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IMPROVING EARLY CHILDHOOD LANGUAGE DEVELOPMENT THROUGH PLAYING SCRAMBLE

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Abstract

Children's low level of language development makes parents worried because with language children can interact with other people. Playing scramble is one of the efforts to improve language development by providing opportunities for children to be creative in composing sentences. This research is descriptive qualitative research that aims to build knowledge through understanding and discoveries based on the results of the study with children in kindergarten. Data were collected through observations and interviews with TK Dharma Wanita Bhakti Negara, TK Pertiwi Taman Asri, and TK Harapan Setia Negara. Based on the results of the study revealed that language development has increased. The implications of playing scramble provide fun learning so that children are very enthusiastic about participating in language learning. Children have an increase in vocabulary and children can arrange words into sentences.

Keywords: *Language Development; Scamble Play; Early Childhood.*

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INTRODUCTION

Children in today's era have bigger challenges than before (Gussevi & Muhfi, 2021). The greatest changes will occur in all dimensions of life. Expertise and various facts rooted in the era before science and technology developed could not prepare children for the world to come (Fadlurrohim et al., 2020). Big changes and rapid technological developments require consistent adjustments (Tonis, 2022). In order to prepare children to face challenges in the future, we must prepare them from an early age, one of which is through education.

Early childhood education (PAUD) is basic education in the golden age of children. PAUD has a vulnerable age from birth to six years which is carried out by providing stimulus to develop all aspects of child development (Anggraini et al., 2019). One aspect of development that is often overlooked by parents and educational institutions is the aspect of language (Isna, 2019). Language development for early childhood according to the Child Development Achievement Level Standards (STPPA) includes four developments namely listening, speaking, reading, and writing (Syam & Damayanti, 2020). This development must be carried out in a balanced way in order to achieve maximum development. This is in accordance with research conducted by (Wati et al., 2021), (Wahidah & Latipah, 2021), (Putri et al., 2020), and (Fitriani et al., 2019) in his research stated that aspects of language in children should be carried out from an early age.

Language development for children must start from an early age which is very related to and influences other aspects of development (Elizabeth B. Hurlock, 2015). Language can introduce children to the world around them so that children have a broader view and can be sensitive to their environment (Montessori, 2013). Children first receive language learning from their parents (Lilis Madyawati, 2016). Furthermore, children will get language learning from their environment. Even though children can learn from the environment, it is much more effective if the child is given sufficient stimulus so that his language development can be maximized (Kurti, 2022).

The urgency of language development in children can make it easier for them to interact with people around them (Rumbaroa, 2020). Especially in early childhood, with language, children can express what they feel and through language, children can express their ideas or ideas (Wahidah & Latipah, 2021). Unfortunately, children at Dharma Wanita Bhakti Negara Kindergarten, Pertiwi Taman Asri Kindergarten, and Harapan Setia Negara Kindergarten in Lampung have low language skills. This can be seen from the number of children who have a limited vocabulary. They only know certain words, so during the learning process, the child does not understand what is explained by the teacher. For this reason, in this research, the researcher provides a solution by playing random words.

The presence of fun and interesting learning is an urgent need for teachers to make students more enthusiastic (Mulyati, 2019). One way that the teacher can do this is to play Scramble. Scramble game techniques are designed according to the age of the child so as to be able to stimulate early childhood language development. Random word games are group games. Playing scramble is played by the teacher giving one random sentence then each group of children is allowed to discuss and work together to arrange the sentences into correct sentences.

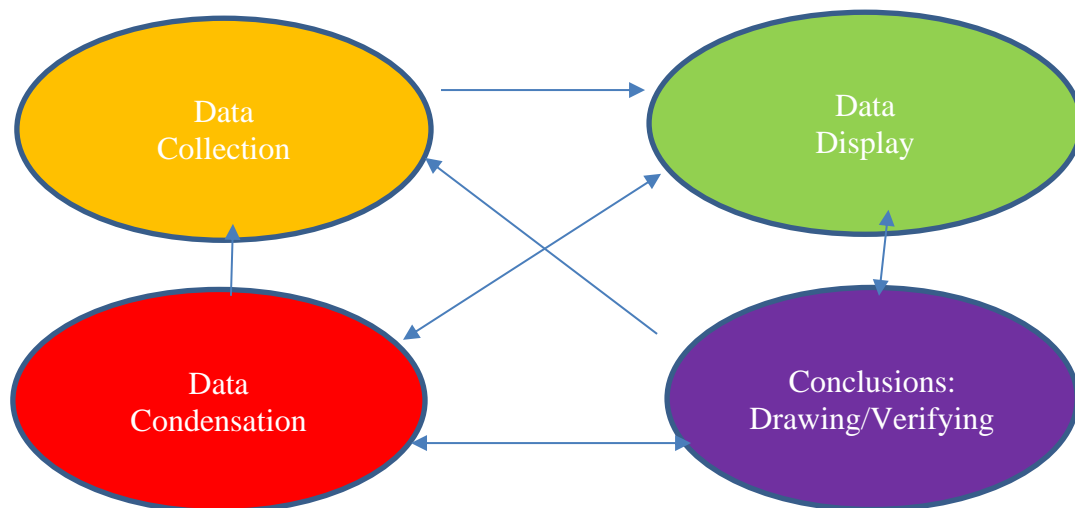
With the scramble game, children can maximize their language skills. The novelty in this study is playing scramble which is still very rarely done in educational institutions, especially in early childhood. The purpose of

Playing scramble, children's Indonesian language skills can develop both by adding vocabulary and children can arrange words into good and correct sentences.

METHODOLOGY

This study used a qualitative-descriptive research method with the aim of developing aspects of language in children. A qualitative approach is a research process and interpretation to analyze problems in humans. According to (Moleong, 2012) qualitative is a procedure for research to obtain descriptive data such as writing or speech from humans and actions that can be studied. Descriptive is data that displays a complete reflection of humans and their behavior in the form of words, pictures, and numbers. So this research not only describes the existing problems but tries

to explain the words and activities of the participants to gain understanding and new discoveries. The subjects used were Dharma Wanita Bhakti Negara Kindergarten, Pertiwi Taman Asri Kindergarten, and Harapan Setia Negara Kindergarten. Data collection was carried out through observation, interviews, and a literature review. Data analysis used qualitative is the process of processing data in order to obtain valid information. The data analysis technique in this research uses a model (Johnny Saldana, 2011).



Scheme 1.1 Data Analysis of Johnny Saldana

Based on scheme 1.1, the course of this research data analysis begins with collecting data, then reducing suitable data, then displaying the data in a diagrammatic form that contains concrete information and makes it easier for the reader to obtain information and in the end conclusions can be drawn.

RESULTS AND DISCUSSION

Research has been carried out in three schools including Dharma Wanita Bhakti Negara Kindergarten, Pertiwi Taman Sari Kindergarten, and Harapan Setia Negar Kindergarten. In the initial research observations and interviews that have been conducted, it was found that proficiency in the language aspect was classified as very low. The low level of language ability makes parents anxious. Problems that occur are overcome by playing scramble so that children can improve their development of Indonesian. The data obtained at the Dharma Wanita Bhakti Negara Kindergarten shows that there are 6 out of 15 children have good language skills. At Pertiwi Taman Asri Kindergarten there were 11 children out of 21 children who had language proficiency, while at Harapan Setia Negara Kindergarten there were only 6 out of 24 children who had language skills. From the following data, it can be concluded that the level of language proficiency in the 3 Kindergartens is low. This can be seen in the following diagram.

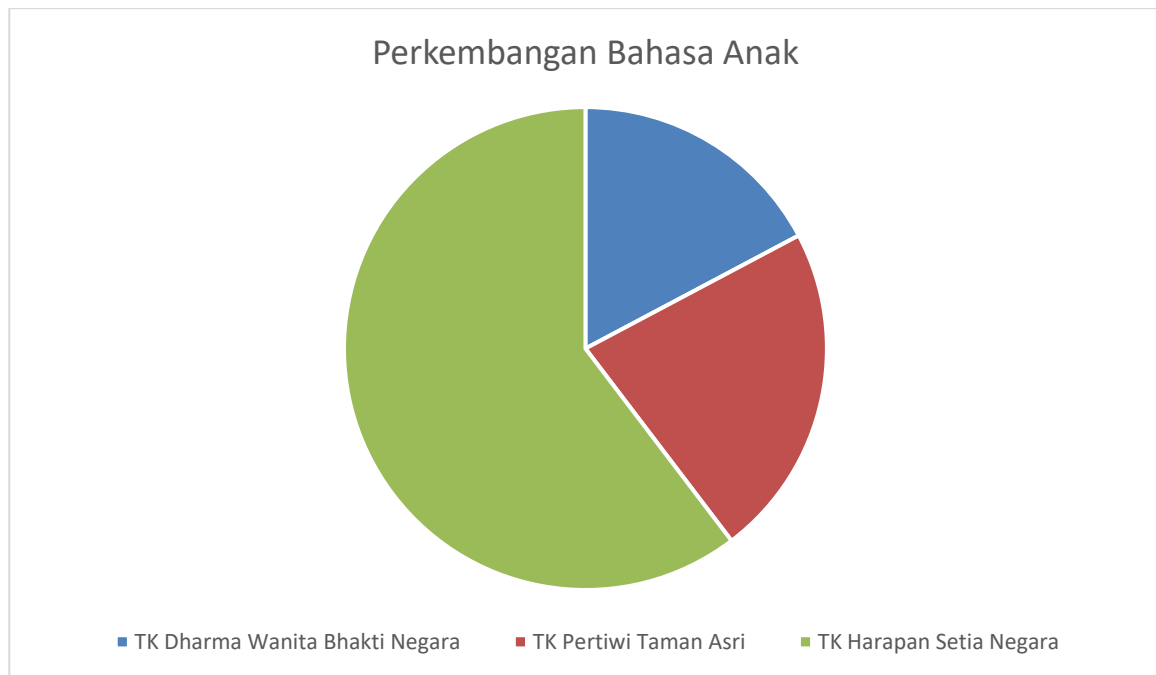


Figure 1.1 Diagram of Child Language Development

From the diagram, it can be seen that the level of children's language in kindergarten is very low, for this reason, the researcher provides a stimulus through playing scramble. Playing scramble is a stimulus that invites children to find solutions by arranging words into sentences. Playing Scramble is a learning activity while playing which encourages children to find answers by working together in their groups. Playing Scramble is used so that children practice adding new vocabulary knowledge. Playing scramble consists of various forms including 1) Word Scramble, namely by arranging scrambled letters to form the right word. For example p-a-i-s = Cow, a-s-k-e-l = Class. 2) Scramble Sentences, are to arrange jumbled sentences into correct sentences. For example Ani-milk- drink Becomes: Ani drinks milk.

How to play scramble like 1) Prepare. At this stage, the teacher prepares materials and media that will be used for learning. The media used are letter cards and word cards because the previous answers were randomized. The teacher arranges things that support the teaching and learning process, assigns seats based on groupings, or checks students' readiness to learn. At this stage, the teacher prepares materials and media that will be used for learning. The media used are letters and word cards, the answers of which have been randomized in such a way. The teacher arranges things that support the teaching and learning process, assigns seats according to the groups divided, or checks students' readiness to learn.

1) Main activity. Explain the material according to the topic of learning. The activities at this stage are for each group to discuss, answer the teacher's questions, and find the right card. 2) Follow-up Activities. Follow-up depends on student learning outcomes. For the winning group, a reward will be given, in order to stimulate other groups to be even better.

The Linkage of Playing Scramble to Children's Language Abilities

Based on the observation findings, it shows that playing scramble is part of the language game by focusing on playing random words or sentences. Which can provide solutions to learning Indonesian, especially in the preparation of words or sentences. This is in line with (Nurtikasari & Fahri, 2020) namely the learning process becomes a solution to overcoming problems. This shows that learning needs to be done repeatedly and continuously in order to improve language skills. Through playing Scramble, children can practice their creativity in arranging words or sentences correctly. Therefore, playing Scramble is expected to improve language, both adding vocabulary and being able to arrange random words into correct words.

After applying the explanation related to the results of research that has been carried out in three kindergarten institutions, it is known that children in each kindergarten are said to be low. This relates to the passive participation of children in the class and lack of child interest. The problem of language development from the results of research that has been done is explained as 1) Children are not enthusiastic about participating in learning 2) The learning process tends to be boring 3) Learning media is monotonous 4) Language learning is carried out in a tense learning atmosphere. This explanation forms the basis for problems in language learning activities in kindergarten. Interactive and fun learning is needed so that children can learn comfortably and optimally. Conditions that can affect playing scramble must be a concern so that children can develop their language.

Implications of Playing Scramble on Increasing Children's Language Skills

The application of scramble learning has the goal of improving children's language development both from mastering new vocabulary and composing letters or sentences. Language development has a major impact on a child's way of thinking or intelligence, mood, and behavior. This study describes the problem of children's language development and its impact on the learning process.

Language is a way of communicating with other people, both verbal and non-verbal. Language development is a combination of innate factors and learning processes from the environment. From that basis, the important meaning for children is that they can develop language more flexibly in their daily lives. The more a child's vocabulary, the easier it is for them to make friends. Language is an effective communication tool for learning. So if teachers want to do well, they need the language of communication and use language that is familiar to children.

Basically, playing scramble is intended to improve children's language development both in vocabulary and the arrangement of letters or sentences. In this case, it relates to the child's ability for language activity. The low ability of children in language learning activities is the basis for providing stimulus through playing scramble. The realization that occurs in the field, is that playing scramble which is carried out can develop children's language. It can be seen from the acquisition of data obtained at the Dharma Wanita Bhakti Negara Kindergarten showing that there are 13 out of 15 children have language skills. At Pertiwi Taman Asri Kindergarten there were 20 children out of 21 who had language skills, while at Harapan Setia Negara Kindergarten there were only 22 out of 24 students had language skills. From these data, it can be concluded that the level of language proficiency in the 3 Kindergartens increased by playing Scramble. This can be seen from the increase in the vocabulary of the children and the children are able to arrange scrambled letters and sentences correctly. For more details on the improvement of children's language development can be seen in the table below:



Figure 1.2 Diagram of Child Language Development

Based on the results of student data acquisition in Indonesian language skills in 3 Kindergartens, the results of observations and interviews about playing scramble were obtained as an effort to improve Indonesian language skills in Kindergartens. The results of the interviews showed that the implementation of scramble-playing learning activities was carried out in a fun way. This can be seen from the number of enthusiastic and excited children playing scramble. The observation results show that the implementation of the word is carried out after the prayer activity. The purpose of playing Scramble is to improve children's Indonesian language skills. From these results, it is stated that there are implications of playing scramble on the development of Indonesian in children in kindergarten.

CONCLUSION

The implementation of language development through playing scramble takes place effectively and can make children have a lot of additional vocabulary and children are able to arrange letters into words and even arrange words into sentences with the right arrangement. Children become active, creative, and independent in the learning process, the teacher has the role of being a facilitator and supervisor. Not only that playing scramble in language learning also makes children able to socialize and communicate well.

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