



## Effectiveness of Playing Picture Card on Language Development in Preschool Children (4-5 Years)

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### ABSTRACT

The ability to speak is one of the ability that must be owned by all children aged 4-5 years. Playing with learning is the stimulus the most effective to enhance the language development. One of game in accordance is a game of the picture. The purpose of this study is to know the effectiveness of playing picture cards to the language development in preschoolers (4-5 years). The methode of this research is Pre-Eksperimental Design using One Group Pra-Post Tes Design with sample of 39 respondents. The sampling technique by purposive sampling using statistical tests "Wilcoxon". A data carried out using the DDST test only on the language development sector before and after intervention. The result of the research show language development before being given the intervention by 32 children experiencing delay. Meanwhile after given the intervention, 12 children increased. The result of the test statistic showed p value = 0,001 (0,001 < 0,05). There is the effectiveness of playing picture cards to the language development in preschoolers (4-5 years). The conclusion in this study that playing picture cards effectively improves language development. Providing appropriate and consistent make language development can be growing optimally.

### KEYWORDS

Effectiveness, Card, Picture, Language, Children

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### INTRODUCTION

Growth and development during the preschool period is a basic stage that is very influential and becomes the foundation for further development (Adriana, 2013). Preschool children are children who are in the age range of 36-72 months or 3-6 years, which in terms of growth and development has its own characteristics (Soetjningsih & Ranuh, 2016). This age is a golden age which can be concluded as a golden opportunity for children to increase all the potential of children, therefore





education at this time is very fundamental and determines the further development of children (Prasetiawan, 2019). During this period, the child's potential begins to grow and develop rapidly, so stimulation and stimulation from the environment are needed. The right stimulus can make children's development develop in a more optimal direction (Suwaibah, 2015).

One of the basic abilities that must be possessed and learned by all children aged 4-5 years is the ability to speak (Rambe et al., 2021). Language ability is an indicator of all child development, because language ability is sensitive to delays or abnormalities in other systems, such as cognitive, sensorimotor, psychological, emotional, and environmental abilities around the child. The stimulation of language development through hearing and vision is very important, because a child will not be able to speak without the support of their environment (Soetjningsih & Ranuh, 2016).

Providing stimulus can be in the form of fun activities or games according to the stage of age development. Therefore, play activities must include educational elements that are carried out creatively and innovatively that have been adapted to the situation and conditions of the child. So that unconsciously children have actually learned in everyday language development (Rahmawati, 2013).

But in reality, language development in kindergarten children is not optimal, this is evident from some children who have not been able to communicate fluently, children have not been able to use vocabulary correctly, and when the teacher has a conversation or question and answer children tend to be silent and confused. Another problem that is often encountered about the language learning process is the lack of teaching aids used in the teaching and learning process (Delfita, 2014).

Data on the prevalence of preschool-aged children with language delays in the United States is 812%, and 10% of children entering the first grade of elementary school have mild to severe speech impediments (Dyer, 2009 in Setyowati, 2010). The number of preschool children (2-6 years old) in Indonesia is around 12.6 million children or 7% of the approximately 280 million Indonesian population who have language barriers (MOH RI, 2008 in Setyowati, 2010).

In the Department of Medical Rehabilitation of Cipto Mangun Kusumo Hospital in 2006, there were 10.13% diagnosed speech and language delays out of 1125 total pediatric patient visits. Research obtained from the Growth and Development Clinic of Dr. Soetomo Surabaya Hospital, cases of speech delay from year to year tend to increase. There were 12.69% in 2008, 19.58% in 2009 and 20.33% in January 2010, or 42 cases of speech delay out of 180 visiting toddlers (data from the Growth and Development Clinic of RSUD Dr. Soetomo, unpublished) (Setyowati, 2010).

Based on the results of a preliminary study on January 16, 2018 at PGRI 1 Gedangan Kindergarten, Gedangan District, Malang Regency and Dharma Wanita 1 Gedangan Kindergarten, Gedangan District, Malang Regency conducted on 15 children, it was found that 9 children (60%) did not understand the orders given, and 6 children (40%) could not answer the questions given. From these results, it is found that there are still many children who experience less than optimal language skills.

Children's language development is basically influenced by several factors, including internal factors (the child himself) and external factors consisting of the family environment, the surrounding environment, and the classroom environment (Yulinar, 2012). Children who lack opportunities to interact, and receive inadequate language examples from families who tend to be passive, will have low language skills (Candrasari, 2014). In addition, learning in the classroom that is less interesting both in terms of delivery, media, and infrastructure, can cause children to feel bored in learning and tend to be passive. This certainly causes serious impacts in the future in personal, social, and academic development, if not addressed immediately. Children who





experience speech and language disorders in preschool, 40%-60% have difficulty in reading, writing, and academic subjects, even their academic grades are below their peers. Thus, as adults with poor academic achievement due to speech and language delays will experience behavioral and psychosocial problems (Annurfaida, 2013 in Kapti et al. 2015).

Playing while learning is the best stimulus to develop the potential that exists in children, because play is the world as well as the most effective learning tool for preschool children. One of the games that is in accordance with the developmental stages of preschool children aged 4-5 years is the picture card game. The intended picture card game is a card playing activity involving the teacher and the child, where the card contains pictures and letters and contains pictures and words that aim to develop children's ability to recognize picture symbols, letters and words (Novianti, 2013).

The results of research on improving children's reading skills through picture card games in West Pasaman Kindergarten by Yulinar, show that picture card games can improve children's reading skills at Dharmawanita Tampus Kindergarten Ujung Gading. This is evidenced by the increase in success indicators in cycle II research compared to cycle I with a percentage of 31% to 78% (Yulinar, 2012).

From the description above, the researchers are interested in conducting research with the title "The Effectiveness of Playing Picture Cards on Language Development in Preschool Children (4-5 years) at PGRI 1 Gedangan Kindergarten, Gedangan District, Malang Regency and Dhama Wanita 1 Gedangan Kindergarten, Gedangan District, Malang Regency".

### MATERIALS AND METHODS

This study used a research design in the form of Pre-Experimental Design with a One Group Pre-Post Test Design research design involving one group of subjects. The subject group was observed before the intervention, then observed again after the intervention. The population in this study were all students aged 4-5 years at PGRI 1 Gedangan Kindergarten, Gedangan Subdistrict and Dharma Wanita 1 Gedangan Kindergarten, Gedangan Subdistrict, totaling 50 students. The instrument in this study is using DDST on aspects of language development only. Statistical analysis used was univariate and bivariate with Wilcoxon statistical test with tabular display and frequency distribution.

### RESULTS

Table 1. Respondent Characteristics.

No	Characteristics	F	P
1.	Usia		
	4,0-4,3 th	14	35,9%
	4,4-4,6 th	12	30,8%
	4,7-4,9 th	10	25,6%
	4,10-5,0 th	3	7,7%
2.	Jenis Kelamin		
	Laki-laki	17	43,6%
	Perempuan	22	56,4%
3.	Pekerjaan Orang Tua		





Petani	11	28,2%
Swasta	18	46,2%
Wiraswasta	10	25,6%
<hr/>		
4. Pendidikan Orang Tua		
Lulus SD	9	23,1%
Lulus SMP	18	46,2%
Lulus SMA	12	30,8%

Based on Table 1, it is known that of the 39 respondents, almost half were children whose age range was 4.0-4.3 years, namely 14 children (35.9%). Furthermore, based on gender, more than half of the respondents were female as many as 22 children (56.4%). Characteristics based on parents' occupation, almost half of the respondents' parents work as private workers, 18 children (46.2%). Characteristics based on parental education, namely almost half of the respondents whose parents graduated from junior high school as many as 18 children (46.2%).

Table 2. Language Development Before and After Intervention Playing Picture Cards

No.	DDST II	Pre-test		Post-test	
		F	(%)	F	(%)
1.	Normal			9	23,1%
2.	Caution	32	82,1%	26	66,7%
3.	Delayed	7	17,9%	4	10,3%
Total		39	100%	39	100%

Based on table 2, it was found that in the pre-test most of the respondents got DDST results with caution values, totaling 32 respondents (82.1%) and delayed 7 respondents (17.9%). Whereas in the post test, 12 children experienced an increase in language development where 9 children from caution became normal and 3 children from delayed became caution.

Table 3. Wilcoxon Statistical Test

	n (total sample)	Median (Min – Max)	P
Pre test	39	3 (3-4)	0,001
Post test	39	3 (2-4)	

## DISCUSSION

### Identification of Language Development in Preschool Children (4-5 Years) Before the Intervention of Playing Picture Cards

From the pre-test data conducted at PGRI 1 Gedangan Kindergarten, Gedangan Subdistrict and Dharma Wanita 1 Gedangan Kindergarten, Gedangan Subdistrict with a total of 50 children, it was found that most of the children, namely 39 children, experienced delays, namely 32 children (82.1%) showed DDST results with caution and 7 children (17.9%) showed DDST results with delayed. While the DDST results in 11 children were normal and advanced, so they had to be drop out according to the exclusion criteria. This shows that language development at the age of 4-5





years at PGRI 1 Gedangan Kindergarten and Dharma Wanita 1 Gedangan Kindergarten has not developed optimally.

Language is a means of communication that uses symbols to express thoughts or feelings to others (Yusuf, 2007). Aspects of language development include the child's ability to respond to a voice, understand and do what is ordered and can speak and understand what others are talking about. Speech is spoken language which is the most effective form of communication, also the most important and most widely used (Adriana, 2011). There are several factors that influence language development in children aged 4-5 years, including health factors, intelligence, family socioeconomic status, gender, family relationships, and parental education. However, environmental/social factors where a child is located are one of the determining factors in creating a good language environment (Soetjningsih & Ranuh, 2016; Yusuf, 2007).

From the results of the discussion above, including existing theories and facts, researchers can conclude that there are still many students who are not optimal in language development according to the age stage of the child. This is due to the lack of providing stimulus to children, thus making children less expressive and causing delays in their development. In providing stimulus to children, they must be able to understand and learn the characteristics of the stages of child development and master the right methods in providing stimulus in accordance with the stage of development and age of the child. In addition, stimulus provision is also influenced by parents' work and education. Parents' work affects income, where parents with high income can facilitate children's needs so that they can support children's stimulus. Likewise, highly educated parents will get a lot of knowledge and information that is appropriate in providing stimulus to children. Thus, children's language development becomes more optimal.

### **Identification of Language Development in Preschool Children (4-5 Years) After the Intervention of Playing Picture Cards**

The results of the post test on language development carried out after the intervention of playing picture cards for 9 meetings, each meeting was held for 60 minutes, the results showed that 9 children (23.1%) became normal, while a small proportion, namely 4 children (10.3%) experienced delayed. This shows that the results of the picture card intervention went well and experienced an increase in percentage.

Picture cards are pieces of paper measuring 25x30 cm made of thick paper that have words and pictures that match the learning theme. The pictures attached are a series of messages presented with a description of each picture included behind it so that it can stimulate children's development such as, training social interaction, imagination, learning to cooperate, increasing language vocabulary and cognitive abilities of children. Some of the benefits of picture cards include being easy to carry around, practical, easy to remember and fun (Susilana & Riyana, 2009).

From the results of the discussion above, including existing theories and facts, researchers can conclude that there is an increase in language development in children after being given a stimulus in the form of playing picture cards. Because picture cards are a fun game, therefore when playing picture cards make children happy and will unconsciously help children in increasing language vocabulary so that, indirectly children experience increased development in the language development sector.

### **Identification of the Effectiveness of Playing Picture Card on Language Development in Preschool Children (4-5 Years)**

The results in this study indicate that playing picture cards is effective in improving language





development in preschool children (4-5 years). It is known that after the intervention of playing picture cards, language development in children has increased. This is in accordance with the results of the analysis of language development before the intervention of playing picture cards obtained results, namely a total of 32 children (82.1%) showed DDST results with caution and a total of 7 children (17.9%) showed DDST results with delayed. Whereas after the intervention of playing picture cards, the results obtained were 9 children (23.1%) became normal, 26 children (66.7%) became caution and 4 children (10.3%) became delayed. It can be concluded that there is an increase in language development after the intervention of playing picture cards, namely 12 children who have increased where 9 children from caution to normal and 3 children from delayed to caution.

Data analysis was performed using the Wilcoxon statistical test with a significance level of 0.05 using the SPSS 16.0 program. From the Wilcoxon Signed Rank Test calculation, the statistical test results were obtained with a p value (Asymp. Sig 2-tiled) of 0.001 (0.001 <0.05). It can be concluded that H<sub>0</sub> fails to be accepted, namely there is an effectiveness of playing picture cards on language development in preschool children (4-5 years) at PGRI 1 Gedangan Kindergarten, Gedangan District and Dharma Wanita 1 Gedangan Kindergarten, Gedangan District.

This is in line with research (Hartawan, 2017) which states that children's language development increased after the intervention of playing picture cards. In research (Nurrohmah, 2014) also stated that after being given the intervention of playing picture cards children's language development increased from 51.5% to 76%.

The intervention method of playing picture cards is one of the factors that influence the achievement of an increase in language development. On picture cards, the pictures attached are a series of messages presented with a description of each picture included behind it so that it can stimulate children's development such as, training social interaction, imagination, learning to cooperate, increasing language vocabulary and cognitive abilities of children (Susilana & Riyana, 2009).

Factors that influence language development in children aged 4-5 years include health, intelligence, family socioeconomic status, gender, family relationships, and parental education. However, the environment/social factors in which a child lives is one of the determining factors in creating a good language environment (Soetjiningsih & Ranuh, 2016; Yusuf, 2007).

From the results of the discussion above, including existing theories and facts, researchers can conclude that playing picture cards is effective in improving language development in preschool children (4-5 years). This can be seen from the increase in language development in children after being given a stimulus in the form of playing picture cards. When children play picture cards, children can add to their vocabulary and make children happy with the pictures presented, so that this can increase children to continue learning in terms of improving language development according to the child's age.

Improved language development can also be supported by time, children's enthusiasm and cooperation between teaching teachers who helped in this study. Morning time is a good time for children to learn, because in the morning the child's mind is still in a fresh state so that the child is eager to take part in playing picture card activities. The interaction given by the researcher to the child will increase the child's enthusiasm so that the child is interested in being given the intervention. The cooperation of the teaching teacher to discipline the children in the activity of playing picture cards is also very helpful for the success of the research.





## CONCLUSIONS

Before the intervention of playing picture cards, 32 children (82.1%) showed DDST results with caution and 7 children (17.9%) showed DDST results with delayed. After the intervention of playing picture cards, the results of 9 children (23.1%) became normal, and 4 children (10.3%) experienced delayed. It can be concluded that there is an increase in language development after the intervention of playing picture cards as many as 12 children who have increased, where 9 children from caution to normal and 3 children from delayed to caution. From the above data it is concluded that playing picture cards is effective in improving language development in preschool children (4-5 years).

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## Conflict of Interest

The authors declare that they have no known financial or interpersonal conflicts that might have looked to have influenced the research presented in this study.

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