

The Influence of Scrabble Games on Vocabulary Mastery in Children 5-6 Years at Taman PAUD Doa Ibu Makassar

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Abstract. The purpose of this study was to determine the effect of scrabble play on vocabulary mastery. The research method is pre-experimental design pre-post test with a quantitative approach. The population in this study were all children in group A as many as 25 children and the sample used was group A as many as 10 children. In the study, it was found that there was an effect of scrabble game activities on vocabulary mastery. The results showed that the value of children's vocabulary mastery increased after being given the scrabble game. Based on the results of this study, it is recommended that all Kindergartens make scrabble as one of the main games in improving children's vocabulary mastery.

Keywords: Scrabble game, vocabulary mastery

INTRODUCTION

Early Childhood Education (PAUD) is one way to develop all the potential of early childhood. Children of this age are considered to have different characteristics from children above them so that their education needs to be specialized. In essence, early childhood education is an effort to facilitate the development that is happening to children. Early childhood development is an increase in children's awareness and ability to know themselves and interact with their environment along with the physical growth they experience.

In connection with several aspects of child development, one of which is language development. Children's language will develop in line with the vocabulary they have. Mastery of vocabulary greatly affects a child's language ability. Language development is not complete until the end of infancy, and will continue throughout a person's life. Language development takes place as long as the human mentality is active and there is an environment for learning.

Effective learning for early childhood is more play-oriented. Through play activities, children can improve motor, cognitive, creativity, language and social emotional skills. Education carried out by playing children will feel comfortable in learning. One of the play activities that can develop children's vocabulary mastery is playing scrabble. Scrabble game is a game of arranging letter pieces into a word on a

rectangular board. The player says the word that has the initial letters that are already available on the board then tries to arrange the words horizontally or downwards like a crossword puzzle.

Based on the background that has been stated above, the formulation of the problem in this study is Is there an effect of scrabble game activities on vocabulary mastery of children aged 5-6 years?

LITERATURE REVIEW

Scrabble game

Scrabble is a media in the form of a game with a function to sharpen the brain or stimulate brain development. Scrabble is also a board game and how to play it by arranging words that have meaning. With this brain-sharpening game, students will accidentally improve vocabulary mastery. Scrabble is a game of arranging words on a board played by two to four people (Anonymous, 2009: 1). This game is usually called "spersgame" or "funworder". To be able to carry out this game well, it is not enough for players to have a large vocabulary, but also have to have the techniques and tactics to conquer their opponents (Soeparno, 1988: 75). According to Soeparno (1980: 76) the scrabble game has something to do with flat crosses, namely in terms of filling boxes with letters to form a word. The purpose of this game is to develop vocabulary mastery, practice spelling, and practice mastery of morphological structures.

Vocabulary Mastery

Vocabulary or vocabulary is all the words contained in a language (Soedjito, 1992: 1). Vocabulary is an important part of language. Mastery of vocabulary can affect a person's language skills. Likewise, a person's ability to use and learn language is greatly influenced by the vocabulary they have. Language can function to someone if someone's language skills improve. A person's language skills increase when the quantity and quality of vocabulary increases (Tarigan, 1993: 14). Purwo (Aris Yunisah, 2007: 11), states that vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and his ability to use these vocabulary both orally and in writing. Mastery of vocabulary is part of mastery of language because if someone mastered the language it means that person mastered vocabulary.

RESEARCH METHODS

This research was conducted using an experimental method with a pre and post test design with the determination of the sample using simple random sampling technique. This research was conducted at the Prayer Early Childhood Park, Makassar City. Researchers chose group A, which consisted of 10 children, because class A was still low in vocabulary mastery compared to other groups. The length of time that the researchers used in this study was 3 months.

RESULT AND DISCUSSION

The results showed that the scrabble game was very helpful for teachers in providing learning guidance to children, especially in vocabulary mastery, so that children could quickly add and master vocabulary. The results of statistical analysis show that there is a significant effect of scrabble games on children's vocabulary mastery. Before giving the treatment, the researcher conducted a pre-test first to get an initial assessment of the aspects to be studied or to be developed in this case, namely the mastery of vocabulary in group A in Taman PAUD Doa Ibu. The results of the pre-test descriptive analysis can be seen as follows:

Calculation Data	Pretest Data
N	10
Mean	21,30
Minimum	20
Maksimum	23

After giving treatment (Treatment) in the implementation of research activities, the researcher gave a posttest to all research subjects. From the posttest data then a descriptive analysis was carried out. The results of the posttest data analysis can be seen as follows:

Calculation Data	Posttest Data
N	10
Mean	32,00
Minimum	29
Maksimum	36

The results of the effect of the scrabble game media to develop children's vocabulary mastery after testing the hypothesis with Wilcoxon test analysis. The results of the data obtained can be seen in the following table:

No	nama Anak	Nilai kemampuan kreativitas anak		Selisih Nilai (O2- Pretes t (O1)	Rangking	Tanda Rangking	
		Posttest (O2)				+	-
1	SRA	3	5	2	2,5	2,5	
2	ZHR	4	5	1	2,5	2,5	
3	ADB	7	7	0	2,5	2,5	
4	SKL	3	6	3	2,5	2,5	

5	ZK	3	4	1	6	6
6	GN	6	8	2	6	6
7	AFR	6	8	2	6	6
8	PRS	3	6	3	9,5	9,5
9	FRD	4	7	3	9,5	9,5
10	ARF	2	3	1	9,5	9,5
11	GFR	4	3	-1	9,5	9,5
12	JHN	8	8	0	13	13
13	AIY	6	7	1	13	13
14	ICA	3	6	3	13	13
15	ARH	3	3	0	15	15
Jumlah Nilai		65	86			
Rata-rata		4,3	5,7	Nilai T = 120		

If $Z_{\text{count}} < Z_{\text{table}} = H_0$ is accepted, H_1 is rejected, it means that there is no effect of using the snake and ladder game media to develop the ability to recognize children's numbers in Mother's Prayer PAUD. If Z is calculated $> Z_{\text{table}} = H_0$ is rejected, H_1 is accepted, it means that there is an effect of using the snake and ladder game media to develop children's numeracy skills in Taman PAUD Doa Ibu. The Z_{hitung} value obtained is 3.40 and Z_{tabel} 1.645, then the results of Z_{hitung} (3.40) $> Z_{\text{tabel}}$ (1.645) are so that H_0 is rejected and H_1 is accepted, meaning that there is an effect of using snake and ladder game media to develop the ability to recognize children's numbers in Mother's Prayer Early Childhood Education. The test results show that there are differences in the value of the ability to recognize children's numbers before and after receiving treatment through the snake and ladder game media.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that: there is an effect of scrabble game activities on vocabulary mastery of children aged 5-6 years in Prayer Park.

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