Language Development of Early Childhood Through The Implementation of 3Ps-Based Educative Game Tool

by Senowarsito Senowarsito

Language Development of Early Childhood through the Implementation of 3Ps-Based Educative Game Tool

Senowarsito
English Education Department
Universitas PGRI Semarang
Semarang, Indonesia
senowarsito@upgris.ac.id

Asropah
Indonesian Language and Literature
Education Department
Universitas PGRI Semarang
Semarang, Indonesia
asropah@upgris.ac.id

Siti Musarokah
English Education Department
Universitas PGRI Semarang
Semarang, Indonesia
sitimusarokah@upgris.ac.id

Abstract— **This study investigates the language development of early child through the implementation of 3Ps (Provision, Protection, and Participation)-Based Educative Game Tool. The study was conducted in early childhood education in Semarang, Indonesia. The data were collected through the observation. The data then were analyzed by reducing the data, displaying the data, and drawing conclusion. The result of the study shows that through the implementation of 3Ps (Provision, Protection, and Participation)-Based Educative Game Tool), early childhood's language competence was developed through the questions and instructions including the theme of animal, fruit, vegetable, numbers, and shapes.**

Keywords— Language development; early childhood; child-friendly learning; Provision. Protection, and Participation (3Ps)

I. INTRODUCTION

Language is one of important aspects which should be developed in early childhood education besides moral and religious values, gross and fine motor, social and emotional, cognitive, and art. It is in line with the Curriculum of Early childhood Education which states that there are six competences which should be developed in Early Childhood Education; they are moral and religious values, gross and fine motor, social and emotional, language, cognitive, and art [1].Because of its importance, some researchers conducted the studies on the topic of language. For example, the research on language conducted to know the effect of audio-visual intervention in developing preschool children' language [2]. The result of the research shows that audio-visual intervention impacted positively on preschool children's language. The research on language development of early childhood was also conducted to know the effect of crossword puzzle game in developing early childhood's language competence [3].The research shows that through the implementation of the crossword puzzle game, early childhood's language competence improved.

Moreover, the following researches on language were done to know the development of early childhood's language competence in the digital age. Therefore, they tried out to do the research using robot as media to develop children's language [4]; [5]. The results of both researches have positive impacts on children's language development.

From those researches, all concern on the development of children' language competence by various teaching media,

whereas this study also tried to implement teaching media in developing early childhood's language competence. However, there is a difference of the media used. The teaching media implemented in this study is 3Ps-Based Educative Game Tool (APE3P) in which the media is developed with the purpose to fulfill child rights including provision, protection, and participation. Furthermore, the language competence was focused on Indonesian vocabularies.

Based on the previous discussion, this study aims at describing the development of early childhood's language competence through the implementation of is 3Ps-Based Educative Game Tool (APE3P) and at describing the teachers' ways in developing early childhood's language competence using 3Ps-Based Educative Game Tool (APE3P).

II. RESEARCH METHOD

The approach used in the study is descriptive qualitative. The descriptive qualitative approach was used to describe the development of early child language competence through the implementation of 3Ps (Provision, Protection, and Participation)-Based Educative Game Tool). The subjects of the study were students and teachers in two kindergartens in Semarang, Indonesia. The instrument of the study was observation sheet; thus, the data of the study were collected by using observation. In the study, the writers observed the teaching learning proses using 3Ps-Based Educative Game Tool). The data then were analysed using qualitative data analysis [6] including reducing the data, displaying the data, and drawing conclusion.

III. RESEARCH FINDINGS

A. *Early Child's Language Competence Developed through the Implementation of APE3P*

In implementing 3Ps-Based Educative Game Tool (APE3P), it was found some language competences developed related to Indonesian Vocabularies including the theme of animal, kinds of fruits, kinds of vegetable, numbers, and shapes.

The first language competence of early childhood developed in this study is animal consisting of animal names, such as elephant, tiger, chicken, goat, cow, cat, dog, giraffe, kangaroo, and etc. Then their language competence was also

88

developed through the questions, namely what color of animal or animal's fur is, how the sounds of animals are, what foods the animals eat; and some are even able to mention the place to live of the animals being asked. Regarding the color of the animals or animal hairs that were asked, early childhood can mention various colors, such as gray, brown, black, and white, and etc. Meanwhile, vocabularies related to animal sounds asked by teachers, early childhood is able to mention the sounds of tiger, cat, cow, buffalo, chicken, horse and dog. Early childhood is also able to mention vocabulary related to animal food asked, for example cattle and goats the food is grass or chicken the food is corn. Meanwhile, the vocabulary related to animal habitat mentioned by early childhood was land.

In addition, the early childhood's language competence developed through 3Ps-Based Educative Game Tool (APE3P) were related to fruits. In this case, early childhood could mention some names of fruit, such as strawberry, orange, mango, pineapple, apple, grape, watermelon, starfruit, melon, etc. Furthermore, they can also mention the flavor of the fruits; for example, they were sweet and sour. After the taste of fruits, they could also mention the shapes of the fruits; they are round and star. The colors of the fruits also could be mentioned by them, such as green, red, yellow, orange and purple. It can be concluded that in the aspect of fruit, vocabularies that can be developed by the early childhood are related to names of fruit, tastes of the fruit, shapes of the fruit, and color of the fruit.

The third kind of the language competence that can be developed through 3Ps-Based Educative Game Tool (APE3P) is related to vegetable. In this case, although at the first the early childhood could not mention some names of the vegetable asked by the teacher, at the end of teaching learning process, they could mention them such as kangkong, carrot, cabbage, long bean, mustard green, bean, spinach, etc. The other vocabularies which can be developed through the implementation of 3Ps-Based Educative Game Tool (APE3P) are the colors; they are green and purple. It can be said that in the aspect of vegetable, early childhood can develop names of vegetable and colors of vegetable.

The next language competence developed through the implementation of 3Ps-Based Educative Game Tool (APE3P) is vocabularies related to number. The numbers introduced to the early childhood are number one up to number 10. Moreover, colors become the next language competence which can be developed related to the aspect of number; they are such as red, green, yellow, purple, pink, blue, black, etc.

The last language competence of early childhood developed through 3Ps-Based Educative Game Tool (APE3P) is related to shapes. In the aspect of shapes, the early childhood could mention names of shape, such as circle, triangle, rectangle, square and star. However, they faced difficulty when they were asked to mention pentagon, hexagon, octagon, and half circle. Besides, they could also mention the colors of the shapes like red, green, yellow, purple, pink, blue, black, etc.

B. Teachers' Ways in Developing Early Childhood's Language Competence through the Implementation of APE3P

The result of observation shows that there are two ways used by the teacher in developing early childhoods' language competence through the implementation of 3Ps-Based Educative Game Tool (APE3P); they are by giving questions and instructions.

In developing early childhood's language competence, one question related to the theme was given first as the initial question; then the first question was followed with the other questions based on the theme given. The teachers' questions are shown in the table 1.

TABLE I.   TEACHERS' QUESTIONS TO DEVELOP EARLY CHILDHOOD'S LANGUAGE COMPETENCE

Theme	Teachers' Questions
Animal	Do you know what animal is it? What is the color of the animal? What is the color of the animal fur? How does the cat (dog, goat, …) sound? Can you imitate the cat (dog, goat, …) voice? What does this animal eat? Who knows the habitat of the elephant (tiger, kangaroo, …)? Do you know the habitat of the animal?
Fruit	What is the name of this fruit? What does this fruit taste? What is the color of the fruit? What is the shape the fruit?
Vegetable	What is the name of the vegetable? What is the color of this vegetable?
Number	What number is it? What is the color of the number?
Shape	What shape is it? What is the color of the shape?

Furthermore, the instructions used by the teacher in developing early childhood's language competence can be seen in the table 2.

TABLE II.   TEACHERS' INSTRUCTIONS

Theme	Teachers' Questions
Animal	Please mention the name of the animal you know! Please imitate the cat's (dog's, goat's, …) voice!
Fruit	Mention the name of the fruit you bring, please!
Vegetable	Repeat after me! Cabbage! Cabbage!
Number	Choose the number you like; say the number!
Shape	Repeat after me, please! Pentagon! Pentagon! Together!

From the table 1 and table 2, it can be seen that questions are chosen more as the technique to developed early childhood's language competence than the instructions. Moreover, it seems that instructions were used when the students faced difficulty in answering the teachers' questions.

IV. CONCLUSION

The study can be concluded that the result of the study shows that through the implementation of 3Ps (Provision, Protection, and Participation)-Based Educative Game Tool),

early childhood's language competence was developed through the questions and instructions which including the theme of animal, fruit, vegetable, numbers, and shapes.

REFERENCES

[1]   *Indonesian Curriculum of Early Childhood Education.* .

[2]   S. K. Roul, "Language development of the preschool children: The effects of an audio-visual intervention program in Delhi," vol. 7, no. 1, 2014.

[3]   D. Fitriani, "MENGEMBANGKAN KEMAMPUAN BERBAHASA ANAK USIA DINI MELALUI PERMAINAN TEKA-TEKI DI TK DARUR RAHMAN BANDA ACEH," *J. Ilm. Mhs. Pendidik. Anak Usia Dini*, vol. 2, no. 3, 2017.

[4]   P. Vogt, M. De Haas, C. De Jong, P. Baxter, and E. Krahmer, "Child-robot interactions for second language tutoring to preschool children," *Front. Hum. Neurosci.*, vol. 11, p. 73, 2017.

[5]   M. Vulchanova, G. Baggio, A. Cangelosi, and L. Smith, "Language Development in the Digital Age," *Front. Hum. Neurosci.*, vol. 11, p. 447, 2017.

[6]   M. and A. M. H. M.B, "Qualitative Data Analysis," *Thousand Oaks,CA*, 1994.

Language Development of Early Childhood Through The Implementation of 3Ps-Based Educative Game Tool

Gratifications Measures for Child-Robot Interaction*", 2019 28th IEEE International Conference on Robot and Human Interactive Communication (RO-MAN), 2019
Publication

8   digilib.iain-palangkaraya.ac.id
     Internet Source   1%

9   journal.unika.ac.id
     Internet Source   <1%

10   Submitted to American Public University System
     Student Paper   <1%

11   garuda.ristekdikti.go.id
     Internet Source   <1%

12   eltlt.org
     Internet Source   <1%

13   journal.umpo.ac.id
     Internet Source   <1%

Exclude quotes   On   Exclude matches   Off
Exclude bibliography   Off