The Introduction of Alphabet Letters in Basic English Through "Lokuter" (Lompat Kuda Terbang/Flying Horse Jump) Game Techniques for Group A Students at Perwanida Wonosobo

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ABSTRACT

In the realm of cognitive development of early childhood 4-5 years or group A, there are indicators of the level of development achievement pairing or connecting letters of the alphabet both the components of vowels and consonants in English. The English alphabet for early childhood is something that is newly known or just seen and heard so that they need to recognize letters of the alphabet in an interesting and fun way.

To help introduce and understand the letters of the alphabet and be arranged into words in English in Group A RA Perwanida Wonosobo, located on Jalan Tumenggung Jogonegoro No. 37 Our Wonosobo uses a game technique called the "Flying Horse Jump"/ *Lokuter* Game.

The game technique "Flying Horse Jump"/*Lokuter* uses a simple tool made from used banners as the base of the game that is drawn according to the desired pattern and given the letters of the alphabet along with how to pronounce each pattern.

The purpose of making this article is to provide references and input to teachers, guardians of students, and the wider community so that the presentation of subject matter, especially basic English introduction material for kindergarten students is packaged creatively, innovatively, and on target.

The benefits are that it can be used as a teacher's reference to stimulate student enthusiasm and motivation in learning, and can be used as an alternative for parents of students to make appropriate, practical and logical ways in providing understanding to students relating to the introduction of the letters of the alphabet in basic English during this pandemic.

Keywords: **Introduction to the English Alphabet, Teaching Alphabet in English, Lokuter Techniques**

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A. Introduction

Talking about early childhood education certainly cannot be separated from the activities of the game. The game is one of the activities that can help children towards better development because there will be positive changes in aspects of early childhood development.

In the realm of cognitive development (alphabet recognition in basic English) early childhood 4-5 years or group A, there is an indicator of the level of developmental attainment pairing or connecting the alphabet with the help of images so that they can mention the word in English. The alphabet in English for early childhood is something that is only known or just seen and heard. So that the average ability of group A children do not yet know and understand the alphabet.

Group A RA Perwanida Wonosobo located on Jalan Tumenggung Jogonegoro No. 37 Wonosobo is where I share knowledge with children. Teaching letters of the English alphabet through the help of a picture in the game 'lockuter' to children is not easy, they come from various families who have different characters and backgrounds so that the delivery of material is also different. The demands of guardians of students who want children to be able to mention and write letters of the English alphabet quickly, make schools think about how to introduce letters of the English alphabet to children in creative and fun ways.

From the various situations above, students, especially in group A, consider that basic English through the introduction of the letters of the alphabet is difficult and frightening for some children, so they feel burdened by the learning of English. They want to learn in a relaxed, free, and enjoyable way but there is an understanding that can be obtained. With a learning situation like this, students will be enthusiastic about learning even if it is done at home with their parents. During this lockdown, learning is indeed packaged in such a way that parents can take an active role in learning at home.

To overcome the above problems, an introduction to the English alphabet was created using a game technique called the "Flying Horse Jump" game. This technique will show English letters and pictures, connect objects and symbols of numbers, and jump on fields that have been affixed with interesting letters or images.

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Introducing English at an early age is very important because by understanding these foreign languages, they will gain knowledge for their future because of the many jobs that require them to be proficient in English. The application that the author made is an introduction to the alphabet, fruits, and limbs in English. The author is interested in making this "Lokuter" game because it will make it easier for students to understand and quickly understand because by using a game in the world of learning.

Based on the above background, the problem formulation in this article is how to make innovative, creative and targeted techniques so that students become more enthusiastic and motivated in learning to recognize letters of the alphabet in English, as the spearhead of the teacher providing an understanding of the next learning English.

B. Review of the Related Literature

1. Introduction of the Alphabet in English

What is meant by the alphabet or alphabet? What is meant by the alphabet is a writing system based on the symbol of the vowel and consonant phonemes. The word alphabet is taken from the Greek, from the first two letters of their writing, alpha, and beta. The alphabet is different from the alphabet, which usually has no vowel symbols, and differs from the syllabic and syllabic letters, each of which letters represent phonemes but in syllable form.

From the 26 alphabets we know, AZ is divided into two parts, namely:

1. Vowel

   Vowel or in Indonesian is referred to as vowel. They are a, i, u, e, and o.

2. Consonant

   Just as in Indonesian, it is called a consonant or we usually call it a dead letter.

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The following is a list of the alphabet and the way of reading it or how to pronounce it:

1) Aa = [ei]
2) Bb = [bi:]
3) Cc = [si:]
4) Dd = [in:]
5) Ee = [i:]
6) Ff = [ef]
7) Gg = [dʒi:]
8) Hh = [eitʃ]
9) I = [ai]
10) Hh = [dʒei]
11) Kk = [kei]
12) Ll = [el]
13) Um = [em]
14) Nn = [en]
15) Oo = [o]
16) Pp = [pi:]
17) Qq = [kju:]
18) Rr = [a: / ar]
19) Ss = [es]
20) Tt = [ti:]
21) Uu = [ju:]
22) Vv = [vi:}
23) Ww = [ˈdʌəlju:]
24) Xx = [ex]
25) Yy = [wai]
26) Zz = [zed / zi:]

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2. Teaching the Alphabet / Alphabet

Teaching the alphabet to kindergartners is not easy. Therefore the necessary strategies, techniques, and methods that can stimulate student motivation and interest in the material provided. The teachings of the alphabet that we can adopt are as follows:

a. Writing the Alphabet Using Media Games

This method can be applied by writing the alphabet through coloring media, and playing games with children. But if you face when teaching children to recognize letters and the alphabet, then try to find a fun way to write the alphabet according to the children's preferences. Later, they will be able to learn more about capital letter rules in English.

There are many methods that you can do to provide lessons or material about the English alphabet. Similarly, when you teach the Indonesian alphabet, English also must be accustomed when young children go to childhood. But before moving on vocabulary or vocabulary, tenses or grammar. Of course, we need to teach your son or daughter the Alphabet Alphabet first.

b. Face-to-face teaching as a habit

Early learning about the alphabet is not only obtained by children in a formal school or commonly called paud but if we want to face to face and teach directly to our children this is also highly recommended.

Why is that? Because the teaching done by parents is more effective especially in a pandemic season like this. In the Paudschool, not only our children are taught, but also many of their friends, and this is afraid that it will not be effective. And for

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even more effective if we apply to teach manually, but we also send our children to teach socialization and application with their peers.

c. Instructions that are followed by Application

This way is indeed often applied to teach the English alphabet to our children. We can start from the earliest alphabet, the letter A which in English is read Ei. Teach from the Indonesian language first if we find it difficult to learn the English Alphabet.

But if a child likes learning in the sense of learning to learn something new, then there is nothing wrong if we want to teach both languages at once. We can also need to limit to a few alphabets, and repeat the next day and add a new alphabet so that your child's memory is still fresh, do it over and over, but not too long.

In addition to the pronunciation, we also teach our children to write it on blank paper which is intentionally intended for the application of children in knowing the shape of the letters that are being studied. We can also apply to the names of objects such as A, Apple in English, A, namely Apple. This will make it easier for our children to memorize the alphabet they learn.

d. Using the Dash line

In training in writing letters, we can draw alphabets with dashed lines first on a piece of paper. Then ask the child to use markers or crayons to thicken the intended pattern.

After we feel that anal has been able to write the intended alphabet properly and correctly, we can train our children with the blank paper without patterns and ask our children to write the alphabet

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that we ask for. In this way, children will more easily learn about the rules for writing dates in English next.

    e.   Practice After Material Routinely

After we teach the child to recognize the alphabet and its writing, even if it teaches the application to nouns. Here is one point the reason why children learn English at a young age is that this period is indeed very important both for learning the alphabet and other material.

We can encourage children to always practice writing the alphabet in English. If our son or daughter forgets, then we just warn each time there is an alphabet around us and the child can remind us how to read or pronounce the English language.

We can also invite him to read a picture book about the alphabet and the name of the object written in English or recite fairytale before bedtime which is interspersed or full using English with a light and easy to understand vocabulary. This is done so that children are stimulated to practice using English.

Even though the language used in everyday life is Indonesian, we also have to get used to English as well to practice it in multi-language. But we still need to remember not to force children to use the language they are learning.

3. **Definition of the game "Flying Horse Jump" / *Lokuter***

The word game comes from the basic word "play" which gets the affix "per-". In a large Indonesian dictionary, playing is doing something that is pleasing to the heart (by using tools or not). The games are (1) something that is used to play, goods or something to be played with; (2) play, play (WJS Poerwadarminta.1939).

The game is something that is very attached to the child's world Zulkifli said there are several game theories, namely: (a) Theory of Recreation, this theory

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comes from Schaller and Lazarus, both German scientists, who argue that the game is busy to calm the mind or rest; (b) Release Theory, this theory comes from Herbert Spencer, a British thinker, who argues that in children there is excess energy, naturally they must use it through play activities; (c) Asavistic Theory, this theory comes from Stanly Hall, an American psychologist who believes that in its development, children pass through all stages of human life; (d) Biological Theory, stating that play is a biological task put forward by Karl Gross, because play among children is an exercise to adjust to the environment of life, it can also be considered an exercise of mind and body for the life to come; (e) The Theory of Psychology In, the theories of Sigmund Freud and Edler, describe that the game is an expression of passions that can be found in the subconscious, the source of which is the impulse of the desire for power.

Based on the theories above, it can be determined that the game is the child's development because the game is a busy activity that is chosen by itself without any element of coercion, the child likes to play because of an inner urge and the urge to develop themselves, including:

a. Developing cognitive abilities of children

b. Get to know the concept of say, the symbol of numbers. Count/count lots of objects 1-10

c. Developing children's language skills by obeying the rules of the game

d. Develop the child's gross motor skills, run fast, and do movements, avoiding dangerous things.

e. Developing children's emotional sportsmanship including confidence, understanding, and accepting the weaknesses and strengths of themselves and others.

f. Understanding the rules of the game and instilling a less arrogant attitude when winning.

The game "Jumping Horse Flying" is a way of learning that uses a simple tool made from used banners as the base of the game made patterns as desired and given the alphabet in each pattern as needed, introducing the alphabet gradually, when introducing the letter a means the pattern made is letters an along with the pronunciation and interesting pictures of children who start with the letter a

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missal (Apple) and so on. This game begins by making a circle by all students in one class hand in hand, then the teacher shows a picture of letters with the corresponding letter picture, after that the teacher exemplifies the movement of a flying horse by jumping on one foot and his hands outstretched like a horse that runs fast, the letters shown, above the banner that has made a letter pattern. At first, the child observes the activity, but after repeating the child begins to be interested and do it happily. And this can be done by parents at home to learn the alphabet in English independently during this pandemic.

C. Research Methods

As for the steps to the problem-solving approach, the "Flying Horse Jumping" Game will be combined in a coherent and detailed way using a "scientific approach" or scientific approach that tracks the 5M learning steps of Observing, Asking, Gathering Information, Associating and communicating.

Also, in the 2013 curriculum, the scientific approach is believed to be the golden bridge of the development and development of the attitudes, skills, and knowledge of students.

The learning process can be paired with a scientific process, therefore the 2013 curriculum mandates the essence of a scientific approach to learning. The scientific approach includes inquiry learning that breathes constructivism. Learning objectives with a scientific approach include the development of the domains of attitudes, knowledge, and skills that are elaborated for each education unit. The three competency domains have different psychological acquisition paths (processes). Attitudes are obtained through activities: accepting, executing, appreciating, experiencing, and practicing. Knowledge is gained through activities: remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, skills are gained through activities: observing, asking, reasoning, presenting, and creating (Permendikbud No. 65 of 2013).

The scientific approach is believed to be the golden bridge for the development and development of students' attitudes, skills, and knowledge. In approaches or work

processes that meet scientific criteria, scientists prioritize inductive reasoning rather than deductive reasoning.

Deductive reasoning looks at general phenomena to then draw specific conclusions. In contrast, inductive reasoning views specific phenomena or situations and then concludes as a whole. Inductive reasoning puts specific pieces of evidence into broader relations of ideas. The scientific method generally places a unique phenomenon with specific and detailed studies to then formulate general conclusions. The scientific method refers to investigative techniques for a phenomenon or phenomenon, gaining new knowledge, or correcting and integrating prior knowledge.

To be called scientific, the method of inquiry (method of inquiry) must be based on evidence from observable, empirical, and measurable objects with specific principles of reasoning. The scientific method generally includes a series of data collection activities through observation or experimentation, processing information or data, analyzing, then formulating, and testing hypotheses.

D. Discussion

1. **Examples of Material Introducing Numbers Compiled Before and After Using "Lokuter Games"**

   a. Before using "Lokuter Games"

   The teacher shows the letters of az along with the pronunciation on the board and the child mimics, making the child bored and unenthusiastic.

   b. After using the "Lokuter Game"

   The initial step is the teacher prepares the media with a lettering pattern using a used banner

   Table 1. How to make Lokuter letters

a: [ei]	b: [bi]	c: [si]	d: [at]	e: [i]
b: [bi]		Letters paper		d: [at]
c: [si]				c: [si]
d: [at]				b: [bi]

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e: [i]	d: [at]	c: [si]	b: [bi]	a: [ei]

In the second step the teacher gives instructions to two children to play by standing in the middle of the banner to take the alphabet paper. If the child gets an alphabet, the child jumps like a horse flying to the letter a box while saying the pronunciation [ei]. If you get the letter e the child also jumps to the letter e while reciting [i]. Children perform these activities repeatedly and alternately while mentioning the letters taken. This method can be done by the parents at home to be implemented as a learning tool in this pandemic season.

This activity is done repeatedly until the child understands the activity well.

After doing this activity the teacher evaluates by giving instructions to the child to look for a pebble number of letters that can be obtained when playing "lokuter".

2. **The obstacles that exist in the Lokuter (Flying Horse Jump) game.**

In carrying out an activity that involves several people, it certainly does not run smoothly, there are obstacles that arise, capable of being a correction and evaluation to be better.

In the game, "Lokuter" has several obstacles including:

a. Lack of concentration of children in the activities of the game lockuter because the game is outdoors. Children are focused on the APE game outside the classroom, so the teacher needs to provide rules that must be applied in the computer game.

b. The *lokuter* games, which are carried out in the classroom, are less than optimal because of the narrow classrooms and large game boards, limiting the child's movements in the game. So that the locker game is more maximally outside the classroom.

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c. Lack of patience of children waiting their turn so that makes the teacher divide the group with a smaller number of members, for example, 3 children per group.

3. Tools and Instruments to support the success of the "Lokuter" Game

To support the continuation of the "Lokuter" game, there are several tools or instruments that I must prepare, namely:

a. Prepare the tools and media needed (letter patterns with old banners, letter paper, and gravel according to the amount needed)

b. To support the quality of the material, the Teacher explains a little about the material of the letters of the alphabet in English and how to pronounce it and how to play the *Lokuter*. In the beginning, we need to prepare a PowerPoint. This PowerPoint can also be included with a video or song about English letters. For example, we can record class activities beforehand, and make it an interesting learning video.

c. Designing the stages of learning by using the "Scientific Approach / 5M" approach very carefully in a lesson plan is very urgent to do. Because, if we do not plan it systematically and calculated, we will be complacent teaching letters in English pronunciation to students, which allocates time for the next stage to be reduced.

d. The assessment format must be formulated appropriately. Bearing in mind that in the 2013 curriculum there are so many aspects that are used as a basis for assessment. The assessment of attitudes, knowledge, and skills must be designed in as much detail as possible. Where English alphabet letter recognition skills require repetition so children can understand.

e. Media in the application of this method is quite simple and economical that is only using banners and used paper so that anyone and in any economic situation, this method can still be done.

4. Results achieved by applying the "Lokuter game"

I have been applying this method since June 2016, it means that this method has contributed to 4.5 years in improving students' interest in letters of the alphabet in English especially in the development of cognitive aspects. RA Perwanida is a private school that has been established for more than 12 years and has 937 students. where the circumstances of children and guardians of students of different characters so that requires teachers to find a method that is right, attractive, and right on target so that student motivation will emerge and interest in this subject is increasing. It was only at the beginning of the implementation of the 2013 curriculum since 1 year ago, the approach in problem-solving that was used slightly shifted from that of all cooperative approaches to an approach using the "Scientific approach". Nevertheless, the achievement of observable results are as follows:

From the number of students of 20 children in the Ar-Rohman class, the beginning of the learning meeting about the introduction of the English alphabet mentions various body parts with English, not all children understand about body parts on the face such as eyes, nose, ears, cheeks, and eyebrows in meeting 1 no one can mention, in meeting 2 there are already 5 children who can name 2 body parts, 3rd meeting there are already 10 can name 5 body parts, 4th meeting 16 more children can mention 5 body parts and at the end of the 5th meeting 20 children can already mention 5 body parts and show with movements in English.

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Table 2. Results of achieving the Lokuter game

NO	MEETING	ACHIEVEMENT RESULTS CALLED 5 BODY PARTS	INFORMATION
1	1	0 children	No one can mention 5 body parts yet,
2	2	5 children	5 Children can name 2 body parts
3	3	10 children	10 children can name 5 body parts
4	4	16 children	16 children can name 5 body parts
5	5	20 children	20 The child can name 5 body parts and show them with movement

From the above results, it can be concluded that using a *Lokuter* game can:

a. Increased interest, motivation, and the level of active participation of students in letter recognition and some basic English words for kindergarten students.

b. Increased enthusiasm of students learning the letters of the English alphabet, pronunciation, and formation of words in basic English.

c. An increase in the level of understanding of the letters of the English alphabet for early childhood and children learn with enthusiasm and without feeling forced.

I have also presented this method in the forum IGRA (Raudhatul Athfal Teacher Association) of Wonosobo Regency to be a model in the introduction of letters of the alphabet for the introduction of words in basic English that are creative and innovative.

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From the above results, it can be concluded that using a *Lokuter* game can:

a. Increased interest, motivation, and the level of active participation of students in number recognition.

b. Increased enthusiasm for students learning numbers and numbers.

c. An increase in the level of understanding of the numbers for early childhood and children learn with enthusiasm and without feeling forced.

I have also presented this method in the forum IGRA (Raudhatul Athfal Teacher Association) of Wonosobo Regency to be a model in the introduction of creative and innovative numbers.

E. Conclusion

1. "Lokuter" (Flying Horse Jumping Game) is one technique which is my experience for 4.5 years, is a technique that combines two aspects, namely affective and motoric aspects, a game that connects the English alphabet with the flying horse technique "Lokuter" is a technique that is very appropriate to be used for early childhood aged 4-5 years where concentration is easily fragmented. So with this technique, the child feels happy and interested in getting to know the English alphabet and getting to know the basic words in it.

2. The "Lokuter" game method uses the "Scientific Approach" approach since the 2013 curriculum was implemented. Even so, application technique This has been practically done by the author since June 2016, and after one year later, this technique has brought significant results that are closely related to motivation, interest, the level of active participation of students in learning the English alphabet.

3. This game technique is very suitable for use during this pandemic season that can be used by parents or guardians of students.

4. The game technique "Lokuter" in the presentation of the alphabet letter recognition material in this language is quite easy to make, so it is positive if the

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teachers try it bit by bit so that it can present more practical material, easily accepted and of good quality.

5. Not only in the introduction of the English alphabet, the game technique "Lokuter" is expected to be applied to the development of aspects of science, social, physical motoric, and religious values.

6. It is time for teachers to look for creative and innovative techniques, to be able to make learning meaningful in each process.

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