sofia Hartati 2005).

Letter card games are one of the most effective playing methods to develop the ability to recognize letters because children at the age of 5 to 6 years are still at the pre-operational stage namely children learn through concrete objects. This study uses letter cards as a medium / concrete object that children can use when learning to recognize letters, so that it can help children in recognizing and understanding the pronunciation of letters and their shapes (Slamet Suyanto, 2005: 4).

The students of Kindergarten Pniel Manutapen studied English, so the writer chose to do research to make them attract in learning English through the letter card game method, because based on some theories letter card game is an effective media to use in improving students' ability in recognizing letter, (Ashar Arsyad 2005. 119). Based on that things mention above, the writer chose the title The Use of Letter Cards Game to Improve Students' Ability in Recognizing Letter in Kindergarten Pniel Manutapen.

1.2 Research Problem

The formulation of the problem proposed in this study is does the use of letter cards improve students' ability to recognize letter in Kindergarten Pniel Manutapen?

1.3 Aim Study

Based on the formulation of the problem above, the purpose of this study is to find out whether the use of letter cards improve students' ability to recognizing in Kindergarten Pniel Manutapen or not.

1.4 Significances of Study

The benefits obtained in this study are as follows:

1.4.1 Implication

The implications of this research are very useful for readers to broaden their knowledge of education, especially in early childhood education, because this research contains many theories related to early childhood education. The important thing from this research is to support theory of (Hasan 2009) about the use of letter cards to increase the student's ability in recognizing letters. The use of a number of cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing of the meaning of the pictures on the cards.

1.4.2 Application

Significances' of study based of objective to be achieved in this study the benefits that can be obtained are as follows.

1. Benefits for teachers provide experience and help students to improve the learning carried out in school.
2. Benefits for schools can be used as a reference in creating interesting activities, so as to improve the quality of learning and the quality of education in schools that are in accordance with the stage of children's growth and development.