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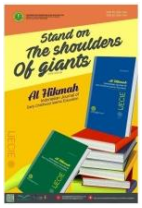

Implementation of the Slebor Game in Improving the Ability to Recognize Vocabulary in Group A

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ABSTRACT

Appropriate efforts are needed to increase children's capabilities in introducing vocabulary. This is very important because humans use language for their daily lives. The world of children is a world of play, by playing children are free to express their feelings, so that children can get stimulation with good responses when playing. By continuing to be guided by the fact that early childhood children learn while playing. Therefore, to improve the ability to recognize vocabulary in this study, the game slebor was used. This research aims to determine the process of increasing the ability to recognize vocabulary through playing slebor in group A children of Tunas Bhakti Kindergarten using the PTK method with data collection techniques such as observation and documentation. The results obtained in implementing the slebor game to increase the ability to recognize vocabulary in Tunas Bakti Kindergarten children increased with results in the pre-cycle of 43%, increasing in cycle I by 50% at meeting I and at meeting 2 by 66%, meanwhile in cycle II increased by 74% at meeting 1 and 81% at meeting 2. Because by playing children become happy and happy so they are able to receive the stimulation provided in the game. The children from group A at Tunas Bhakti Kindergarten were very enthusiastic about this slebor game, however, they did not realize that by playing slebor they also learned vocabulary. This indicates that this slebor game is very influential in improving the capabilities of group A children in introducing vocabulary.

INTRODUCTION

Childhood is a very important phase for a child's further growth and development because it is a sensitive and valuable period in a child's life. According to Salnita et al. (2019) at this age, children begin to say words they know from their environment. One of the aspects of development in children that is important to develop is language development. According to Repka (2020), language is a symbol, both verbal and nonverbal, that children use to interact with each other, so language is a medium that children must master.

According to Sitepu et al. (2023) language cannot be separated from vocabulary; words are part of language and there is no language without words. Vocabulary is an

important part of language practice to communicate thoughts or ideas to other people. Khusnah & Nurhalimah (2020), believes that the importance of integrating basic vocabulary learning in early childhood education lies in the concept of learning along with playing. According to opinion Muspawi et al. (2020) They argue that to develop all aspects of early childhood is by playing while learning. One aspect of language development in children's knowledge of lots of vocabulary can be developed through play.

Maulidia & Hasibuan (2021) that young children are able to remember around 3000 words. The environment greatly influences the amount of vocabulary a child masters and whether the child speaks well or not. The ability to understand words is an important part of communication skills, which must be improved by providing optimal stimulation from an early age. Familiarize children with words to encourage them to recognize and understand words (Nadirahsyahla et al., 2022). This is supported by opinion Mulyanah et al. (2018) that mastering vocabulary is very important for children for everyday life so that communication can run smoothly.

Yuvitasari (2015) revealed that the stages of learning in kindergarten are actually carried out through playing while learning, because young children are very enthusiastic when playing compared to formal learning. When playing, each child can awaken their imagination through desires that motivate children during play activities (Veraksa et al., 2022). Early childhood children can build their own knowledge by exploring and when they interact with other people by doing activities together, namely playing. Where they understand the conditions when they play with language and movement so that children have to think verbally (Buadanani & Suryana, 2022) This is supported by the statement Septiawati et al. (2021) which says that when children play while learning, children will converse with their friends, which means that when children converse, they use language to communicate.

According to Mamonto et al. (2022) said that the way of thinking in early childhood can develop through play activities. Agree with the opinion of Stephanie et al, who explain that children will be active and receive an intervention approach that produces active and innovative learning activities with game-based learning (Anzman-Frasca et al., 2020). Therefore, playing can develop children's vocabulary skills.

Regarding this matter, at Tunas Bakti Kindergarten, Banyu Urip, Sawahan, Surabaya, researchers conducted observations on learning to do word recognition and held discussions with group A class teachers. The results of the observations showed that the capability to do word recognition had not yet reached the optimal level, at 70%. Children are not yet adept at understanding all the words and have difficulty learning. Information was taken from the days of learning activities. Of the 50 children in the class, namely 30 girls and 20 boys, in this class only 15 children can do word recognition well.

Based on research conducted by Yuvitasari in 2015 with the title "Improving Word Recognition Skills Through the Snakes and Ladders Word Game Method in Group A Children of Sinar Melati I Sariharjo Ngaglik Kindergarten, Sleman Yogyakarta", the findings showed that the snakes and ladders word game method effectively improved word

recognition skills. Empirical evidence shows that engaging in play activities can improve children's ability to recognize words. In connection with this, the researchers used a similar approach in their research, but with a different game modality known as slebor, because by playing children can gain a lot in various aspects of development, for example in terms of socialization, counting and other knowledge, including vocabulary in language (Fahitah & Watini, 2021).

Children have the ability to reach their full potential through involvement in play. Consistent with this viewpoint, this study uses educational games as a teaching tool, allowing children to engage in active and enjoyable learning experiences. Therefore, this approach aims to improve children's word recognition skills (Julia et al., 2022). Children have the ability to reach their full potential through involvement in play. Consistent with this viewpoint, this study uses educational games as a teaching tool, allowing children to engage in active and enjoyable learning experiences. Therefore, this approach aims to improve children's word recognition skills (Yanti et al., 2021).

According to the results of previous research entitled Mastery of Indonesian Vocabulary in Children Aged 4-6 Years: A Psycholinguistic Review Sitepu et al. (2023) The results show that children's vocabulary mastery is influenced by various factors, including motivation, age, formal presentation, first language, and environmental factors. From the results of this research, the researcher assumes that children's mastery of vocabulary skills can also be influenced by the type of game used as media or stimulus given to children. Because children's nature is to play, therefore the researchers chose the slebor game to improve children's ability to recognize vocabulary. The aim of this study using the term "slebor game" as a concrete tool for children is to facilitate their word recognition skills, thereby helping their understanding of pronunciation and word structure.

METHODS

The author uses Classroom Action Research methodology in this research. PTK is a research approach that combines research methods with practical action. This is done in the field of inquiry and aims to understand the dynamics of improvement and change. Classroom Action Research is conducted by a group of educators who are able to structure a learning environment and gain insight from their own practical experience. Individuals get the opportunity to experiment with ideas to improve their learning methods and witness real evidence of efforts to raise educational standards and improve student academic achievement.

Prihantoro & Hidayat (2019) said that the Kwart Lewin Model in general has four steps in PTK, namely: (1) planning, (2) organizing, (3) observation, and (4) reflection, in this classroom action research the author chose a collaborative pattern, in the research This goes through two cycles or even more based on the problems and level of success of each cycle. At the planning stage, the researcher arranges learning steps, plans the media, and follows the evaluation tools that will be used. Then in the implementation stage using the slebor game which aims to develop children's ability to master vocabulary, then in the third stage the researcher observes the results of the implementation of the game and is evaluated.

The research targets are found in data sources which are divided into 2, namely primary and secondary data sources. The primary data source is in the form of a research location located at Tunas Bakti Kindergarten, with 15 students, while the secondary data source is in the form of field notes which provide research source support, namely books, learning journals and RPPH during conducting research. The data collection techniques are children's worksheets, teacher observation sheets, and field documentation. Then for data analysis techniques use quantitative data.

RESULTS

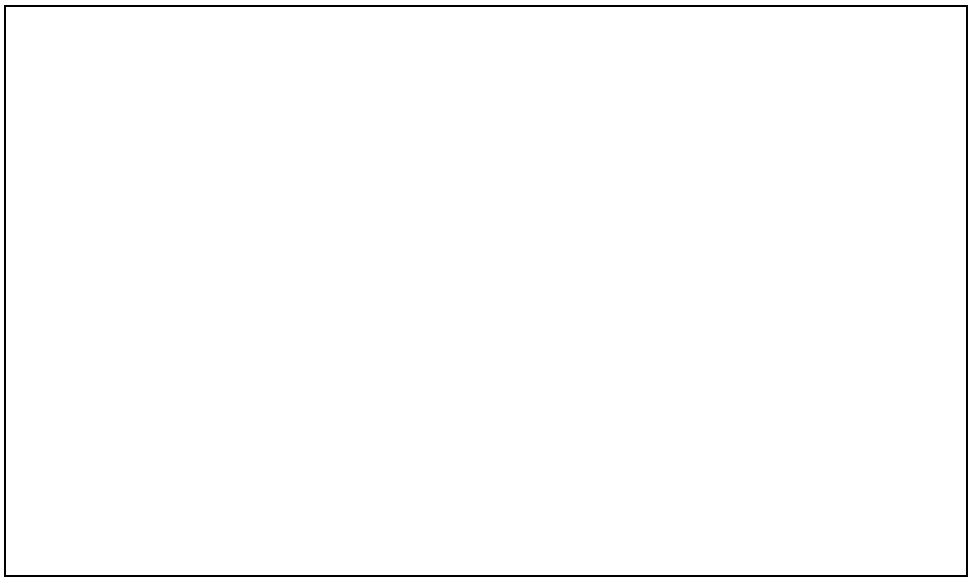
The research was carried out at Tunas Bakti Kindergarten, whose address is Tunas Bakti Kindergarten, whose address is Jalan Banyu Urip Wetan Iv / 52, Surabaya City, where data collection was carried out on 15 – 26 May 2023 with 15 research subjects. It is known that based on the results of pre-observations carried out using only conventional learning, the following results were obtained:

Table 1. Results of pre-cycle observation sheet analysis

No.	Indicators	Pre Cycle			
		BB	MB	BSH	BSB
1	Pay attention to what other people say	11	4		
	Percentage (%)	73%	27%		
2	Mentions known words (nouns)	11	4		
	Percentage (%)	73%	27%		
3	Answer questions according to the questions given	9	6		
	Percentage (%)	60%	40%		

Based on table 1 in pre-Cycle 1 meeting 1 for the indicator Listening to other people's words there were still 11 children who were BB or not yet developing and 4 children were MB or starting to develop, on the indicator of mentioning known words (nouns) there were 11 children who were BB and 4 MB children, and on the indicator of answering questions according to the questions given there were 9 BB children and 6 MB children.

Diagram 1. Pre-Cycle Observation Results



Furthermore, in an effort to improve language skills with the slebor game, researchers attempted to modify it by using word cards. So the research was designed with 2 cycles, in each cycle 2 meetings were held. The results of cycle I are as follows:

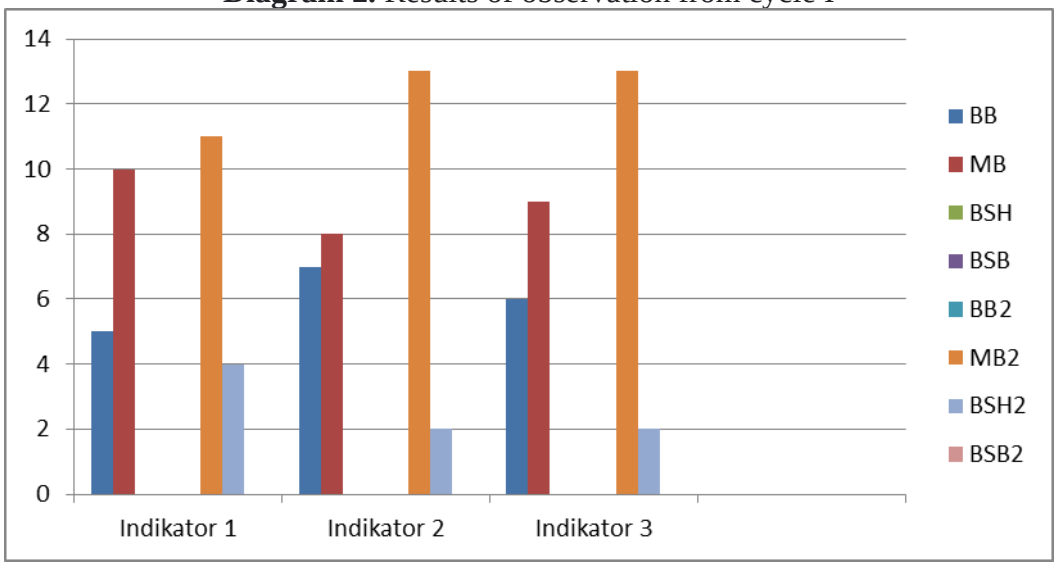
Table 2. Results of analysis of observation sheets for cycle I, meeting 1 and meeting 2

No.	Indicator	Meeting I				Meeting 2			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Pay attention to what other people say	4	10				11	4	
	Percentage (%)	27%	67%				73%	27%	
2	Mentioning known words (nouns)	7	8				13	2	
	Percentage (%)	47%	53%				87%	13%	
3	Answer questions according to the questions given	6	9				13	2	
	Percentage (%)	40%	60%				87%	13%	

Based on table 2 in pre-Cycle 1 meeting 1 for the indicator Listening to other people's words there were still 11 BB children and 4 MB children, on the indicator mentioning words that were understood (nouns) there were 11 BB children and 4 MB children, and on indicator Answering the questions according to the questions given there were 9 children who were BB and 6 children who were MB. Meanwhile at meeting 2 for the indicator of Listening to what other people say there were still 11 children who were BB and 4 children were MB, on the indicator of saying words that were understood (nouns) there were 11 children who were BB and 4 children were MB, and on the indicator Answering

questions appropriately the questions given were 9 children who were BB and 6 children who were MB.

Diagram 2. Results of observation from cycle I



In the table above, the information for BB, MB, BSH, and BSB is for information for cycle 1 meeting 1, while for BB2, MB2, BSH2, and BSB2 is information for the results of cycle 1 meeting 2. The results for cycle 2 are for meeting 1 and meeting namely the following:

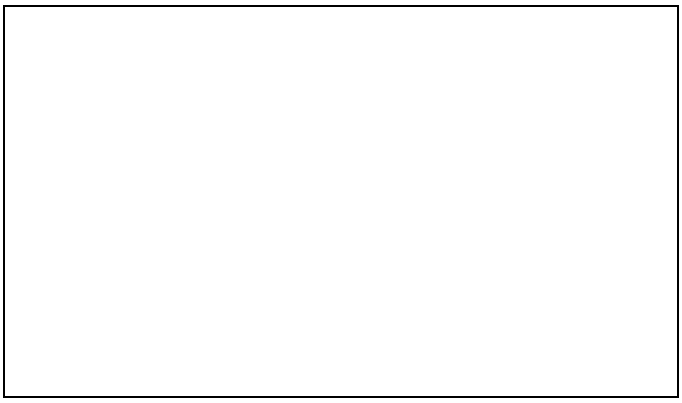
Table 3. Results of analysis of cycle II observation sheets for meeting 1 and meeting 2

No.	Indicator	Meeting I				Meeting 2			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Pay attention to what other people say		7	8				8	7
	Percentage (%)		47%	53%				53%	47%
2	Mentioning known words (nouns)		7	8				9	6
	Percentage (%)		47%	53%				60%	40%
3	Answer questions according to the questions given		6	9				11	4
	Percentage (%)		40%	60%				73%	27%

Based on the table above in pre-Cycle II meeting 1 for the indicator of Listening to other people's words there were still 11 children who were BB and 4 children were MB, on the indicator of mentioning words that were understood (nouns) there were 11 children who were BB and 4 children were MB, and on the indicator of answering questions according to the questions given there are 9 children who are BB and 6 children who are MB. Meanwhile,

at meeting 2 for the indicator of Listening to what other people say there were still 11 children who were BB and 4 children were MB, in the indicator of saying words that were understood (nouns) there were 11 children who were BB and 4 children were MB, and in the indicator of Answering questions appropriately the questions asked were 9 BB children and 6 MB children.

Diagram 3. Results of Cycle II Observations



In the table above, the information for BB, MB, BSH, and BSB is the information for cycle 1 meeting 1, while for BB2, MB2, BSH2, and BSB2 is the information for the results of cycle 1 meeting 2.

DISCUSSION

The results of the stages of increasing the capability to carry out word recognition through the slebor game in Tunas Bakti Kindergarten children are as follows: firstly, at the pre-cycle stage there were still 6 students whose percentage was 40% still in the undeveloped stage while 9 students whose percentage was 60% in the beginning stage of development. Then secondly, in cycle I, meeting 1, there were 15 students with a percentage of 100% in the beginning to develop stage. Next, in the third cycle I, meeting 2, there were 9 students with a percentage of 60% who were still in the developing stage, while 6 students with a percentage of 40% were in the developing stage as expected. Furthermore, in Cycle 2, meeting 1, it was discovered that there were 4 students with a percentage of 27% who were still in the beginning to develop stage, while 11 students with a percentage of 73% were in developing steps in line with expectations. And finally in Cycle II at meeting 2 there were 5 students with

a percentage of 33% in the stage of developing in line with expectations and 10 children with a percentage of 67% in the stage of developing relatively well.

The research results described above are in line with the results of the first research from Sumiyati et al. (2018) entitled Improving Children's Language Skills Through the Name Guessing Game. The results of this research state that after taking action, the name guessing game activity can improve the language skills of group B children at Bina Bhakti Sari Purwosari Kindergarten. Before the action, an average of 20% of children completed the activity well, then in cycle I it became 53% and in cycle II it increased to 87% of children who completed the activity well. The essence of the research results is that children's abilities can be increased through play.

Research conducted by Pudjaningsih (2021) with the title "Increasing Children's Language Potential Using Traditional Games in Kindergarten Kemala-B Jambi" found that the use of traditional games can increase the effectiveness and results of language acquisition in Kindergarten-KBJ children. The quality of the process can be described as follows: The score in Cycle-1 is 2.34, indicating low quality according to the knowledge base (KB). In the 2nd Cycle, the score increased to 3.40 which shows that the quality is quite good according to the belief basis (CB). Finally, in the 3rd Cycle, the score increased to 4.39 which shows good quality according to base (B). The results of the child's linguistic potential are as follows: in Cycle-1 they obtained a score of 0.50 which indicates the quality has not yet developed (BB); in the 2nd Cycle, they obtained a score of 1.16 which shows that quality is starting to develop (MB); and in Cycle-3 obtained a score of 2.00 which shows that the quality is developing according to expectations (BSH).

Additionally, research Cendana & Suryana (2022) entitled "Development of Traditional Games to Improve Language Skills in Early Childhood" provides evidence that traditional games can improve various aspects of children's language skills. This includes their ability to listen, imitate short phrases, understand several instructions simultaneously, understand game rules, differentiate adjectives, replicate simple sentences, respond to questions, express opinions, summarize the games they are playing, and identify sounds in their environment.

From several previous research results above, the results are the same, namely that playing can increase children's development in language and in recognizing vocabulary. Because by playing children become happy and happy so they are able to receive the stimulation provided in the game. This has been proven in this research, namely that there is an increase from pre-cycle to cycle II, where group A children have an increase from the pre-cycle stage, there are still 6 students whose percentage is 40% still in the undeveloped stage while 9 students whose percentage is 60% in the stage began to develop until in Cycle II at meeting 2 there were 5 students with a percentage of 33% in the stage of developing in line with expectations and 10 children with a percentage of 67% in the stage of developing relatively well. This slebor game was very influential in increasing the capabilities of group A children in introducing vocabulary.

CONCLUSION

In implementing the slebor game to increase the ability to introduce vocabulary in Tunas Bakti Kindergarten children, the results are as follows: in the pre-cycle stage the teacher uses conventional learning by writing various kinds of words on the blackboard, in the first cycle the children play the slebor game individually and the children play the slebor game. tasked with being a caveman giving questions according to the teacher's instructions, then in cycle II the slebor is carried out in groups, then each team will be asked questions related to verbs, nouns and names of fruit by showing word cards and at the end of the slebor game the teacher gives a reward to each child. So the result of increasing the ability to do word recognition through the slebor game in Tunas Bakti Kindergarten children is that there is an increase in children's language using the slebor game which was originally 43% in the pre-cycle, increased in the first cycle by 50% at the first meeting and at the second meeting by 66%, meanwhile in cycle II it increased by 74% at meeting 1 and 81% at meeting 2.

Based on the results of the research that has been described, a conclusion can be drawn that children's language skills can be improved through all types of game activities, both traditional such as slebor and other traditional games.

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