



SCRAPBOOK TO INTRODUCE ALPHABET: A DEVELOPMENT RESEARCH FOR PRESCHOOL LEARNERS

Diana Dwi Shopiyana*, Ikhsanudin, Eni Rosnija

Universitas Tanjungpura, Indonesia

ABSTRACT

This study was to develop a Scrapbook to introduce Alphabet for preschool learners. This research involved the teachers in Darul Uloom Kindergarten Pontianak Kota. The method of this research was development research which consists of three phases of ADDIE (analyze, design, and develop). The product is to introduce the Alphabet in an interesting and attractive way for preschool learners. The need analysis obtained the information of what the teacher and students need in teaching and learning the Alphabet by identifying the analysis of the teacher and the students' condition. The design of the Scrapbook focused on the criteria of the appropriate material, selecting the suitable decorations, and using the appropriate pictures and details in designing Scrapbook. The Construction of Scrapbook contains of 26 letter names and letter sounds. The model of Scrapbook is using a hard cover album, which consists of 26 letters and its phonetics as the main material. The product was also designed with the appropriate layouts, such as paper size, pictures' management (cropping and resizing), colors, shapes, and fonts in order to produce the product with the suitable standard of printing. The development of Scrapbook described what the constructs of the product were, including the fonts of the Alphabet, layout designs, contents, and teachers' validation. The result is the complete product of Scrapbook considered as very good and feasible to be used as a teaching and learning media to introduce Alphabet for preschool learners.

E-ISSN: 2621-9158
P-ISSN: 2356-0401

*Correspondence:
dianadsr12@gmail.com

Submitted: 3 December 2021
Approved: 28 June 2021
Published: 29 June 2021

Keywords: *Alphabet; Preschool Learners; Scrapbook*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan Scrapbook untuk memperkenalkan alfabet bagi peserta didik prasekolah. Penelitian ini melibatkan para guru di TK Darul Uloom Pontianak Kota. Metode yang digunakan dalam penelitian ini adalah penelitian pengembangan yang terdiri dari tiga tahap ADDIE (menganalisis, merancang, dan mengembangkan). Produk ini memperkenalkan alfabet dengan cara yang menarik bagi pelajar. Analisis kebutuhan memperoleh informasi tentang apa yang dibutuhkan guru dan siswa dalam pembelajaran alfabet dengan mengidentifikasi analisis guru dan kondisi siswa. Desain Scrapbook difokuskan pada kriteria bahan yang sesuai, pemilihan dekorasi yang sesuai, serta penggunaan gambar dan detail yang sesuai dalam mendesain Scrapbook. Konstruksi Scrapbook berisi 26 nama huruf dan suara huruf. Model Scrapbook menggunakan hard cover album yang terdiri dari 26 huruf dan bahan utamanya adalah fonetik. Produk juga dirancang dengan tata letak yang sesuai, seperti ukuran kertas, pengaturan gambar (memotong dan mengubah ukuran), warna, bentuk, dan font agar dapat menghasilkan produk dengan standar pencetakan yang sesuai. Pengembangan Scrapbook menggambarkan apa yang menjadi konstruksi produk, termasuk font alfabet, desain layout, isi, dan validasi guru. Hasilnya adalah produk Scrapbook yang lengkap dinilai sangat baik dan layak untuk digunakan sebagai media pembelajaran pengenalan alfabet bagi peserta didik prasekolah.

Kata Kunci: *Alfabet; Peserta Didik Prasekolah; Scrapbook*

Citation:

Shopiyana, D. D, Ikhsanuddin, & Rosnija, E. (2021). Scrapbook to Introduce Alphabet: A Development Research for Preschool Learners, *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 103-111. Doi: 10.22219/celtic.v8i1.14421

INTRODUCTION

These days, as a teacher, it is important to know approximately students' interest and students' needs within the classroom to discover engaging media for teaching and learning. The teachers have to discover interesting media for students to fortify their sensory and auditory learning in learning Alphabet. Mascle (2017) stated that learning Alphabet should begin early in a child's life. According to Bakhsh (2016), the characteristics of preschool learners specified are they get bored quickly. Children have no choice to attend school. Preschool children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them (Klein, 2005). Hence, to dodge that lesson, exercises have to be fun, interesting, and energizing, as conceivable by setting up the exciting activities. Preschool learners learn the Alphabet and sound instruction or phonetics as the primary step in learning. In order to read independently and construct meaning from the text, the students need to be able to identify words automatically. Hence, children must begin to distinguish letter names and then produce the letter sounds. This letter-naming knowledge potentially could help children to draw phonological clues from letter names (Foulin, 2005). Cameron (2001) stated that preschool children may learn a foreign language incredibly effectively before puberty because their brains can still use the mechanisms that assisted first language acquisition. Children learn to recognize their own, to begin with, the name together with other Alphabet and significant words. Preschool learners are curious about everything they see and hear (Hasting, 2014; Howe, 2009). Preschool learners will also create a connection between Alphabet and sounds and know a few of the sounds that Alphabet makes.

Most of the bilingual preschools in Pontianak used the Cambridge curriculum as their educational modules. Therefore, the researcher adjusted the item concurring with the curriculum utilized by the school and the needs of the students. Cambridge schools children curriculum is pointed to construct social, physical and cognitive abilities. The curriculum sets clear learning targets and centres on creating information and aptitudes in all subjects, giving great establishment for the following instruction. The curriculum is flexible. Hence schools can offer any combination of the subject available. One of the teachers' roles is to teach the Alphabet and its sounds to preschool learners. Alphabet knowledge may require more practice, more explicit instruction, and longer learning time (Matheson, 2005). When the teacher teaches through books, the teachers can present the Alphabet through all ranges of the curriculum.

The teachers treat the book as a tool and expand the Alphabet teaching into areas for the preschool learners to learn. Teaching the Alphabet has been debated, but there is a 23 consensus that letter names and letter sounds should be taught in combination (Piasta, 2010). In addition, preschool learners require lots of opportunities to memorize through sensory and auditory and visual stimulation. From these cases, to support the students learning the Alphabet, the researcher developed the Scrapbook as a supplementary media to introduce Alphabet for preschool learners. In line with this, Nedved (2012) point out that Scrapbook is an exciting media for both students and teacher. Furthermore, he adds that Scrapbook helps to create a motivational environment. This has been supported

by findings that children taught Alphabet, some with the letter-sound included in the name and others without, showed a stronger tendency to recall the pseudo-alphabet with some letter-sound information (Share, 2004).

The previous research was done by Rohaya (2013) at a preschool located in Tronoh, Malaysia. She researched learning with Augmented Reality Alphabet book for preschool children. The purpose of her research is to do fun learning with Augmented Reality for preschool learners. This research focuses on introducing Alphabet to preschool learners. Another previous research was conducted by Karimkhanlooei (2015). The researcher researched teaching Alphabet, reading and writing for kids between 3-6 years old as a second language. The researcher did this study to investigate the effectiveness of either one of the phonics vs traditional approaches in teaching Alphabet, reading and writing for kids who were learning English as a second language.

The differences between this research and the previous study are that this research focuses on teaching and learning Alphabet through material that the researcher has developed. The researcher has developed the Scrapbook according to the students' needs in learning the Alphabet. Therefore the students may play while learning with the 3D decoration inside the Scrapbook. The decoration of Scrapbook as material for teaching and learning is the novelty of this research. The researcher has conducted the Scrapbook as supplementary material for the preschool learner in learning Alphabet. The researcher has developed the Scrapbook to help the teacher to apply it in teaching and learning. This kind of material increased the students' interest while reading a book. The students do not feel bored while learning Alphabet because the researcher has developed the Scrapbook as a teaching tool. The researcher used development research on developing Scrapbook as supplementary material for preschool learners.

METHOD

Considering the research issues, this research used development research. Development research aims to develop new or improved interventions or procedures to achieve well-specified learning goals objectives. In this research, the researcher used the ADDIE concept to create Scrapbook to introduce the Alphabet. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. The research procedures that the researcher used only three phases of ADDIE, which is ADD (Analyze, Design, Development). Qualitative data analysis proposed by Creswell (2012) refers to the processes and procedures used to analyze the data and provided some explanation.

The first phase is the analyzing phase. Like the beginning, the researcher surveyed and found out Darul Uloom Kindergarten that suited the preschool criteria and interviewed the teacher. The researcher interviewed two teachers that handled the class directly. In this phase, the researcher collaborated with the teacher to decide the perceived needs of students and used the interview as data collecting instruments. As a result of the interview, the condition, circumstance within the classroom, and the problem of the teaching and learning have been gathered. There is a lack of empirical evidence regarding letter-knowledge instruction (Phillips, 2008). Based on the interview, the school has no book about the Alphabet in the school. So is since the Alphabet is the essential knowledge, the

teacher may teach the Alphabet autonomously. The students knew the Alphabet when the teacher writes the Alphabet on the whiteboard but disregard the Alphabet in case the letters organized randomly. The researcher has done an investigation using an interview with the teacher in Darul Uloom Kindergarten Pontianak Kota to make sure the problem.

The second phase is the designing phase. The design phase aims to verify the desired performances and appropriate testing method (Branch, 2009). In this phase, it is fundamental to classify the learning program that will be designed. This phase ought to be able to answer whether the learning media designed can be used to overcome the problem of performance gaps that occur on students. In this phase, the researcher gathered and selected the appropriate and exciting material and decoration from the internet and other sources and then evaluate the selected material to be designed as the primary draft. In this phase, the Scrapbook has developed as interactive supplementary media. The first step of this phase is collecting the tools of Scrapbook and media such as pictures, thick paper, and interactive decoration. The next step was to integrate the complete tool needed into a Scrapbook. The researcher used teacher validation to evaluate the product.

Using development research, the researcher designed and developed Scrapbook to complete the students' needs according to their age. The teacher's contribution is essential in designing the book for students because the teacher is the one who knows the students' abilities and the students' needs in the classroom. The researcher focused on the colourful and eye-catching design for the students that are based on education. The object of this research is Scrapbook to introduce Alphabet for preschool learners. It is a product which used to introduce Alphabet for preschool learners. The participant of this research is the teacher in Darul Uloom Kindergarten Pontianak Kota as the source. The teacher role is as a source to get the students prior knowledge and gap. The teacher was the respondent of the interview and the source and information in formulating the students' need. The researcher also involved the teacher as a validator for the media.

FINDINGS

Since the analysis phase plays an important role in deciding whether the product is appropriately developed or not, by having the analysis and finding the problems, the teachers require a media that helps ease the teacher to introduce the Alphabet to the preschool learners. Therefore, it becomes a consideration for the researcher to design new material based on both the teachers' condition and students' condition. Therefore, the researcher provided an alternative way for introducing Alphabet named Scrapbook. By designing the Scrapbook, the researcher aims to help the teacher to introduce the Alphabet to the preschool learners by using the exciting and creative decorations of the Scrapbook.

The researcher designed the concept of the material that has been developed. Then, the researcher decided on the Scrapbook design that is suitable for the student's need. The researcher collected the Alphabet and the decorations from the internet. The researcher decided to use the colour theme to design the Scrapbook because it is appropriate for preschool learners to learn the Alphabet.



Figure 1: Pictures of the Scrapbook

The structure that the researcher used in the Scrapbook is the arrangement according to the Alphabet. The Scrapbook also consists of pictures representing the Alphabet's initial and phonetics to help the students and the teacher pronounce the Alphabet. The researcher put the information of each picture on the pictures description page inside the Scrapbook.

In the data collection part, the researcher used teachers' validation to validate the Scrapbook. The researcher wants to find out whether the Scrapbook is usable or not for preschool learners. The researcher made the assessment rubric for the teacher to assess the Scrapbook.

Table 1. Result of Assessment Rubric of First Teacher

POINTS	5	4	3	2	1	Category
Technical		4				
Content		4				
Design	5					
Quality	5					
Creativity	5					
Total Score:	23					

Table 1 shows the result of the assessment rubric from the first teacher. It shows the total score with a value of 23, which means the technical and content of the Scrapbook were good. The design, quality and creativity show the value five, which means very good.

Table 2. Result of Assessment Rubric of Second Teacher

POINTS	5	4	3	2	1	Category
Technical	5					
Content	5					
Design	5					
Quality	5					
Creativity	5					
Total Score:	25					

In analyzing the data from the assessment rubric the researcher used rating scale, which adapted from Walker (2013) instrument. Rating scale was scored by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of categories} = 5 \times 5 = 25} \times 100$$

P = Percentage

Then the result will be measured by this table:

Table 3. Analysis scale

Percentage	Interpretation
0 - 25	Bad (revised)
26 - 50	Poor (revise)
51 - 75	Good
76 - 100	Very good

Based on the result above, the researcher found that the assessment rubric from two teachers was valid. The first teacher categorized the result of Scrapbook were considered Very Good with a percentage is 92%. The second teacher categorized the result of Scrapbook were considered Very Good with the percentage is 100%. Therefore, based on the data above, the researcher ensured that Scrapbook could be used as a supplementary media product to introduce Alphabet for young learners.

DISCUSSION

The researcher developed the Scrapbook in this research because the researcher provided supplementary media that can help the teaching-learning process introduce the Alphabet for preschool learners in Darul Uloom Kindergarten Pontianak. The method of this research is development research. This research consists of several phases: the analysis, design, and development phases.

In the analysis phase, some of the learning problems were gathered by the interview with one of the teachers in Darul Uloom Kindergarten Pontianak. In the age of nursery, preschool learners need adult guidance to know the shape and the sounds of the Alphabet. As stated in Bardige (2009), alphabet knowledge includes letter name knowledge such as capital or lowercase. The result of the analysis phase is the analysis of the learning problem when preschool learners learn the Alphabet as the basis to design a learning solution.

The next is the design phase; the design phase was conducted based on the analysis phase. In the design phase, the researcher constructed the model of the product and determined whether tools that are suitable to design Scrapbook. Ashworth and Wakefield (2005) claim that all preschool children are highly motivated to learn the language. Preschool learners also can change their mood easily, which they can feel bored quickly when they find something interesting for them, so they feel highly motivated to learn the language. The Scrapbook is a supplementary media for preschool learners to learn a foreign language, and it also helps the teacher teach Alphabet and sounds. The preschool learners are excited

about the new material or new supplementary media applied in the classroom. The Scrapbook is a unique book that can make preschool learners learn and play. The design phase determined the elements of the material in the learning that are objects of the product, the role of the learner, the role of the teacher, and the role of the material.

The last phase in this research is to develop phase. Solomon (2008) stated that Scrapbook is a unique photo album that page is filled not just with writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawing but also bringing the media into the classroom through visuals and sounds. Furthermore, according to Bader (2005), scrapbooking is meaningful, relating to pasting newspaper clippings, magazine articles, photos (usually personal), and other memorabilia into custom-made albums or scrapbooks. The researcher used an album cover as the cover of the Scrapbook and the thick paper as the Scrapbook base and to make the paper folds. In this phase, the researcher constructed material that had been selected and gathered from many sources. Mostly, the researcher used the pictures from the Pinterest app as the source of the decorations. The researcher also developed the product based on the curriculum used in Darul Uloom Kindergarten Pontianak.

The teacher's role in this phase is a validator. Therefore, the teachers should give the score to the Scrapbook to determine whether the product is used or not. The researcher provided a Scrapbook assessment rubric for the teacher to find out the quality of the Scrapbook. The researcher provided five aspects for the teachers to assess; technical, content, design, quality, and creativity. Those aspects become a consideration in revising the product to improve the quality of the product. The researcher used the Scrapbook assessment rubric in collecting the data. The result of the rubric showed a good response from the teachers toward the Scrapbook. The total score for the rubric from the first teacher is 23, with a percentage of 92%. It is categorized as very good and or the rubric from the second teacher, the total is 25 with the percentage is 100%. It is also categorized as very good. The researcher combined the result of the rubric from both teachers to find the average score from those data. The average score of the Scrapbook assessment rubric from both teachers is 96%, and it is categorized as very good. Therefore, based on the average score before, it can be concluded that Scrapbook can be used as a supplementary media to introduce Alphabet for preschool learners.

The strength of the Scrapbook in this research is to add supplementary media to introduce the Alphabet for preschool learners. With this product, the teacher can use the book to introduce the Alphabet in a fun way. With the design and the decoration, the students will be attracted to learn the Alphabet. The teachers also can pronounce the Alphabet with the phonetic that already provided inside the book. Meanwhile, for the learners, this product will help them learn the Alphabet while playing with the decorations. In this product, the researcher provided the Alphabet and its phonetics and the pictures, paper folds, and 3D decorations that can attract the students' interest in learning the Alphabet.

According to Damayanti (2017), there are some weaknesses from the Scrapbook. The Scrapbook is made from thick paper. The paper is not waterproof when the paper exposed to water. Therefore, it will be damaged the paper. The Scrapbook also has to keep it clean because it is easy to get dirty and difficult to

clean. Besides introducing the Alphabet, the Scrapbook can also help the students recognize the pictures inside it, such as animals and things around them. Then, it can help the students to increase their vocabularies.

CONCLUSION

The Scrapbook design was designed with exciting and eye-catching visualization, 3D pictures, and colourful paper folds. The product was also supported with the material based on the curriculum, which fulfils the needs of the teachers and the preschool learners in applying the Scrapbook.

The Construction of Scrapbook contains 26 letter names and letter sounds. The model of Scrapbook uses a hardcover album, which consists of 26 letters and its phonetics as the primary material. Moreover, the pictures and 3D decorations attract the preschool learners interest to play and learn with the Alphabet. The Alphabet has constructed alphabetically. Thus the teacher and the students can follow the contents contained in the product. The product was also designed with the appropriate layouts, such as paper size, pictures' management (cropping and resizing), colours, shapes, and fonts to produce the product with a suitable printing standard. According to the Scrapbook assessment rubric, it shows that the Scrapbook is suitable for preschool learners to learn the Alphabet. It has been evaluated by the teachers who handled the preschool learners' class. The technical, content, design, quality and creativity are suitable for the teacher and the preschool learners to introduce Alphabet.

Suggestions

After covering up the conclusions, several suggestions were proposed to the teacher, the students, and the other researchers; To the teacher, the researcher suggests that the teacher should give the media for the students to learn the Alphabet as it helped them learn Alphabet better. The students will understand the Alphabet easily if they practice more and pronounce and visualize the Alphabet frequently. The students can use a fun way to learn the Alphabet by using Scrapbook. It provides the Alphabet, pronunciation, and pictures representing the Alphabet's initial visualisation and their interest in the teaching and learning process. To other researchers, this research studies Scrapbook to introduce Alphabet: development research for preschool learners. It is hoped that this study can be used as an additional reference for the further researcher to introduce Alphabet or create the media that will contribute to teaching English, especially preschool learners.

REFERENCES

- Ashworth, M. & Wakefield, H. P. (2005). Teaching the world's children: ESL for ages three to seven. *Forum: English Teaching* 43(1). Washington DC: USA Department of State for teachers of English.
- Bader, J. L. (2005). *The Effects of a Scrapbooking Project on Student Self-concept in an Inclusive Setting*. Education and Human Development Master's Theses. 430.

- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 9(7), 120. <https://doi.org/10.5539/elt.v9n7p120>
- Bardige, B. (2009). *Talk to Me Baby!: How You Can Support Young Children's Language Development*. Paul H. Brookes Publishing Co.
- Branch, R. M. (2009). *Instructional design: The ADDIE Approach*. New York: Springer.
- Cameron. (2001). *Teaching languages for preschool learners*. Cambridge University Press. The United Kingdom.
- Creswell. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education Inc.
- Damayanti, M. (2017). Pengaruh media scrapbook (buku tempel) terhadap hasil belajar siswa materi keanekaragaman rumah adat di Indonesia kelas IV sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar*. 9(3)
- Foulin. (2005). *Why is letter-name knowledge such a good predictor of learning to read?*. Kluwer Academic Publisher.
- Hasting, D. (2014). Preschool children: know their needs and characteristics. Palm Spring, California. Retrieved from <https://www.firstschool.net/blog/preschool-children-know-their-needs-and-characteristics>
- Howe, J. (2009). *Characteristics of preschool children*. Christian Reformed Church in North America.
- Karimkhanlooei, G. (2015). *Teaching alphabet, reading and writing for kids between 3-6 years old as a second language*. Elsevier Ltd.
- Klein. (2005). *Teaching young learners*. United States Department of State. English Teaching Forum.
- Matheson. (2005). *Media discourses: analyzing media texts*. England: Open University Press.
- Masclé, D. (2017). Learning the alphabet: why it is so important for children. Retrieved from <https://whatsfordinner.net/articles/article-Learning-The-Alphabet-Why-It-Is-So-Important-For-Children.html>
- Nedved, J.A. (2012). *Developing Student Expression with the Book, Scraps*. Asia University Press. Singapore.
- Phillips, L. (2008). *Unlocking the doors: is parents' reading to children the key to early literacy development?*. Canadian Psychology.
- Piasta, S. B., & Wagner, R. K. (2010). Learning Letter Names and Sounds: Effects of Instruction, Letter Type, and Phonological Processing Skill. *Journal of Experimental Child Psychology*, 10/5, 324-344.
- Rohaya, D. (2013). *Fun learning with AR alphabet book for preschool children*. Elsevier B.V.
- Share, D. L. (2004). Knowing letter names and learning letter sounds: A causal connection. *Journal of Experimental Child Psychology*, 88(3), 213-233. <https://doi.org/10.1016/j.jecp.2004.03.005>
- Solomon, L.E. (2008). *Reading, Writing & Scrapping: Scrapbooking as a Teaching Tool*. New York: Pearson/Longman.
- Walker, H. (2013). *Establishing Content Validity of An Evaluation Rubric for Mobile Technology Applications Utilizing The DELPHI Method*. Baltimore, Maryland.