

The Effectiveness Of Play Therapy In Increasing The Students' Speech Ability Of Preschool Children At Kindergarten Darul Muta'allimin Nganjuk Indonesia

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THE EFFECTIVENESS OF PLAY THERAPY IN INCREASING THE STUDENTS' SPEECH ABILITY OF PRESCHOOL CHILDREN AT KINDERGARTEN DARUL MUTA'ALLIMIN NGANJUK INDONESIA

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Abstract

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Purpose of the study: The objective of the study to determine the effect of Play Therapy on the Development of Language and Speech Preschool Children In kindergarten DarulMuta'alliminNganjuk Indonesia. Research carried out by observation in kindergarten DarulMuta'alliminNganjuk.

Methodology: Design this study used an experimental research design using pre-test – Post-test control group design. Sampling was done by purposive sampling with a sample of 12 people. Analysis data is performed using a t-test is computerized.

Main Findings: The results showed an average of speech and language development of preschool children before therapy is given play is 7.58 (dubious) and after therapy is given play is 9.04 (normal). Results of testing the hypothesis by using the nonparametric Wilcoxon Signed Ranks Test earned an average difference of language and speech development of preschool children with play therapy with a value of $p = 0.002 (<0.005)$.

Applications of this study: Expected to staff teachers who teach in schools incorporate play therapy in improving language ability and speech to pre-schoolers.

Novelty/Originality of this study: In this study, it can be said that the therapy played an increase in language ability and speech.

Keywords: Play Therapy, Speech-language Ability, Preschool Children, Language Development, Wilcoxon Signed Ranks Test.

INTRODUCTION

The child has a characteristic that is always growing and developing since the moment of conception until the end of adolescence. This is what distinguishes children from adults. Growth is increasing the number and the size and weight of the whole or part of the cell. Development is a gradual change and expansion; the development stage of the complexity of the lower to the higher; enhancing and expanding the capacity of a person through growth, maturation, and learning (Wong, 2009) Speech and language disorders are one of the causes of developmental disorders that are most commonly found in children.

This disorder is getting the day to increase rapidly. Some reports said the incidence of speech and language disorders ranges from 5-10% in school children. Speech disorders in preschool, an estimated 5% of the normal population and 70% of these cases are handled by the therapist (Kaplan, Ritz, Vitello, & Wirtz, 2012).

Indonesia is a country with a number of human resources which is great. The potential extends to future generations, namely children. In 2005, the Ministry of National Education to record that there are as many as 28.116 million children aged 0-6 years in Indonesia (P. M. N. P. PEREMPUAN & D. A. N. P. A. R. INDONESIA, 2011), which means reaching a total of about 13% of Indonesia's population reached 237 641 326 inhabitants by god population census in 2010 (Muhidin, 2002). Indeed, children are the nation's future shoots. The buds should have enough stock both in terms of physical, compassion, knowledge, and morality, so he can grow in size with the best character he has.

In the initial survey in kindergarten DarulMuta'alliminNganjuk DT MangkutoAmeh street on 23 September 2016 data obtained from observations and interviews with teachers in kindergarten of 53 children were present when playing, 6 of them they just watched his friend who was playing without following the game itself, 6 and out of the classroom when Study abroad and 10 among those who play alone although there are some other people who play around with tools different game from his friend and there is no cooperation or communication with his friend, then of the 13 children there are 4 people child communicate or talk still sping or not proper pronunciation of his language, and there are also children who are less well-controlled vocabulary. Based on the above phenomenon researchers interested in conducting research on "The Effect of Play Therapy against Speech and Language Development of Preschool Children in Kindergarten DarulMuta'alliminNganjuk 2016".



LITERATURE REVIEW

A delay in the development of language and speech is the child's inability to use linguistic symbols to communicate verbally (Hidajati, 2009). Problems that occur in preschool children is to delay language development, especially in the mastery of vocabulary (Hendarwati, 2016). Children who experience delays in language development are at risk of learning difficulties, difficulty reading and writing, and will lead to academic achievement are less thoroughly, it can continue into adulthood (Owens & Owens, 1995).

According to Suryawan (Suryawan, 2012), the cause of children experience delays in language development 90% due to interference with the lack of stimulation input. According to Santrock (Santrock, 2009) how to enhance the development of preschool children good is the teaching methods of active and participative like games. Playing is one of the stimulation activities at preschool children to develop language development (Soetjningsih, 2012). According to Jalil (Fitr, 2012) game card clip-clop is a matching game with pre-schoolers that allows children to improve language development through playgroups, say the word and view pictures.

Education for children aged 4-6 years of formal can be reached in kindergarten TK or RA (Syaodih & Agustin, 2014). Through a process of learning from an early age, the expected child is not only prepared to enter education further, but more important is that children receive stimuli of the physical-motor, intellectual, social, and emotional in accordance with the level of his age (Syaodih & Agustin, 2014).

Speech and language developmental delays in children due to lack of stimulus provided parents to children such as lack invite children to talk, interact and play (Suryawan, 2012) In pre-schoolers play is an important stimulus for the development of children's physical, emotional, language, mental, intellectual, creative and social (Soetjningsih, 2012). Gray, however, finds that the child's playtime decreases for various reasons, such as parents do not allow children to play outside, parents are overly restrictive, or no other children out there to play with.

Playtime children are reduced this has serious consequences for child development and mental health-emotional as children more often experience anxiety, depression, feelings of helplessness and a lack of confidence, of this, will lead to the development of children's language-impaired (Amalina, Sufyanti, & Qur'aniati, 2012). Speech and language developmental delay in children of preschool can be at risk of learning difficulties, difficulty in reading, writing and academic achievement as well as causing less than the maximum, it can continue into adulthood (Owens & Owens, 1995).

METHODOLOGY

This type of research is quasi-experiment, to determine the effectiveness of play therapy on the development of language and speech of preschool children in kindergarten DarulMuta'alliminofNganjuk Indonesia. With the design of the study one group pre-test and post-test (Wilcoxon sign test design). Not comparison group (controls), but at least it made the first observation (pre-test) that allows the test changes that occurred after the experiment (Notoatmodjo, 2010).

This research has been conducted in kindergarten DarulMuta'alliminofNganjuk. The study population was the whole object of the study of the object under study. The populations in this study were preschool children in kindergarten DarulMuta'alliminofNganjuk with the number of 57 children.

Samples are partly taken from the whole object under study and are considered representative of the entire population (Notoatmodjo, 2010). The research sample is required as many as 12 people.

Sampling Techniques is by using a purposive sampling technique based on certain considerations made by the researchers themselves based on the characteristics, properties that have been previously known populations. (Notoatmodjo, 2010). Based on the results of data taken from the number of kindergarten students DarulMuta'alliminofNganjuk is 57 children, then the samples were taken in this study were 12 respondents.

RESULT AND DISCUSSION

1. Univariate Analysis

It illustrates that there is an average value of speech and language development in preschool children before therapy is given play is equal to 7.58 with a standard deviation of 1.51. KPSP's lowest value is 5 (not normal) and the highest 9 (normal). From the estimation, the interval can be concluded that 95% believed that the development of language and speech before the play therapy room between 6.58 (not normal) and the highest 8.32 (dubious). There is an average value of speech and language development in preschool children after therapy is given play is equal to 9.04 (normal) with a standard deviation of 1.36. KPSP value low of 6 (not normal) and the highest 10 (normal). From the estimation, the interval can be concluded that 95% believed that the development of language and speech before the play therapy room between 8.17 (dubious) and the highest 9.90 (Normal) as shown in table 1.



Table 1: Average language and speech development of preschool children playing before and after provided therapy

Variable	Mean	SD	Min	Max	95%CI
Development of language and speech	7.58	1.51	5	9	6.58-8.32
Development of language and speech	9.04	1.36	6	10	8.17-9.90

2. Bivariate Analysis

It illustrates that there is an average value of speech and language development in preschool children before therapy is given play is equal to 7.58 with a standard deviation of 1.51, KPSP's lowest value is 5 (not normal) and the highest 9 (normal). From the estimation, the interval can be concluded that 95% believed that the value KPSP before play therapy room between 6.58 (not normal) and the highest 8.32 (dubious) as shown in table 2.

Table 2: Development of language and speech therapy preschool children playing before granted

Language and Speech Development	n	Mean	SD	P-value
Pre-Test	12	7.58	1.15	0.002
Post-Test	12	9.04	1.36	

3. Average Speech and Language Development Preschool Children Playing Before Provided Therapy

The results are consistent with research Gorjian (Laher RR; Gorjian V, Rebbul L; Masci FJ; Helou G; Kulkarni SR; Law NM, 2012). The Effect of Playing Therapy techniques on Development Speech and league Among Pre-Intermediate EFL Learners: The Case of Gender, where the results of the univariate analysis study of 30 respondents showed an average speech and language ability scores before the intervention in the control group amounted to 7.48, and in the experimental group amounted to 7.72. While research Hashmi (Hasmi, 2014) concerning the differences development of Language and Speech On Childhood Toddler in RW 17 Sub Pisangan District of East Ciputat with Childhood Toddler in PSAA Toddler Tunas BangsaCipayung, where the result showed the average score of the language skills and speech before the intervention in the experimental group was 7.8 and the control group was 3.5.

There is still doubt the development of speech and language in children pre-school age children cause just get speech and language lessons through school. Therefore, the role of parents is to stimulate children to help the development of language and speech. Parents have a role in the development of speech and language of children, namely by providing stimulation and providing various facilities to support growth, not to assume that children will be clever speak for themselves, so parents do not need to provide stimulation to their children.

In some children apparently still difficult and cannot speak the language fluently and are difficult to understand. In some children who have speech and language development that is in conformity with age due to an active role in the socialization of children in school. Researchers assume that the delay in the development of children's language and speech therapy as a result of the implementation is not given on a regular basis which is only 7 days in a week and are not implemented effectively so that speech and language development in preschool children is still not optimal (Rahayu, Ulfatin, & Wiyono, 2017). Then the active role of children is very low once marked by the child often alone and does not want to interact with the surrounding environment or make friends with other friends. If the child is able to be friends with your friend's playgroup then the child can talk to each other and work together with a group game. Other tasks include stimulation in the form of activities or games that can be done in groups on a regular basis and sustained in order to enhance the active role of children in developing language skills and speaking.

4. Average Speech and Language Development Preschool Children Given After Play Therapy

The results are consistent with research Hartato (Badi'ah, 2014) of the Influence of Language Development and Speak Against Childhood Cognitive Development 1-3 Years, where the results of the univariate analysis study of 20 respondents showed an average score of language development and speech after intervention on the control group of 11.52, and in the experimental group amounted to 9.04. While research Hashmi (Hasmi, 2014) concerning the development of the difference of Language and Speech On Childhood Toddler in RW 17 Sub Pisangan District of East ciputat with Childhood Toddler in PSAA Toddler Tunas BangsaCipayung, obtained an average value for the development of language skills and talk to groups of experiments is 11,7 and the control group was 9.2.

According to the analysis the researchers, the development of language and speech ability in children of preschool children in therapy due to play well and quiet in this study, which makes the respondents are interested to continue to participate in play therapy because of the reinforcement in the form of reward. With the reward system, children will be encouraged to play games continuously and from which there will be repeated stimulus that helps children to improve their development, particularly in the development of language and speech.



5. Differences Mean Speech and Language Development Preschool Children Before and After Awarded Play Therapy

In-play therapy stimulus given continuously. According to Wijaya (Wijaya, 2009) stimulation needs to be done continuously because whenever a child thinks or proper functioning of the brain will form new synapses to respond to the stimulation. Continuous stimulation will strengthen the synapse that long so it will automatically make the brain function better. In the theory of operant conditioning, to improve the response to the need for habituation (conditioning), habituation will occur in the presence of a reinforcement (reinforcement), behavior or response followed by reinforcement (reinforcement) positive tend to be repeated (Pangestika, 2017).

Children are particularly in need of stimulation that is adequate to support its development stage. The brain as a central regulator of development continues to change in accordance with the stimulus received by children through the five senses. It will also affect the intelligence, personality, and quality of life of a child (Laksono & Rachmawa, 20xx). Stimulation is an important component useful for improving child development stages. Children who acquire targeted stimulus will grow faster than those who have fewer stimuli. Moreover, if the stimulus was given continuously (Nursalam & Utami, 2005).

Playing is the method most fun and effective way to provide stimulation to the child. According to Bruner and Sutton-Smith (Sutton, 1993; Kurniasih, Rodiah, & Komariah, 2014), the child feels relaxed when he is playing so children easily learn various ways to overcome the problems encountered when playing. Learning values to be conveyed would be better understood by children throughout the game. The game proved to have an influence on children's development, especially the development of language because it is through this game, children can imagine by looking at the picture, say and hear the words new and playing with her friends in a fun and liked children so that children do not feel bored and do not exert pressure on the child at the time the game repeats.

Conducted by MaulanaFitra in Suharini (Suharini, 2014) concerning the Innovation Game Cards Clip-Fit Against Enhanced Language Development in Children Preschool (4-5 years) in RA VII NU's Women Pamekasan obtained difference between the language skills of children before and after the intervention is shown in Table 5.1. Statistical test Wilcoxon Sign Rank Test showed a significance value ($p = 0.025$, which means there is the effect of a card game clip-clop to increase language development of preschool children (4-5 years).

According to the analysis the researchers, the development of language and speech of preschool children before and after play therapy caused play therapy can make a child imagine by looking at the picture, say and hear the words new and playing with her friends in a fun and liked children so children do not feel bored and do not cause pressure on the child at the time the game repeats. Researchers always pay attention and recall when children play so long as the treatments of children in therapy with an attentive and children have the opportunity to recall the things that have been studied previously. Giving play therapy treatment is done in stages, and researchers to be positive and give appreciation when a child can do it right.

The success of therapy play in enhancing the ability of language and speech are also affected by the games provided researchers from the kind of game in accordance with the level of development of the child, so the child is interested in a given game. The interest of children in the game will be the cause of pleasure during treatment and pleasure enhances the ability of language and speech of children.

CONCLUSION

Based on the research that has been conducted by researchers regarding Play Therapy Effect against Development of Language and Speech Preschool Children In kindergarten DarulMuta'alliminNganjuk Indonesia, it can be concluded as follows: The average developmental speech and language therapy pre-schoolers before playing in kindergarten DarulMuta'alliminNganjuk are 7.58 (dubious). The average speech and language development of preschool children after therapy are given in the kindergarten play DarulMuta'alliminNganjuk was 9.04 (normal). There is a difference between Average Language and Speech Development of Preschool Children Before and After Play Therapy Provided in kindergarten DarulMuta'allimin.

LIMITATION AND STUDY FORWARD

This research was conducted in a kindergarten. Future research is expected to be carried out by involving parenting children at home so that handling of the child's language therapy can be carried out comprehensively.

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