



CHANGE OF LANGUAGE DEVELOPMENT WITH FINGER PUPPETS STIMULATION IN CHILDREN'S PRESCHOOL

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Research Report

ABSTRACT

Introduction: The study is based on a lack of children's language skills to repeat the contents of the previous story—evidence of the speaking ability of most children not being good enough. An easy-to-use verbal skill stimulation tool is the finger puppet. Stimulation finger puppet effective with storytelling method. This study aims to analyze the effectiveness of finger puppet stimulation on the language development of preschool children. **Methods:** This study used to pretest and posttest control group design. The sampling technique was simple random sampling, with a sample of 66 respondents (33 intervention, 33 control). The research instrument by observation used a checklist. The bivariate analysis uses the Wilcoxon and Mann-Whitney tests with a significance level $\alpha < 0,05$. **Results:** The Wilcoxon test showed finger puppet stimulation effectively improved children's language development in the intervention group ($p=0,000$). The Mann-Whitney test shows a difference between children's language development in the intervention group and the control group ($p=0,000$). **Conclusions:** The development of children's language will be better stimulation often because, with simulation, children will record the language known and practice when communicating with other people.

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INTRODUCTION

Language is an effective way to communicate express feelings thoughts in the form of symbols. Verbal language communication uses organs or verbal symbols refer to spoken language (Joko Sulianto, Mei Fita AU, Fitri Y, 2014). Children's language development will be optimal at the age of 5-6 years (Sarita L. Eisenberg, Bredin Oja, Crumrine K, 2020). At this age, the child has entered the preschool age. The theory of Navitism suggests that the first language children get genetically or inherited from their parents (Dwiyani Anggraeni, Hartati S, Nurani Y, 2019). In the behaviorism theory, the children's language is obtained from the environmental stimulus, but in the cognitivism theory, language is obtained naturally but also requires a stimulus from the environment (Asih Riyanti, 2020).

Preschool children aged 3-6 years experience rapid physical development and thought processes (Gerda Bruinsma, 2020). This period coincides with the increase in language skills in children. Children aged 5-6 years can use language structures and vocabulary of 1400-1600 words in the correct

language order (Nadya I Suradinata& Maharani, 2020).

The results of the initial survey found that only 23% of children could talk about their experiences and daily activities, this shows children still need fun and continuous stimulation to improve verbal language skills (Ackland Tillbrok, 2017). Some interesting classroom action research improves speech and language skills in children. Preschool children can imagine, has strong curiosity, like to play by obeying the rules of the game, and can repeat more complex sentences (Gretchen J Domek, 2020).

Language stimulation in early childhood or preschool needs to do with a variety of interest variations. Finger puppets are children's educational play tools the size of fingers that form according to the desired pattern, for example, animals, humans, and others (Gretchen J Domek, 2020). Finger puppets are very useful in storytelling or storytelling activities that it feels fun to interact with children. The use of finger puppets will stimulate storytelling, help communication skills, language pragmatic abilities, develop imagination, train fine motor

skills, and improve socialization skills (Zulfikar Nurhanani, 2020).

TK Negeri Pembina Lamongan has used several media or educational game tools to help the learning process in the classroom, but finger puppets as interest learning for children are still not developed optimally. It takes a variety of learning media will attract children's attention to learning, playing finger puppets to develop children's language.

MATERIALS AND METHODS

The research design used a quasi-experiment with a pretest and posttest control group design, which compared the effectiveness of finger puppet stimulation in the intervention group with the control group before and after the intervention was given (Sugiyono, 2011). The study used two groups the intervention group and the control group. The intervention group gives stimulation using finger puppets as a medium for storytelling, while the control group gives a series of picture storybooks to study at home. Stimulation finger puppets can be carried out in four meetings for 45 minutes because

the study needs to approach the students until the students are able to express the storyline in their own words.

The population of this study was 78 students of the State Kindergarten Pembina Lamongan. The research sample is 66 respondents (33 interventions, 33 controls). Sampling used simple random sampling, with inclusion criteria: students were present at the time of data collection, there were no speech or mental disorders. The research instrument with observation using a checklist of preschool children's language skills with ten characteristics of the development of verbal abilities of children 5-6 years old, with a score of 1 if the child is able, and a score of 0 if the child is unable to do. The scoring results are categorized: good 8-10, enough 5-7, less <5. Univariate analysis use frequency distribution and bivariate analysis using the Wilcoxon test and Mann-Whitney test with a significance level of <0.05. This study obtained ethical conformity information from the Faculty of Nursing, Universitas Airlangga, Ethics Approval Number 1662-KEPK.

RESULTS

The majority of respondents are female in the intervention group as 54,5%, and the control group as 60,6% also female. The characteristics respondents have a mean age of 62,97 months (SD±7,17) for the intervention group and 60,33 months (SD±5,72) for the control group. (Table 2).

Table 1. Frequency Distribution Based on Characteristics of Preschool Children (n=66)

Characteristics	Intervention Group (n=33)		Control Group (n=33)	
	Mean ± SD	Min-Max	Mean ± SD	Min-Max
Age (Month)	62,97 ± 7,17	52-73	60,33 ± 5,72	51-71
	n	%	n	%
Gender:				
Male	15	45,5	13	39,4
Female	18	54,5	20	60,6

The majority of respondents are female in the intervention group as 54,5%, and the control group as 60,6% also female. The characteristics respondents have a mean age of 62,97 months (SD±7,17) for the intervention group and 60,33 months (SD±5,72) for the control group.

In the intervention groups, the average language development before finger puppet stimulation was 4,67 (SD±1,53), while the mean language development after finger puppet stimulation was 7,67 (SD±1,05). The Wilcoxon test

results p=0,000 (p<0,05), meaning is a significant difference in language development before and after finger puppet stimulation in the intervention group. In the control groups, the mean language development before finger puppet stimulation was 4,94 (SD±1,66), while the mean language development after finger puppet stimulation was 5,09 (SD±1,49). The Wilcoxon test results p=0,096 (p>0,05), the meaning was no difference in language development before and after finger puppet stimulation in the control group.

Table 2. Analysis of Differences in Preschool Children Language Development Before and After Finger Puppet Stimulation (n=66)

Variable	Group	Pretest		Posttest		Z	p
		Mean	SD	Mean	SD		
Finger Puppet Stimulation	Intervention Group (n=33)	4,67	1,53	7,30	1,05	-4,65	0,000
	Control Group (n=33)	4,94	1,66	5,09	1,49	-1,67	0,096

Tabel 3. Analysis of Changes in Language Development Differences in Preschool Children Between the Intervention Group and the Control Group(n=66)

Variable	Group	Mean	SD	Z	p
Finger Puppet	Intervention Group (n=33)	7,30	1,05	-5,33	0,000
Stimulation	Control Group (n=33)	5,09	1,49		

In the intervention group, the mean language development was 7,30 (SD±1,05), means in the control groups language development 5,09 (SD±1,49). The results of the Mann-Whitney test

showed $p=0,000$ ($p<0,05$), the meaning was differences in language development between the intervention group and the control group after finger puppet stimulation.

DISCUSSION

The results study based on the Wilcoxon test results obtained $p=0,000$. These results indicate differences in language development before and after finger puppet stimulation in the intervention group. The Mann-Whitney test result $p=0,000$ can be finger puppet stimulation effective in improving language development in preschool children. Almost all children have the assessment criteria with 10 characteristics of the development verbal abilities children 5-6 years that children included good language development (Sarita L. Eisenberg, Bredin Oja, Crumrine K, 2020). Characteristic of language development in children 5-6 years are actively participating in conversations not dominating or monopolizing, being able to pronounce the sequence of events, being able to distinguish the use of words tomorrow and yesterday, using sentences consisting 5 words, being able to convey simple messages, able to repeat sentence consisting of 9-10 syllables, actively answering questions during activities, able to repeat sentence consisting of 6 words, able to compose repetitive sentences and willing to share with friends, answer corrects questions "when" able to rephrase sentences totaling 10-11 syllables c.

Preschool children aged 3-6 years experience rapid and rapid physical development and thought processes. This period is also a period of increasing vocabulary so that speaking skills are also greatly improved. Another study also explained the age of 5-6 years, children are to ables use language structure and vocabulary of 1400-1600 words sequentially and correctly (Julrissani, 2018).

Language or verbal skills in general at preschool age is the development of language or speech. Talking is crucial for verbal skills to improve and develop in children. Speaking, in general, can be interpreted as conveying the meaning (idea, heart, or idea) verbally so that the intent or purpose to able understood by others (Abdul Khaliq, 2020). Activities that can improve language and speaking skills in children inviting to play with the finger puppet media. Finger puppets provide stimulus and motivate children to express language verbally, thus providing stimulation for children to express their creativity, ideas, and imagination (Asri Purwanti, 2013). Various finger puppets allow children to make choices, add

attractiveness and create a new atmosphere. Finger puppets are easily creat with fairs simple methods and tools. Finger puppets can be designed based on the desired goals, needs, and benefits. Stimulation using finger puppets helps train children's language skills and development (Sarita L. Eisenberg, Bredin Oja, Crumrine K, 2020).

The finger puppets selection for storytelling methods can stimulate children's interest and attention. Finger puppet media is easier for children to tell stories because creating and generate ideas and ideas as material in the story. They will feel confident because children are the characters in the story (An Pin Huang, 2018).

The results study are the effect of finger puppet stimulation on language development, to storytelling activities using finger puppets, children will listen attentively (Riyani, 2019). Finger puppets are very useful for helping to process understanding, remembering, and training concentration in listening to storytelling (Domek GJ, 2020). Finger puppet stimulation can improve verbal language skills, namely color recognition, character, and development of speak skills (Bruinsma, 2020).

The limitation of this study is the limited number of respondents who are only in one school environment, perhaps can compare between giving finger puppets to language development in urban and rural areas (not only in urban areas).

CONCLUSIONS

The conclusion studies are finger puppet stimulation can significantly improve language development in preschool children. The increase in language development in preschool children who received finger puppet stimulation is more significant than preschool children who did not get finger puppet stimulation.

Based on the results study have suggestions: add a literature review input to provide services, especially UKS (Usaha Kesehatan Sekolah), to increase stimulation services for children's language development, and will continue to provide stimulation for children's language development with the presence of finger puppet media can be developed with various characters.

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