

# ALPHABET BOX AS A MEDIA FOR LETTER PRONUNCIATION TO INTRODUCE ENGLISH FOR PRIMARY SCHOOL

Fitrah Yuliawati<sup>1</sup>, Iis Faida<sup>2</sup>

Universitas Islam Madura, Indonesia

<sup>1</sup> fitrahyuliawati@gmail.com, <sup>2</sup> iisfaida228@gmail.com

## Abstract

The aim of this research is to recognize letters by using alphabet box media in a good pronunciation for primary students. This research uses qualitative research. From the results of the analysis stage, in the learning process students cannot differentiate between letters that have almost the same shape, for example "b" and "d", "p" and "q". This is because students do not memorize the letters of the alphabet and the learning media used by teachers is less interesting. Based on the analysis stage, so researchers uses media in the form of an alphabet box to improve the letter recognition skills of class 1 elementary school students in recognizing letters. Data collection techniques use observation, interviews, questionnaires and documentation. The results of collaborative assessment between researchers and teacher at SDN Batokarang 1 showed very good results, this shows that the alphabet box learning media is suitable to be used in the letter pronunciation skills of class1 students at SDN Batokarang 1.

**Keywords:** Alphabet Box; Pronunciation; Primary Student

## INTRODUCTION

The goal of primary school education is to develop a nation that is pious, loves and is proud of its state and country, as well as one that is intelligent, creative, morally upright, courteous, and capable of problem-solving in its surroundings.. The perception of the teacher to a science taught is very important (Erawati, 2021). Therefore, elementary school children's education cannot be separated from the role of a teacher or educator. As is the case with all At other levels of education, teaching is the main task that must be done carried out by a teacher. Teachers do have the most important role in the learning process so that teachers get predicate central figure (Wahid, 2018). The earliest learning material in elementary school is recognizing letters, the ability to recognize letters is the first step for children to be able to read, the child typically has the ability to read well if they can recognize letters effectively (Ayunda & Aulina, 2023). Before recognizing sentences in order to read fluently, the first step that is required is to understand the letters. If the child's understanding of letters is lacking then the ability to master sentences or read it will also be less. The ability to recognize letters must be supported by interesting media. The achievement of developmental features of a learning activity is greatly aided by the usage of learning media. As a result, for development activities to be effective, children must be exposed to appropriate learning materials, specifically imaginative and creative materials that pique their curiosity (Ningtyas et al., 2023). The presence of media can help learning become more real so that it is easier for children to digest. One effective media for helping children recognize letters is Alphabet Box media as a media for letter recognition. Alphabet box media can foster enthusiasm for learning in terms of word formation and learning to read. Alphabet box media is an object that has the properties of conveying messages and can stimulate

children's feelings, thoughts and abilities so that with the media box This alphabet can encourage children's enthusiasm for learning.

Learning media and learning resources are one of them ways that are expected to be effective in overcoming the weaknesses of the problem learning that is still conventional. The role of learning media the teaching and learning process is an integral part of the world of education. With learning media the teaching and learning process becomes more effective and efficient, and good relationships are established between educators and students. Without media, communication will not occur and the learning process as a communication process is also impossible optimally. Because learning media is a component that cannot be separated from the learning system, especially for primary school children, learning media is very important to make it easier for them to understand and understand the material they are studying, thus creating an interesting and not boring learning atmosphere. Awareness of the importance of mastering English now raises efforts to introduce and teach children about English as early as possible, such as preschool education or children aged 3-6 years. Constraints that are often faced are usually in the form of lack of enthusiasm of children to learn this. This is evidenced by the difficulty of children in memorizing and pronouncing letters in English. The choice of instructional media also greatly influences the level of students' understanding of the material (Pradibta et al., 2021).

Therefore, teachers must be able to maximize learning by providing understanding to children in learning to recognize letters, but in reality there are several levels of a child's ability to recognize letters that are still not in accordance with the standard level of child development achievement. Alphabet training of primary school students is an essential, but challenging activity. Alphabet knowledge is an important fundamental literacy skill which has been found to directly impact the future academic success of students. Game-based learning and the use of multimodal engagement activities have been found to be effective intervention strategies in successful alphabet training programmes (Tadiboyina et al., 2023). This is from children in differentiating letters such as M and W, D and B which are almost similar letters. Apart from these problems, the use of learning media is also not optimal. This can influence children's interest in the learning process. Based on the problems above, researchers are interested in conducting research entitled "Alphabet box as a media for letter pronunciation to introduce English at SDN Batokarang 1" Researchers hope that this research can improve children's letter recognition skills and make children more enthusiastic about learning.

## METHOD

This research design uses qualitative descriptive research methods. A qualitative method with a case study design was used in this research because the data in this research will be analyzed in descriptive and identification form. The purpose of qualitative data collection methods is to obtain information about human experiences, behavior, attitudes, sentiments, and emotions that are specific to a given context, as seen from the viewpoint of a particular population of interest. (Cissé & Rasmussen, 2022). Here are the procedures:

### *Observation*

Observation is an activity carried out to directly observe a particular object with the aim of obtaining a certain amount of data and information related to that object. Apart from that, this observation also includes systematic recording activities regarding all symptoms of the object being studied. The observation method is a data collection method used to observe and review carefully and directly at the research location to determine the conditions that occur and then use it to prove the truth of the research design being carried out (Abdhul, 2022). At this stage the researcher makes observations to ensure that the place and destination are in accordance

with the problem formulation in the research. Observations carried out include all things in the school environment that are related to the research problem

#### *Interview*

A conversation involving two or more persons is called an interview, and it usually occurs between the interviewer and the source.. Interviews are carried out by asking a number of questions from the interviewer to the interviewee, therefore the researcher's productivity is very important because the results of the interview depend on the ability to record and interpret each response. Interviews aim to record opinions, feelings, emotions and other things related to individuals in the organization (Daulay et al., 2022). At this stage the researcher conducted interviews with teachers in order to find out the extent of problems with pronunciation of the alphabet in English that were encountered.

#### *Question*

A question is a data collection technique that is carried out by giving a set of written questions to answer, which can be given directly. In this technique, the researcher distributes a question consisting of several questions aimed at obtaining information regarding students' opinions about the performance of learning media, which in this case is the alphabet box.

## **RESULTS AND DISCUSSION**

### **Results**

In the process of studying the researcher used instrument observation and interview to obtain answers about Implementation of alphabet box as a media for letter recognition to introduce English at SDN Batokarang 1.

From the is gotten from research, the method is a way that is used to implement plans that have been prepared by researchers using the implementation of alphabet box method in knowing the ability to letter recognition of class 1 students. This activity took place clearly and simultaneously all students participated implementing the implementation of the method through collaboration between researchers and english teachers. The implementation of the method took place, all students looked more enthusiastic and active with the method and were able to understand related alphabet box as a media for letter recognition material in applying the method.

The following is an interview season 1 with Mrs. Fitria as an English teacher at SDN Batokarang 1:

*“As a teacher you are not only required to be able carry out learning activities but also using supportive learning media maximum and useful for teachers and students, such as media alphabet box to develop the ability to recognize the letters students”*

*“Sebagai seorang guru tidak hanya dituntut untuk bisa melaksanakan kegiatan pembelajaran saja namun juga menggunakan media pembelajaran yang mendukung secara maksimal dan bermanfaat bagi guru dan siswa, seperti media kotak alfabet untuk Mengembangkan kemampuan mengenal huruf para siswa”*

Students in the class were given an alphabet box to utilize for letter recognition when the researcher adhered to the procedure of implementing the approach through the idea of collaboration with the English teacher. The researchers saw that Mrs. Fitria's implementation of the alphabet box approach was highly well-conceived, and as a result, the pupils showed great enthusiasm for putting the strategy into practice.

The following is an interview season 2 with Mrs. Fitria as an English teacher at SDN Batokarang 1:

*“The initial step before applying this method is to first greet the students and the students spontaneously return the greeting, followed by the students' presence, after that I*

*explain the rules of playing with this alphabet box media. First of all, I introduce the alphabet box media to the students, then introduce the letters in the alphabet box by saying the name of the letter while showing the letter, then the students take the letters in the alphabet box then say the letters that are in the alphabet box. he took it. , the next activity is sorting. letters correctly, after that they asked again about their understanding in recognizing letters through the alphabet box and finally gave a closing greeting”.*

*“Langkah awal sebelum menerapkan metode ini adalah terlebih dahulu memberi salam kepada siswa dan siswa secara spontan membalas salam, dilanjutkan dengan kehadiran siswa, setelah itu saya menjelaskan aturan bermain dengan media kotak alfabet ini. Pertama-tama saya mengenalkan media kotak abjad kepada siswa, kemudian memperkenalkan huruf-huruf yang ada di dalam kotak abjad dengan menyebutkan nama surat tersebut sambil menunjukkan suratnya, kemudian siswa mengambil huruf-huruf yang ada di dalam kotak abjad tersebut kemudian menyebutkan huruf-huruf yang ada. di kotak alfabet. dia mengambilnya. , kegiatan selanjutnya adalah menyortir. huruf dengan benar, setelah itu mereka menanyakan kembali pemahamannya dalam mengenal huruf melalui kotak abjad dan terakhir memberikan salam penutup”.*

The initial step before the application of the method took place, Mrs. fitria first greeted the students and the students spontaneously returned the greeting from Mrs. fitria, followed by absent student attendance asked who was not in, after that Mrs. fitria did the implementation of alphabet box media as letter recognition material, the activity lasted for 40 minutes in class and before the activity ended, Mrs. fitria asked again about their understanding of recognizing letters through the alphabet box then Mrs. fitria closed today's activities by greeting again to students then the students also responded to Mrs. fitria's greeting together and spontaneously. The existence of this alphabet box media is very influential for students' knowledge, where this alphabet box game can stimulate children deeply getting to know letters, one of the important influences of this alphabet box game is that children are trained to learn while playing so that they don't get bored and can easily remember the letters in the alphabet box. Here are the implementation in the class:

1. Opening
  - a. Greeting
  - b. Absent with attendance list
2. Which list activities
  - a. Introduce alphabet box media to students
  - b. Introduce the letters contained in the alphabet box
  - c. The students to pick up the letters in the alphabet box and then say what letter they picked up
  - d. Sort the letters correctly
3. Closing
  - a. Ask again about their understanding of recognizing letters through alphabet box media
  - b. Give closing greeting

Based on observations made by researchers, it can be concluded that student's abilities can increase by providing stimulus in the form of alphabet box media which makes students recognize letters.

The following is an interview with Mrs. Fitria as an English teacher at SDN Batokarang 1:

*“Students ability to recognize letters varies, some are quick to understand and some are slow or don't understand at all and some students are still not able to differentiate letters and there are still errors in the pronunciation of the letters shown. Meanwhile after by playing the*

*alphabet box game, students ability to recognize letters increases, this is because when they play the alphabet box game indirectly, students play while recognizing letters.”*

*“Kemampuan mengenal huruf siswa berbeda-beda ada yang cepat memahami dan ada juga yang lambat memahami dan beberapa peserta didik masih belum mampu membedakan huruf dan masih ada yang keliru dalam penyebutan huruf yang di tunjukkan. Sedang kan setelah melakukan permainan kotak alfabet kemampuan mengenal huruf siswa meningkat hal ini di karenakan ketika melakukan permainan kotak alfabet secara tidak langsung siswa bermain sambil mengenal huruf.”*

The alphabet box media for recognizing letters is very influential for students knowledge, where this alphabet box game can stimulate students deeply getting to know letters, one of the important influences of this alphabet box game is that students are trained to learn while playing so that they don't get bored and can easily remember the letters in the alphabet box.

From the results of observations obtained by researchers, evaluations are applied in learning the alphabet box media is going quite well looking at it the way the teacher radiates it is by paying attention to each individual student, with the aim of knowing success in learning shape student understanding and measure developmental progress students about recognizing letters. So the researcher can conclude that the application of the alphabet box media has a positive impact on the ability to recognize letters in class 1 students at SDN Batokarang 1. The results obtained from the use of alphabet boxes practiced in first grade are in line with the expectations of researchers and English teachers at school, where teachers can flexibly and easily convey material so that students can understand it properly. These results are also in line with the results of research from other researchers who have the same goals and methods for using alphabet boxes. Here are presented 2 studies from each article title.

The first according to (Widyaningrum & Octavia, 2019) in *“Teaching Alphabet for Non Native English Learners: A Case Study of First Graders” Non-native English speakers need more time to acquire the language because they have only recently heard it and are not familiar with its proper pronunciation. Because the children in common primary schools do not have prior exposure to foreign languages, both at home and at school, this problem arises. The administration of the hidden curriculum, which emphasizes students' soft skills, is inadequate since they believe that managing the academic environment entails providing quality instruction for their pupils. Getting to know English is the first stage in teaching it to young students, especially those who are not natural English speakers. Piaget's child's development helps teachers understand how their students are developing both cognitively and physically so they can support their learning while they fulfill their duties as teachers. Piaget demonstrates how cognitivism provides insight into how children grow and change from birth. First graders at this age are in a developmental stage known as preoperational, which includes language development toward the formation of symbolic reasoning. Teaching the alphabet to first graders is one method to accomplish this goal.*

The second according to (Piasta et al., 2022) in *“Young children's alphabet learning as a function of instruction and letter difficulty”, about how children learn the alphabet and how to effectively support them, despite the fact that this information is essential for learning to read in English. We looked at alphabet learning as a function of lessons catered to each child's unique needs and as a function of letter difficulty in this pretest-posttest within-subjects experimental study (n = 29). Four independently chosen target letters were taught to the children, while four control letters were not taught to them; the complexity of the target and control letters was the same. Children were more likely to learn target letters than control letters, according to the results. Furthermore, children's learning of uppercase and lowercase letter names, but not letter sounds, was predicted by letter difficulty. The results provide some evidence for the importance of letter difficulty in alphabet learning and encourage more study into the best ways to differentiate alphabet education to match the needs of each student.*



## Discussion

Based on the research findings above using the observation instrument, in the process of implementing Mrs. fitria using alphabet box as a media for letter recognition to introduce English at SDN Batokarang 1 there are five steps of implementation alphabet box, The first is introduce alphabet box media to students, introduce the letters contained in the alphabet box, the students to pick up the letters in the alphabet box and then say what the letter they picked up, sort the letters correctly, ask again about their understanding of recognizing letters through alphabet box. Mrs. Fitria introduced the alphabet box media to the students and all the students listened carefully. The second step is introduce the letters contained in the alphabet box, namely Mrs. Fitria introduces the letter in the alphabet box both for their names and shapes by showing them to all students. In this case, the activities carried out by the teacher for the students were very good and in accordance with existing theory so that the game ran smoothly. The third step is the students to pick up the letters in the alphabet box and then say what letter they picked up, then Mrs. Fitria asked each student to take one of the letters in the alphabet box and asked the students to say the name of the letter. In this case students say the name of the letters well and according to the name of the letter. The fourth step is sort the letters correctly, then Mrs. Fitria invited the students to sort the letters correctly from A-Z then the students and the teacher sort the letters properly and correctly. In this case students sort the letters correctly and appropriately. The last step is ask again about their understanding of recognizing letters through alphabet box media, then Mrs. Fitria asked again about the students understanding of recognizing letters starting from the shape and names of the letters and the correct sorting of the letters. In this section students can say the names and shapes of the letters and sort the letters properly.

Based on the explanation above, the researcher concludes that the application carried out by the Mrs. Fitria in the class which consists of five steps in the implementation of alphabet box media, namely, introducing alphabet box media to students, introduce the letters contained in the alphabet box, the students to take the letters in the alphabet box then say what letter they took, sort the letters correctly, ask again about their understanding of recognizing letters through alphabet box media in this case the activities that Mrs. Fitria is doing are carried out based on existing.

Based on the research results, the effect of using an alphabet box as a media for letter recognition it can be concluded that student's abilities can increase by providing stimulus in the form of alphabet box media which makes students recognize letters.

The following is an interview with Mrs. Fitria as an English teacher at SDN Batokarang 1: *"Students ability to recognize letters varies, some are quick to understand and some are slow or don't understand at all and some students are still not able to differentiate letters and there are still errors in the pronunciation of the letters shown. Meanwhile after by playing the alphabet box game, students ability to recognize letters increases, this is because when they play the alphabet box game indirectly, students play while recognizing letters."*

The alphabet box media for recognizing letters is very influential for students' knowledge, where this alphabet box game can stimulate students deeply getting to know letters, one of the important influences of this alphabet box game is that students are trained to learn while playing so that they don't get bored and can easily remember the letters in the alphabet box. So the researcher can conclude that the application of the alphabet box media has a positive impact on the ability to recognize letters in class 1 students at SDN Batokarang 1.

## CONCLUSION

Based on the result of research which aims to improve the ability to recognize letters using alphabet box media, it can be concluded that the ability to recognize letters in class 1 students at SDN Batokarang 1 becomes better after carrying out activities using alphabet box media.

Students skills in recognizing letters using alphabet box media have improved, this can be seen from the results of observations and also interview with English teacher which can be concluded that after carrying out activities using alphabet box media students ability to recognize letters has increased compared to before when this activity was carried out, there were students who were slow to understand or did not understand at all and there were also those who could not differentiate between letters and there were still errors in pronouncing the letters so it can be concluded that the alphabet box media had a significant effect on the ability to recognize letters in class 1 students at SDN Batokarang 1.

Based on the research of the researcher also found that some active students were more enthusiastic because students are trained to learn while playing so students don't get bored easily and easily remember the letters in the alphabet box and responses during the teaching and learning process, interview, observation sheets and method really helped them recognize letters.

## ACKNOWLEDGMENTS

This article is still far from perfect, therefore we are very grateful to all parties who have helped both teachers, students and school principals for the completion of this article and especially we offer praise and thanksgiving to the presence of Allah S.W.T.

## REFERENCES

- Abdhul, Y. (2022). Metode Observasi : Pengertian, Macam dan Contoh. In *Deepublish Store*.
- Ayunda, E. N., & Aulina, C. N. (2023). Increasing Ability to Recognize Letters Through Animation Media in Children Aged 5-6 Years in Kindergarten. *Indonesian Journal of Education Methods Development*, 22. <https://doi.org/10.21070/ijemd.v22i.745>
- Cissé, A., & Rasmussen, A. (2022). Qualitative Methods. In *Comprehensive Clinical Psychology, Second Edition* (Vol. 3). <https://doi.org/10.1016/B978-0-12-818697-8.00216-8>
- Daulay, N., Purba, A. A., Rahmi, A. M., & ... (2022). Peran Layanan Konseling Individu terhadap Motivasi Belajar Siswa di Desa Timbang Lawan. *Pendidikan*, 4(Nurhidayah 2015).
- Erawati, T. (2021). Teachers' perception toward character education of early childhood education. *Jurnal Konseling Dan Pendidikan*, 9(3). <https://doi.org/10.29210/165800>
- Ningtyas, D. P., Cahya Karyadi, A., & Utami, S. A. (2023). Improving Letters Memorize Ability Through the Alphabet Box Media Using the Playing Method. In *journal Edutechnium Journal of Educational Technology* (Vol. 1, Issue 1).
- Piasta, S. B., Park, S., Fitzgerald, L. R., & Libnoch, H. A. (2022). Young children's alphabet learning as a function of instruction and letter difficulty. *Learning and Individual Differences*, 93. <https://doi.org/10.1016/j.lindif.2021.102113>
- Pradibta, H., Nurhasan, U., Pratitis, E., & Krisiananda, K. (2021). Utilization of the Cube as a Medium for the Introduction of the English Alphabet for Preschoolers. *Journal of Physics: Conference Series*, 1908(1). <https://doi.org/10.1088/1742-6596/1908/1/012033>
- Tadiboyina, V. R., Deepak, B., & Bisht, D. S. (2023). Design and evaluation of a gesture

- interactive alphabet learning digital-game. *Education and Information Technologies*.  
<https://doi.org/10.1007/s10639-023-12399-9>
- Wahid, A. (2018). Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar (The Importance of Learning Media In Improving Student Learning Achievements). *Jurnal Pendidikan Dan Pemikiran Islam*, 5.
- Widyaningrum, A., & Octavia, V. (2019). Teaching Alphabet For Non Native English Learners: A Case Study of First Graders. *Dinamika Bahasa Dan Budaya*, 14(2).  
<https://doi.org/10.35315/bb.v14i2.7475>