

ABSTRACT

IMPROVING LETTER RECOGNITION SKILLS THROUGH LETTER SNAKE AND LADDER GAME IN CHILDREN (Classroom Action Research at Aisyah Early Childhood Education, Pondok Kelapa)

By

Rindi Marantika¹, Mimpira Haryono², Asnawati³

The purpose of this study is to determine the improvement in letter recognition skills through the letter snake and ladder game at Aisyah Early Childhood Education, Pondok Kelapa. This study is a Classroom Action Research (CAR) with a procedure that is cyclical in nature. The subjects of this research are children in group A at Aisyah Early Childhood Education, totaling 14 children. The research was conducted in two cycles, each with two meetings. Data analysis was performed qualitatively and quantitatively, with qualitative emphasis used to determine the improvement in the process expressed in a predicate, while quantitative analysis was used to determine the improvement in results using percentages. The results indicated an improvement in letter recognition skills in children through the letter snake and ladder game at Aisyah Early Childhood Education, showing a percentage of 32.58% in the first cycle, first meeting; 41.07% in the first cycle, second meeting; 59.82% in the second cycle, first meeting; and 81.73% in the second cycle, second meeting. The conclusion of the research is that using the letter snake and ladder game can enhance letter recognition skills in children at Aisyah Early Childhood Education, as evidenced by the improvement in the second cycle, second meeting, with an achievement percentage of 81.73%, categorized as developing very well (BSB).

Keywords: Letter Recognition Skills, Letter Snake and Ladder Game

