THE EFFECTIVENESS OF THE FIVE BASIC ABC TRADITIONAL GAMES IN IMPROVING EARLY CHILDHOOD VOCABULARY AT RA MASITHOH BANTAR

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Abstract. This study aims to determine the effectiveness of the ABC Five Basics game in improving vocabulary in early childhood at RA Masithoh Bantar in changes in vocabulary *pretest* and *posttest* scores. This research uses a pre-experimental design research method with a one group *pretest-posttest* design. The research subjects were all Raudlatul Athfal students. Data collection in this research used observation, questionnaires, interviews and documentation methods. The data collection instrument has gone through a validity assessment by an expert lecturer (expert judgment). The use of analysis in this research is in the form of simple descriptive statistics. The data analysis technique in this research uses the SPSS 16.0 application. The results of the research show that (1) The average score after the traditional five basic ABC game was implemented, namely 115.85, was higher than the average score before the traditional five basic ABC game was implemented, namely 83.70. (2) The paired t-t est has a significance value of 0.000 ($p<0.05$), so H0 is rejected and Ha is accepted, which means that there is a difference in scores before and after the traditional five basic ABC game is played. (3) The correlation value of the *pretest* and *posttest* results is 0.978, which is considered high because it is almost close to 1. The significance value is 0.000, meaning that the *pretest* and *posttest* results are very significantly correlated. In other words, it means that implementing the five basic ABC traditional games can increase vocabulary in early childhood at RA Masithoh Bantar.

Keywords: five basic ABCs, vocabulary.

INTRODUCTION

Early childhood experiences a fundamental developmental process in the sense that developmental experiences in early childhood can have a lasting and long-term influence that underlies the child's subsequent development process (Santoso, 2009:2.9). One of the abilities of children that is developing during childhood Early age is language ability (Dhieni, 2013: xi). As a means of communication, language is a very important tool in children's lives. Besides that, language is also a tool for expressing thoughts and feelings to other people which also functions to understand other people's thoughts and feelings (Syaodih, 2012:2.22). Language is a communication tool used by someone in their interactions or relationships with other people. Therefore, the use of language becomes effective since an individual needs to communicate with other people (Sunarto, 2013:136-137).

In relation to language use, there are four basic language skills, namely listening, speaking, reading and writing (Mulyati, et al, 2010:1.10). In kindergarten age children (4-6 years), the most common and effective language skill is speaking (Dhieni, 2013: 5.21). The development of speaking is a process that uses expressive language to form meaning (Dhieni, 2013: 5.14). One component of speaking that is very important to develop in early childhood is vocabulary. Vocabulary is all the words contained in a language, the wealth of words owned by a speaker or writer, and the words used in a field of science. Vocabulary is one aspect of language that must be considered and mastered in order to support smooth communication using Indonesian both verbally and in writing (Zahro, et al, 2020:187). Wallace (1987:1) states that vocabulary is the most important aspect of language.

Vocabulary mastery is a person's mastery of recognizing, understanding and using words well and correctly by listening, speaking, reading and writing. Mastery of vocabulary is important

for young children to be able to understand words. Mastery of vocabulary has an important role in life, especially in communication. By mastering adequate vocabulary, someone will be able to speak the language well and fluently. Apart from that, vocabulary plays an important role in everyday human life.

Teaching vocabulary to young children at RA Masithoh Bantar is not easy, especially new and unfamiliar vocabulary. These vocabularies must be taught thoroughly. Considering the characteristics of early childhood children who still have a low concentration span, new and unfamiliar vocabulary is not easily absorbed by children so that children's vocabulary does not develop optimally.

Based on initial observations at RA Masithoh Bantar, Wanareja, Cilacap, Central Java, the reality is that there are many children, especially aged 5-6 years, who are still unable to recognize various vocabulary, especially new and foreign vocabulary, various letter shapes and sounds. , there are children who still make mistakes in pronouncing the letters "m" and the letter "n", and don't know the initial letters of a word, some children also write the letters "b" and "d" backwards. Apart from that, there are also children who are not yet interested in letter recognition activities.

This is because the learning patterns implemented tend to be academically oriented, that is, learning is more focused on achieving children's abilities in reading, writing and arithmetic, so that it does not focus on the child's developmental milestones. Students appear passive in implementing the learning process. This is because playing activities in the learning process are less interesting and enjoyable, children are not interested in listening to what the teacher says so that children do not master vocabulary, especially new and foreign vocabulary.

Vocabulary is a very important component and can even be called the key to learning a language, because the richness of a child's vocabulary also determines the quality of the child's language and speaking. To develop the vocabulary of young children, interesting and fun methods are needed, one of which is through games. One of the games that can be used to develop the vocabulary of young children is traditional games, one of these traditional games is the traditional ABC Five Basic game or ABC-an.

The traditional ABC Five Basics game is a traditional game that was very popular in the 1990s. This is an educational game that is fun and easy to play because it does not require special tools or objects to play it, because the tools only use body parts, namely the fingers (Febryana, 2019). ABC Five Basics is a traditional game in the form of a word game, namely guessing the names of objects, animals, places or names of figures such as artists, heroes, etc. In accordance with the mutual agreement of the players at the beginning before the game starts. This traditional game is usually played to fill free time and can also train the general knowledge of the players (Rahmah, 2021:2).

The five-finger ABC game aims to stimulate children's ability to count and recognize vowels as well as stimulate the imagination's ability to recognize words that have the same prefix (Armanila, 2017: 61). The ABC Five Basics game is a game that requires speed and intelligence. The benefit of this game is to practice language skills and increase children's vocabulary. They will be motivated to increase their vocabulary so they can win every time the ABC Five Basics game is played. Differences in answers also play a role in increasing children's vocabulary because children will match their own answers with their friends' answers (Supriyatin, et al, 2023:13).

Based on the description above, it is very interesting to carry out research with the title "The Effectiveness of the Five Basic ABC Traditional Games in Improving Early Childhood Vocabulary at RA Masithoh Bantar"

RESEARCH METHOD

The type of research the author conducted was field research using a quantitative approach. The quantitative approach is a research method based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses. (Sugiyono, 2008:14)

The research design used is Pre-experimental Design with a one group pretest-posttest design type, namely a research design that is used by giving an initial test and a final test on a single group research sample. In the one group pre test-post test design model, the sample group is not taken

randomly, nor is there a comparison, but is given an initial test and a final test in addition to the treatment. More information can be seen in the image below:

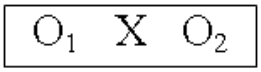

Fig. 1. Pre-Experiment One Group Pretest-Posttest Design Formula (Sugiyono, 2018:111)

Information :
O1: pretest value (before treatment)
O2: posttest score (after treatment)
X : treatment

For more details, it can be described as follows:

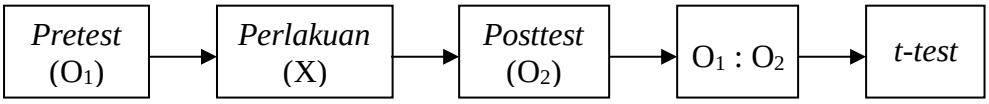

Fig. 2. Research steps

Information:
a. O1 is a pretest, namely the vocabulary test score before the traditional five basic ABC game is played.
b. X is treatment, namely the implementation of the traditional five basic ABC games
c. O2 is the vocabulary test score after playing the traditional five basic ABC game
d. Compare O1 and O2
e. The data analysis process uses the t-test formula.

The research subjects were class B students at RA Masithoh Bantar with a total of 27 students consisting of 13 male students and 14 female students aged between 5 and 6 years. The research was conducted from September to December 2023. The information collection method was carried out through observation, questionnaires, interviews and documentation. Observations are carried out by observing and recording all student activities during learning activities. The questionnaire was carried out twice, namely the pretest posttest questionnaire. The appointment is filled by the class teacher. Interviews are conducted to gain further information about child development. Meanwhile, documentation is carried out by analyzing documents in the form of school documents, teaching modules and books.

The use of analysis in this research is in the form of simple descriptive statistics. The data analysis technique in this research uses the SPSS 16.0 application. P.S.S

SPSS is the most popular and widely used statistical data processing program throughout the world and is widely used by researchers for various purposes such as market research, to complete research assignments such as theses, theses, dissertations and so on. SPSS was first created in 1968 by three students from Stanford University. SPSS is an abbreviation for Statistical Package for The Social Sciences because this program was originally used to research social sciences, but over time SPSS has become increasingly widely used in various fields of science such as business, agriculture, industry, economics, psychology and others. So until now SPSS stands for Statistical Product and Service Solution (Oktofiyani, 2016:47).

This research is said to be successful if (1) the average O2 score is higher than the average O1 score (2) The paired t-test has a significance value ($p<0.05$), then Ho is rejected and Ha is accepted. (3) The correlation value of the pretest and posttest results has a significance of more than 5%.

RESULT AND ANALYSIS

1.1 Result

This research was conducted in group B RA Masithoh Bantar with a focus on vocabulary building through the traditional five basic ABC games for early childhood. Before the research, initial observations and interviews were carried out with the class teacher. This was done to determine the condition of the school both in terms of learning and the environmental atmosphere, as well as to find out the extent of vocabulary understanding in early childhood by providing observation sheets related to vocabulary vocabulary using an instrument in the form of a pretest questionnaire. The questionnaire is filled out by the class teacher because the class teacher is considered the person who knows best the development of each student and another reason is because it is not possible for young children to fill out the questionnaire, because they cannot read and understand the meaning of the questionnaire.

After obtaining the pretest results data, treatment was then given which was carried out from 29 September 2023 to 09 December 2023 at RA Masithoh Bantar in the form of a traditional five basic ABC game. Treatment is carried out every Monday, Wednesday and Friday, namely at the time of the initial activity. The treatment carried out is the five basic ABC game which takes approximately 10 minutes.

The implementation of the traditional five basic ABC games at RA Masithoh Bantar begins during the initial activity, namely the children are invited to sit in groups, one group consists of five children with one group leader, after that the children are given instructions on how and the rules of the game. After they understand the methods and rules of the game, the teacher invites children to choose nouns that are familiar to children, such as fruit names, animal names and so on. This is intended so that children learn with a happy, happy and memorable mood.

After the child chooses the noun they like, the child is then given the opportunity to point their finger starting with the letter A until all fingers have been pointed at. When the fingers are finished and the children say the last letter, the teacher invites the child to name the noun according to the last initial letter.

When the five basic ABC games are played by friends in a group, they are made to change every day, the choice of nouns prepared by the teacher each day must also be different from the previous noun. This is so that children can add new vocabulary every day.

After the treatment has been given, the next step is to carry out a posttest to determine the increase in early childhood vocabulary literacy after being given the treatment. The posttest is carried out by giving a posttest questionnaire using the same instrument as the pretest questionnaire. The questionnaire is filled out by the class teacher. PosttestI is carried out simultaneously with the odd semester summative assessment activities. The questionnaire is filled out by the class teacher because the class teacher is considered the person who knows best the development of each student and another reason is because it is not possible for young children to fill out the questionnaire, because they cannot read and understand the meaning of the questionnaire.

1.2 Analysis

From observations of vocabulary for children aged 5-6 years at RA Masithoh Bantar, Wanareja, Cilacap which has been carried out at the pretest, treatment and posttest stages, there has been a significant increase. This traditional five basic ABC game has proven that it can improve vocabulary for children aged 5-6 years.

The results of the research that was carried out during the pretest showed that children had not been able to master many vocabulary words well, but after being given treatment, children's understanding began to develop.

Below is presented the score data for RA Masithoh Bantar Early Childhood (AUD) students before and after the traditional five basic ABC games were played. The data was analyzed using the SPSS 16.0 application and obtained the following results:

1.2.1 Data from the pretest results of the vocabulary vocabulary questionnaire

Experimental Class Pretest Score Data from the respondents is presented in the table below:

Table 1. Experimental Class Pretest Score Data

No	Respondent's Initials	*Pretest*
1	AAN	90
2	AAN	80
3	AAS	94
4	ACR	73
5	AH	75
6	AM	94
7	AR	90
8	AQ	73
9	AYGM	77
10	CDA	83
11	DFM	70
12	FA	90
13	FAM	92
14	KAW	93
15	KZA	89
16	MNA	67
17	NFR	89
18	NH	93
19	RIP	91
20	RZR	64
21	RNA	81
22	RA	91
23	SM	64
24	SYS	93
25	URA	92
26	WAR	82
27	YA	90

The frequency distribution of pretest speaking skills scores is shown in Table 2.

Table 2. Frequency Distribution of Vocabulary Pretest Scores at RA Masithoh Bantar

Statistics

Pretest

N	Valid	27
	Missing	0
Mean		83.7037
Median		89.0000
Mode		90.00
Std. Deviation		9.89878
Range		30.00
Minimum		64.00
Maximum		94.00

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	7.4	7.4	7.4

Statistics

Pretest

N	Valid	27
	Missing	0
Mean		83.7037
Median		89.0000
Mode		90.00
Std. Deviation		9.89878
Range		30.00
Minimum		64.00

	67	1	3.7	3.7	11.1
	70	1	3.7	3.7	14.8
	73	2	7.4	7.4	22.2
	75	1	3.7	3.7	25.9
	77	1	3.7	3.7	29.6
	80	1	3.7	3.7	33.3
	81	1	3.7	3.7	37.0
	82	1	3.7	3.7	40.7
	83	1	3.7	3.7	44.4
	89	2	7.4	7.4	51.9
	90	4	14.8	14.8	66.7
	91	2	7.4	7.4	74.1
	92	2	7.4	7.4	81.5
	93	3	11.1	11.1	92.6
	94	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	64.00	94.00	83.7037	9.89878
Valid N (listwise)	27				

Based on the table above, it can be seen that the score results before the traditional five basic ABC game was carried out were (mean) the average of the respondents' answers was 83.70, (Median) the average value of the respondents' answers was 89, (Mode) the respondents' data that often appeared was 90 and the standard deviation is 9.898. There were 2 respondents with the highest score with a score of 94 and the lowest score were 2 people with a score of 64.

1.2.2 Data from the posttest results of the vocabulary vocabulary questionnaire

The results of the experimental class posttest score data from the respondents are presented in the table below:

Table 3. Experimental Class Posttest Score Data

NO	Inisial Responden	*Pretest*
1	AAN	121
2	AAN	110
3	AAS	127
4	ACR	107
5	AH	108
6	AM	129
7	AR	121
8	AQ	107
9	AYGM	107
10	CDA	114
11	DFM	106
12	FA	120
13	FAM	124
14	KAW	123
15	KZA	120
16	MNA	98
17	NFR	120
18	NH	125
19	RIP	126
20	RZR	99
21	RNA	111
22	RA	121
23	SM	100
24	SYS	128
25	URA	122
26	WAR	112
27	YA	122

The frequency distribution of vocabulary posttest scores is shown in Table 4.

Table 4. Frequency Distribution of Vocabulary Posttest Scores at RA Masithoh Bantar

Statistics

Posttest

N	Valid	27
	Missing	0
Mean		1.1585E2
Median		1.2000E2
Mode		107.00[a]
Std. Deviation		9.36320
Range		31.00
Minimum		98.00
Maximum		129.00

a. Multiple modes exist. The smallest value is shown

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	98	1	3.7	3.7	3.7
	99	1	3.7	3.7	7.4
	100	1	3.7	3.7	11.1

Statistics

Posttest

N	Valid	27
	Missing	0
Mean		1.1585E2
Median		1.2000E2
Mode		107.00[a]
Std. Deviation		9.36320
Range		31.00
Minimum		98.00
Maximum		129.00

106	1	3.7	3.7	14.8
107	3	11.1	11.1	25.9
108	1	3.7	3.7	29.6
110	1	3.7	3.7	33.3
111	1	3.7	3.7	37.0
112	1	3.7	3.7	40.7
114	1	3.7	3.7	44.4
120	3	11.1	11.1	55.6
121	3	11.1	11.1	66.7
122	2	7.4	7.4	74.1
123	1	3.7	3.7	77.8
124	1	3.7	3.7	81.5
125	1	3.7	3.7	85.2
126	1	3.7	3.7	88.9
127	1	3.7	3.7	92.6
128	1	3.7	3.7	96.3
129	1	3.7	3.7	100.0
Total	27	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	27	98.00	129.00	1.1585E2	9.36320
Valid N (listwise)	27				

Based on the table above, it can be seen that the score results after playing the traditional five basic ABC game are (Mean) the average of the respondents' answers is 115.85, (Median) the average value of the respondents' answers is 120, (Mode) the data of respondents that often appears is 107 and the standard deviation is 9.363. The number of respondents with the highest score was 1 person with a score of 129 and the lowest score was 1 person with a score of 98.

1.2.3 Trend Score Experiment Data

The following data is displayed to make it easier to compare the highest score, lowest score, average score, middle score, and mode in the pretest and posttest implementation of the experimental group. The following is a statistical comparison of the pretest and posttest scores of the experimental group.

Table 5. Comparison of statistical data on pretest scores and posttest scores on vocabulary for early childhood at RA Masithoh Bantar

No	Data	Skor	
		Pretest	***Posttest***
1	N	27	27
2	Maximum	94	129
3	Minimum	64	98
4	Average Count	83,70	115,85
5	Standard Deviation	9,898	9, 363

Based on the table above, it can be seen that the average score after the traditional five basic ABC game was played, namely 115.85, was higher than the average score before the traditional five basic ABC game was played, namely 83.70. The minimum score after playing the traditional five basic ABC game, namely 98, is higher than the minimum score before playing the traditional five basic ABC game, namely 64. The maximum score after playing the traditional five basic ABC game, namely 129, is higher than the maximum score before playing the traditional five basic ABC game, namely 94. The standard deviation value after the traditional five basic ABC game was played, namely 9.363, was smaller than the standard deviation value before the traditional five basic ABC game was played, namely 9.898.

The following is a graph of pretest and posttest scores for students:

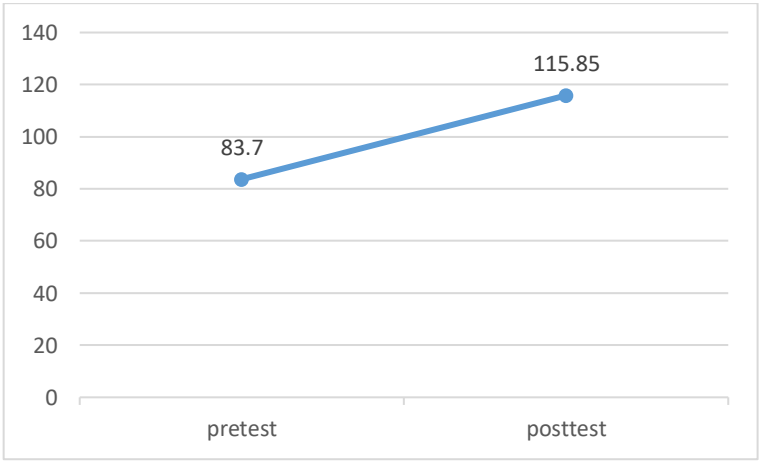

Fig 3. Average Score Graph

Based on the graph above, it can be seen that the results of the comparison of the pretest and posttest scores for the experimental group show that the increase in the average posttest score was 115.85, which was higher than the average pretest score, namely 83.70. This shows that there is a significant difference between the average scores of the pretest and posttest after being given treatment, however, to find out whether the traditional five basic ABC games are effective in increasing the vocabulary of early childhood, the increase in student scores will be carried out with a different test which will be explained in following subchapter.

1.2.4 Normality test

The condition for using the paired t test is that the data must meet the normality assumption. If the data does not meet the assumption of normality, then a different test is carried out using a nonparametic test, namely the Kolmogorov-Smirnov test.

The data normality test was carried out using the SPSS 16.0 computer program. Determining whether the score distribution is normal or not is by using the Kolmogorov-Smirnov test. The assumption used is if the significance value (Asymp.sig) > Alpha 5% means the data is normally distributed, conversely if the significance (Asymp.sig) < Alpha 5% means the data is not normally distributed. The results of normality testing for dependent difference test prerequisites using the Kolmogorov-Smirnov test are presented in the following table:

Table 6. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Pretest	*Posttest*
N		27	27
Normal Parameters[a]	Mean	83.7037	1.1585E2
	Std. Deviation	9.89878	9.36320
Most Extreme Differences	Absolute	.259	.227
	Positive	.149	.095
	Negative	-.259	-.227
Kolmogorov-Smirnov Z		1.347	1.178
Asymp. Sig. (2-tailed)		.053	.125

a. Test distribution is Normal.

The Paired t-test can only be used if each pretest and posttest data is normally distributed. Based on the data normality test in the table above, it is known that the significance of the pretest and posttest scores has a significance of more than 5%, namely 0.053 in the pretest and 0.125 in the posttest, so it can be concluded that the pretest and posttest scores meet the normal distribution assumption, so that the next test is to determine whether they are effective. Whether or not the traditional five basic ABC game increases vocabulary, a parametric statistical test is used, namely the paired t test.

1.2.5 Hypothesis Test

Hypothesis testing in this research uses paired t test analysis because the assumption of normality has been fulfilled. The hypothesis in this research is as follows:

H_0 : The traditional five basic ABC games are not proven to be effective in increasing the vocabulary of early childhood at RA Masithoh Bantar, rejected.

H_a : The traditional five basic ABC games have been proven to be effective in increasing the vocabulary of early childhood at RA Masithoh Bantar, accepted.

Decision making in testing this hypothesis uses criteria, namely if Sig.(2-tailed) > 0.05 then H0 is accepted and Ha is rejected, whereas if Sig.(2-tailed) <0.05 then H0 is rejected and Ha is accepted. Before carrying out the paired t test, a correlation test is carried out first. The results of the correlation test analysis are as follows:

Table 7. Pretest and Posttest Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	*Pretest* & *Posttest*	27	.978	.000

Based on the table above, it can be seen that the correlation value for the Pretest and Posttest results is 0.978, which is considered high because it is almost close to 1. The significance value is 0.000, meaning that the Pretest and Posttest results are very significantly correlated. After the

correlation test was carried out, a paired t test was carried out. The results of the paired t test analysis are as follows:

Table 8. Paired T Test Analysis Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	*Pretest* - *Posttest*	-3.21481E1	2.10683	.40546	-32.98158	-31.31471	-79.288	26	.000

Based on the data in the table above, it is known that the significance value is 0.000 ($p<0.05$), so H0 is rejected and Ha is accepted, which means that there is a difference in scores before and after traditional games are implemented in increasing the vocabulary of early childhood. Because the score after was higher than before being treated with the singing method.
Thus, it can be concluded that the results of hypothesis testing are as follows:

H_0 : The traditional five basic ABC games are not proven to be effective in increasing the vocabulary of early childhood at RA Masithoh Bantar, rejected.

H_a : The traditional five basic ABC games have been proven to be effective in increasing the vocabulary of early childhood at RA Masithoh Bantar, accepted.

From the results of the analysis above, it shows that the traditional five basic ABC games have proven to be effective in increasing the vocabulary of early childhood at RA Masithoh Bantar.

So the traditional five basic ABC game has been proven to be effective in increasing the vocabulary of early childhood based on the test above with an increase in the average pretest and posttest scores from 83.70 to 115.85, namely with a percentage of 27.25%, which means there is a difference in scores before and after carrying out the traditional five basic ABC games in increasing the vocabulary of early childhood. This shows that the traditional five basic ABC games have proven to be effective in increasing the vocabulary of young children.
This is also proven and strengthened by the results of post-experiment interviews by researchers with glass teachers who said that students seemed to be saying more new vocabulary, children were more cheerful, children could pronounce words according to their initial letters (Lutfiah, Interview, 09 December 2023..

CONCLUSION

This research aims to find out how the five basic ABC traditional games are implemented and to find out the effectiveness of implementing the five basic ABC traditional games in increasing the vocabulary of early childhood at RA Masithoh Bantar, as seen from the presence or absence of differences in early childhood vocabulary before and after. The traditional five basic ABC game was carried out.

Based on the research results and discussions described in the previous chapter, the conclusions in this research are:

The implementation of the traditional five basic ABC games at RA Masithoh Bantar begins during the initial activity, namely the children are invited to sit in groups, one group consists of five children with one group leader, after that the children are given instructions on how and the rules of the game. After they understand the methods and rules of the game, the teacher invites children to choose nouns that are familiar to children, such as fruit names, animal names and so on. This is intended so that children learn with a happy, happy and memorable mood.

After the child chooses the noun they like, the child is then given the opportunity to point their finger starting with the letter A until all fingers have been pointed at. When the fingers are finished and the children say the last letter, the teacher invites the child to name the noun according to the last initial letter.

The traditional five basic ABC game has been proven to be effective in increasing the vocabulary of young children. Whether or not the traditional five basic ABC games are effective in increasing the vocabulary of early childhood is shown by the calculation of the paired t-test correlation between the pretest and posttest scores on the vocabulary of the experimental group, namely the correlation between the pretest and posttest results is 0.978, which is classified as high because it is almost close to 1 and the value The significance is 0.000, meaning that the Pretest and Posttest results are very significantly related. Apart from that, the significance value in the results of the paired t test analysis is 0.000 ($p<0.05$), so H0 is rejected and Ha is accepted, which means that there is a difference in scores before and after the traditional five basic ABC games are implemented in increasing the vocabulary of early childhood.

The effectiveness of the traditional ABC five basic game can also be seen based on the difference in the pretest and posttest results, namely that there is a difference in the average score after the traditional ABC five basic game is 115.56, which is higher than the average before the traditional ABC five basic game is 115.56. amounting to 83.74. The average posttest score of the experimental group which experienced a greater increase shows that the traditional five basic ABC games are effectively used in increasing the vocabulary of young children.

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