



## The Influence of Scrabble Toys on the Initial Reading Ability of Children Aged 5-6 Years at Al-Furqan Minasa Islamic Kindergarten UPA Makassar

Widya Ayu Rosita R<sup>1</sup>, Azizah Amal<sup>2</sup>, Angri Lismayani<sup>3</sup>

<sup>1, 2, 3</sup>Universitas Negeri Makassar

Kampus Gunungsari Baru, Jl. A.P. Pettarani, Tiding, Kec. Rappocini, Kota Makassar, Sulawesi Selatan, 90222.

Email: widyayurosita@gmail.com<sup>1</sup>, azizahamal@unm.ac.id<sup>2</sup>, [alismayani@gmail.com](mailto:alismayani@gmail.com)<sup>3</sup>

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### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh mainan scrabble terhadap kemampuan membaca awal anak-anak usia 5-6 tahun di Taman Kanak-Kanak Islam Al-Furqan Minasa Upa. Pendekatan penelitian yang digunakan adalah pendekatan kuantitatif dengan jenis desain penelitian Quasi Experiment Design dan desain penelitian Non Equivalent Control Group Design. Populasi dalam penelitian ini berjumlah 54 siswa kelompok B di Taman Kanak-Kanak Islam Al-Furqan Minasa Upa Makassar. Teknik sampling yang digunakan adalah purposive sampling. Sampel dalam penelitian ini berjumlah 20 anak, dengan 10 anak sebagai kelompok eksperimen dan 10 anak sebagai kelompok kontrol. Teknik pengumpulan data yang digunakan adalah observasi, tes, dan dokumentasi. Teknik analisis data yang digunakan adalah statistik deskriptif dan analisis non-parametrik, yaitu (Uji Wilcoxon Sign Rank). Hasil penelitian menunjukkan adanya perubahan kreativitas anak-anak yang terlibat dari rata-rata sebelum dan setelah perlakuan. Dari hasil penelitian yang telah dilakukan, dapat dilihat bahwa terdapat pengaruh penggunaan permainan scrabble terhadap kemampuan membaca pada tahap awal membaca pada anak usia 5-6 tahun di Taman Kanak-Kanak Islam Al-Furqan Minasa Upa Makassar.

**Kata kunci:** anak usia 5-6 tahun, scrabble, membaca awal.

### Abstract

This study aims to find out whether there is an influence of scrabble toys on the beginning reading ability of children aged 5-6 years at Al-Furqan Islamic Kindergarten Minasa Upa. The research approach used is a quantitative approach with the type of Quasi Experiment Design research with a Non Equivalent Control Group Design research design. The population in this study amounted to 54 students of group B at Al-Furqan Minasa Islamic

Kindergarten Upa Makassar. The sampling in this study is purposive sampling. The sample in this study was 20 children with 10 children as the experimental group and 10 children as the control group. The data collection techniques used are observation, tests, and documentation. The data analysis techniques used are descriptive statistics and non-parametric analysis, namely (Wilcoxon signad rank test). The results of the study showed changes in children's creativity seen from the average before and after treatment. From the results of the research that has been carried out, it can be seen that there is an effect of the use of *scrabble games* on the ability to read at beginning reading skills in children aged 5-6 years at Al-Furqan Minasa Islamic Kindergarten Upa Makassar.

**Keywords:** children aged 5-6 years, *scrabble*, reading beginnings.

## Introduction

Early childhood education is a coaching effort given to children with an age range of 0-8 years through the provision of educational stimuli to help children's growth and development so that children's potentials can develop optimally. In general, the understanding of early childhood is uniform, involving a period in which children's development is rapid and needs to be optimized through the provision of appropriate educational stimuli (Imani, 2023).

Given the importance of the role of language in life, one of the goals of early childhood education is to encourage children to reach the level of language development according to the stages of their age development. Language development for early childhood includes the development of listening, speaking, reading, and writing skills. Each of these developments is related to each other (Mardani, 2022).

Reading is a process to understand the meaning of writing. In reading activities, the process experienced for beginners in starting to learn to read is from them getting to know the letters one by one, then the syllables, then getting to know the words, expressions, phrases, to sentences, even the next level is to connect between the sound and its meaning (Kusmayanti, 2019).

Early reading is a process where children first recognize or write letters and will be delivered orally. A child will get used to getting new information from books if the child is first introduced to reading activities from his parents, in this activity children get more information in vocabulary mastery both in books and the way their parents communicate. Early reading introduction carried out by an institution can be more strategic, using

approaches and methods during learning accompanied by play can make children achieve their learning goals faster (Amal, 2023).

*Scrabble* is a word puzzle game played by 2 or 4 people with the function of sharpening the brain or stimulating brain development. *Screabble* is also a medium that can expand vocabulary and strengthen children's language skills (Widyanto, 2017).

A *game of scrabble* is a game in which players arrange the letters of the alphabet into words on a square board, resembling a crossword puzzle. This game can be played by 2 or 4 people, with letters that can be arranged horizontally or descendingly (Muspawiti, 2020).

The *game of scrabble* is a game that trains children to develop and improve their vocabulary thinking insights (Lismayani *et al.*, 2023).

The *game of scrabble* is a game that arranges letters into a word on a horizontal or descending board played by two to four children (Koria, 2016).

## Methodology

This study uses a quantitative assessment approach, which is a study that analyzes the influence of experimental methods on children's reading ability, with an emphasis on the analysis of statistical data on early reading. Quantitative research emphasizes on the analysis of reading data, which is then analyzed using appropriate statistical methods. Quantitative research is generally used to investigate the proof of hypotheses. The results of statistical tests can show the significance of the relationship sought. So, the direction of the relationship depends on hypotheses and statistical test results, not on scientific logic (Priadina & Sunarsi, 2021).

This type of study compares groups to infer changes caused by a treatment or action. In this study, the researcher divided the objects or subjects into two groups, namely the experimental group that received treatment and the control group that did not receive treatment. Data collection techniques are a way used by researchers to collect the data needed to answer the formulation of research problems. The data collection techniques used by the researcher in the research are observation, tests and documentation.

Observation because it has the purpose of knowing the child's reading ability to go through *the game of Scrabble*. This observation is designed systematically. The observation is carried out from the time and place where it is already known. This study used an instrument: an observation sheet whose content consists of a list of behaviors that arise when observing children learning to recognize letters through *the game of Scrabble*.

A test is a measuring tool or procedure used in order to measure and assess. The test used in this study is a treatment test, where a treatment test is given to children to determine children's reading ability before and after being given a *Scrabble game treatment*.

Documentation is an activity to collect data from students' archives related to children's cognitive development. This activity is also an activity to document *Scrabble playing activities* through photos and videos as secondary data to go beyond the primary data of the research.

The data analysis techniques used are inferential statistics and nonparametric analysis. The data analysis technique was used to analyze the data on the results of reading ability in children before and after treatment.

## Results and Discussion

The data obtained in this study is the result of the child's score obtained from the initial test, namely before being given treatment (*pre-test*). *Pre-test* data is used to determine the initial development that is the subject of the study. Meanwhile, *post-test* data was used to find out the final development and as a reference whether *playing scrabble* had an effect on improving the initial reading development of children aged 5-6 years at AL-Furqan Minasa Islamic Kindergarten UPA Makassar. The categorization of children's early reading ability data includes, Poor (K), Adequate (C), Good (B), Very Good (SB).

It is presented in full on the table of the results of *the pre-test* implementation as follows:

Table 1. Distribution of Frequency of Early Childhood Reading Development in the Experimental Group (*pre-test*)

Yes	Interval	Category	Frequency	Presentase
1	8-11	Less	4	40%
2	12-15	Enough	6	60%
3	16-19	Good	-	0%
4	20-23	Excellent	-	0%
Sum			10	100%

Based on the table above, it can be seen that in the *pre-test* given to the experimental group to find out the ability to recognize children's letters, there were 4 children whose reading ability was still in the Less (K) category with a percentage of 40% because of the 3

indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter from the names of objects around it and know the letters. Then there were 6 children whose reading ability was still in the Sufficient category (C) with a percentage of 60% of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters, children were still under the help of researchers/teachers. Then there were no children whose reading ability was Good (B) with a percentage of 0% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters. And there are no children whose reading ability is Very Good (SB) with a percentage of 0% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters.

Table 2. Distribution of Frequency of Early Childhood Reading Development in the Control Group (*pre-test*)

No	Interval	Category	Frequency	Presentase
1	8-11	Less	5	50%
2	12-15	Enough	5	50%
3	16-19	Good	0	0%
4	20-23	Excellent	0	0%
Sum			10	100%

Based on the table above, it can be seen that in the *pre-test* given to the control group to determine children's reading ability, there were 5 children whose reading ability was still in the Less (K) category with a percentage of 50% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter from the names of objects around it and know the letters. Then there were 5 children whose reading ability was still in the Sufficient category (C) with a percentage of 50% of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters, children were still under the help of researchers/teachers. Then there were no children whose reading ability was Good (B) with a percentage of 0% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names

of objects around it and recognizing letters. And there are no children whose reading ability is Very Good (SB) with a percentage of 0% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters.

Table 3. Frequency Distribution of Developmental Frequency of Children's Initial Reading in the Experimental Group (*Post-Test*)

No	Interval	Category	Frequency	Presentase
1	8-11	Less	0	0%
2	12-15	Enough	0	0%
3	16-19	Good	4	40%
4	20-23	Excellent	6	60%
Sum			10	100%

Based on the table above, it can be seen that in the *pre-test* given to the experimental group to find out the ability to recognize children's letters, there were no children who had reading ability in the Less (K) category with a percentage of 0% because of the 3 indicators tested, namely recognizing the symbols of the letters that were known, recognizing the sound of the initial letter from the names of objects around it and know the letters. Then there are no children whose reading ability is in the Sufficient category (C) with a percentage of 0% of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters, children are still under the assistance of researchers/teachers. Then there were 4 children whose reading ability was Good (B) with a percentage of 40% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters. And there were 6 children whose reading ability was Very Good (SB) with a percentage of 60% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter from the names of objects around it and recognizing letters.

Table 4. Distribution of Frequency of Early Childhood Reading Development in the Control Group (*Post-Test*)

No	Interval	Category	Frequency	Presentase
1	8-11	Less	0	0%
2	12-15	Enough	0	0%
3	16-19	Good	7	70%
4	20-23	Excellent	3	30%
Sum			10	100%

Based on the table above, it can be seen that in the *pre-test* given to the experimental group to find out the ability to recognize children's letters, there were no children who had reading ability in the Less (K) category with a percentage of 0% because of the 3 indicators tested, namely recognizing the symbols of the letters that were known, recognizing the sound of the initial letter from the names of objects around it and know the letters. Then there are no children whose reading ability is in the Sufficient category (C) with a percentage of 0% of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters, children are still under the assistance of researchers/teachers. Then there were 7 children whose reading ability was Good (B) with a percentage of 70% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters. And there were 3 children whose reading ability was Very Good (SB) with a percentage of 30% because of the 3 indicators tested, namely recognizing known letter symbols, recognizing the sound of the initial letter of the names of objects around it and recognizing letters.

The results of the *Wilcoxon Signed Ranks* test were obtained at -2,829 Sign values. (2-tailed) of  $0.005 < 0.05$ , then  $H_0$  and  $H_1$  are accepted, meaning that there is an influence of activities using *scrabble media games* on children's early reading ability. Meanwhile, the control group obtained -2,812 Sign values. (2-tailed) of  $0.005 < 0.05$ ,  $H_0$  and  $H_1$  are accepted, meaning that there is an influence of activities using letter puzzle media games on children's initial reading ability. The *Wilcoxon* test showed that the experimental group was more improved than the control group. Then the average score of the experimental group after being treated with a *scrabble media game* was 20.20., while the control group that

was not given the scrabble media game treatment but with a letter *puzzle* media was 18.60 so that it can be seen that the average score of the experimental group was higher than the control group so that the conclusion was drawn that there was an influence of *the scrabble* media game on the initial reading ability of children aged 5-6 years at Al-Furqan Minasa Islamic Kindergarten UPA Makassar.

The results of research by Suriyawati & Hisabuan (2019) stated that using *scrabble* media games increased children's ability to read at the beginning and reached a high category. Therefore, *the game of scrabble* is considered an appropriate and effective means of learning to teach word recognition to children aged 5-6 years. Koriah et al. (2018) stated that the game of *scrabble* has a great influence on improving children's early reading. Muspawi et al. (2020) stated that by playing *the game of scrabble*, children aged 5-6 years can improve their vocabulary mastery. Using *the game of scrabble* is very effective because it increases the child's ability to arrange letter components and pronounce them. Using *the game of scrabble*, children can arrange letters that will form several words so that they can be arranged into a sentence.

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Based on the results of the study, it can be concluded that the initial reading ability of children aged 5-6 years at Al-Furqan Minasa UPA Makassar Kindergarten before being treated with *the experimental group scrabble* game was higher than the control value. The average value of the experiment before the treatment was 11.60 and after the treatment the average value was 20.20., while the control before the treatment was 11.30., and after the treatment the average value was 18.60., so the experimental group experienced a high average increase compared to the control group. The description of the initial reading activities of children aged 5-6 years at Al-Furqan Minasa Islamic Kindergarten UPA Makassar, before being given the treatment of *Playing Scrabble* activities is still relatively low and after being given the treatment of *Playing Scrabble activities* for children aged 5-6 years at Al-Furqan Minasa Islamic Kindergarten UPA Makassar, has experienced a relatively high increase.



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