

The effectiveness of the traditional game tapo' pipit to stimulate language development in children aged 5-6 years at primanda kindergarten untan

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Abstract

The implementation of this research is to understand the productivity of the tape pipit game for children aged five to six years in class B1 of Kindergarten Primanda Untan. This research uses an experimental approach. The model used was ten children, with boys and girls five to five. The data collection methods are observation, documentation, and test sheets. The research instrument applies three indicators, namely, children listen to every word they hear, children can express and express their thoughts, and children can communicate orally. Through the observations made, researchers witnessed language development that was still not optimal in some children, researchers saw that language abilities in some children were still not optimal. Based on what is happening in the field, researchers are interested in using the traditional game Tapo' Pipit to improve the language skills of children aged five to six years in class B1 at Primanda Untan Kindergarten. Based on the results obtained from this research, it indicates that there were differences before being given the traditional tapo' pipit game and after being given the tapo' pipit game. Where the average posttest result is higher than the average pretest result, namely the posttest is 47.8 and the pretest is 38.5. So it can be concluded that the Tapo' Pipit game can stimulate the language development of children aged five to six years in class B1 Primanda Kindergarten Untan.

Keywords: Kindergarten, Language, Tapo' pipit, Traditional games.

INTRODUCTION

Preschool children are children who are in their early stages of development. During this period, children need to receive support so that the child's growth and development can run well, this includes physical growth, artistic aspects, motor skills, cognitive abilities, social and emotional interactions, and language development. One part of the child development process is language development. (Ita

and Dhiu, 2022). "Language" which includes the ability to recognize, understand and comprehend, and use language (Montedori et al., 2024). Language is an important component that must be considered because it is the main means of communication. Language is defined as an effective communication tool for conveying emotions, thoughts, events, and situations (Kenanoglu and Duran, 2021). According to Hurlock language functions as a communication tool that converts thoughts and feelings into symbols that can be conveyed to other people. Communication can take the form of writing, speech, sign language, and the use of facial expressions (Robingatin, 2019). Speech is a series of symbols or rules that children use in interaction, adaptation, and understanding of each other's ideas and feelings (Herpiyana, Hasanah, et al., 2022). Language skills are needed in children so that children can communicate with the people around them so that children can communicate and interact. This is by the main aim of developing language skills in children is to enable them to interact verbally with their surrounding environment, including age friends, playmates, and adults, either in the educational environment, at home or with residents where they live (Dewi and Purandina, 2022). Language development starts from the imitation of sounds, then is closely related to the development of intellectual and social abilities (Novitawati et al., 2022). Because it is very easy for children to imitate the sounds spoken by people around them, if language development is well developed then the child's intellectual development will also run well. If language development is hampered by the child's intellectual abilities the child's ability to socialize can also be disrupted..

According to the theory of language acquisition, children have an extraordinary ability to absorb, create, and utilize words for awareness and interaction (Yusuf, 2016). In everyday life, a means of communication is needed to be able to communicate with each other, based on the previous discussion, it is important to stimulate the language side of children from a young age so that children's language develops well, in line with Rosmala at the age of 5-6 years, children can speak fluently using practical vocabulary (Dinata, 2022). They can also name many objects, animals, and plants that have distinctive colors, shapes, and characteristics. At this time the child can talk to many people, and the language the child uses can be understood and understood. The vocabulary that children have is also diverse and children have begun to understand language, children can interact with each other, children can express their feelings when speaking using simple sentences, and can name the people and things around them.

According to Vygotsky, there are three levels of speech change in children that influence the scale of change in thinking, namely influence from outside, egocentric, and from within (Yamin and Sanan, 2013). Children will go through the 3 stages above. Children go through the external stages, then after going through them, the child will enter the egocentric stage and the internal stage. Language skills have four components, namely: (1) listening skills, (2) speaking skills, (3) reading skills, (4) writing skills (Bahtiar and Suryarini, 2019). Some factors influence language development, including (1) genetics, (2) environment, and (3) general variables (Wiyani, 2014). General, namely aspects that can influence development include (a) gender, (b) thyroid gland, (c) body resistance, and (d) ethnicity (Wiyani, 2014). These things must be paid attention to by parents and people around them so that they do not affect the child's speech development which has an impact on their growth and development.

The expansion of language development for toddlers can be enhanced by activities that stimulate children's progress. Activities given to children include providing stimulation and encouragement. Stimulation is an activity that stimulates the core capabilities of children so that they can develop optimally (Putra et al., 2018). Children who receive focused and systematic stimulation experience maximum development compared to children who have not been stimulated (Hashim et al., 2016). Therefore, it is necessary to provide appropriate and targeted stimulation to encourage children to grow optimally. Many activities can stimulate and optimize children's language, for example, play activities. Playing has an important meaning for children's growth and development (Usman and Yusuf, 2021). Indirectly, playing activities can stimulate language development in children, where

children can improve their mastery of language through playmates, enrich their vocabulary, repeat simple sentences and children can express their ideas, opinions, and feelings. Playing activities can stimulate children's language development, especially spoken language development.

One of the efforts made to ensure that it is maintained and does not disappear or become extinct is the traditional game of hide and seek which is integrated into learning in schools (Asrial et al., 2022). There are many types of games that children can play, one of which is playing activities as a cultural heritage. This activity has been played by people since ancient times as a legacy from their ancestors. Play activities have grown and developed since ancient times (Azizah et al., 2016). Traditional games are played by children in an area with traditions found in that area, the traditions referred to here are games found in that area, the traditions referred to here are those games that are inherited from generation to generation. The following are the uses of playing this hereditary activity,: 1) encouraging the growth of creativity in children 2) training intelligence 3) developing character values 4) optimizing motor skills 5) beneficial for health 6) improving children's cognitive development 7) providing new experiences for children. In particular, play creates good opportunities for dialogic interaction (Pollarolo et al., 2024).

A cultural heritage game that can be played by children is the Tapo' Pipit game. This game is played by searching and hiding, the one looking is called the guard while the one hiding is called the attacker. The more people play, the more exciting this game is to play because many people are the attackers. The traditional game of tapo' pipit, also known as hide and seek, is a fun game for children that involves searching for hidden friends. According to Achroni the game of hide and seek is a very happy activity for children because it involves the process of looking for friends who are hiding (Agustin et al., 2017).

Through observations made, researchers witnessed language development that was not optimal in some children. Researchers see that some children's language skills are still not optimal, there are still children who cannot express their ideas or desires and there are still some words that have not been pronounced correctly. This research aims to determine the effectiveness of the traditional game Tapo' Pipit in stimulating language development in children aged 5-6 years and this research also aims to improve children's language development.

MATERIALS AND METHOD

This study applied a quantitative approach, namely the experimental method, and was carried out at the Primanda UNTAN Kindergarten with a sample of 10 children, five girls, and five boys, with a duration of 4 weeks starting 20 February 2024-21 March 2024. Strategy for compiling information in the research These are observation, documentation, and testing. Observations in this study were carried out twice, namely before treatment was given and after treatment was given. The treatment is the traditional game Tapo' Pipit which will be given twice to group B children aged five to six years at Primanda Kindergarten Untan. Documentation is used to collect the required data in formats, such as writing, photos, and videos of children during the observation process carried out by researchers. The tests in this research are pretest and posttest, the first test will be given to children before being given the traditional game Tapo' Pipit and the second test will be given after being given the traditional game Tapo' Pipit. There are fourteen measuring instruments used, which cover language aspects of children aged 5-6 years. There are three indicators applied, namely listening to every utterance, expressing and expressing thoughts, and communicating verbally. The independent variable in this research is the Tapo' Pipit game and the dependent variable is the language development of children aged 5-6 years.

Table 1. Subject Characteristic

Name	Gender	Child's Age
Ab	Boy	6 years
Al	Girl	6 years
Ga	Boy	6 years
Me	Girl	5 years
Na	Boy	6 years
Ni	Girl	5 years
Ri	Girl	6 years
Sy	Boy	6 years
Ta	Girl	6 years
Yu	Boy	5 years

According to (Sugiyono, 2022), stating that "the experimental research method is a quantitative method, a method carried out by experiment, this experimental method is used if in the research you want to know the effect of the independent variable/treatment / certain treatments on the dependent variable/results in a controlled situation."



Figure 1. One Group Pretest Research Design Posttest Design Source: (sugiyono_2019) .

Information:

O1: Pretest value (before treatment).

O2: Posttest score (after treatment).

X: Treatment

Research results Before treatment is given, initial observations (pretest) are carried out in the class that will be used to make observations. Then the treatment is given 2 times and the results of the final observation (posttest) are taken in the class which is used to make observations. After the protest and pretest, the differences between the initial results of O1 (pretest) and the final results of O2 (posttest) were analyzed to obtain the results of the effectiveness of the traditional game Tapo' Pipit to stimulate the linguistic progress of children aged 5 to six years at the Primanda Untan kindergarten institution.

RESULT AND DISCUSSION

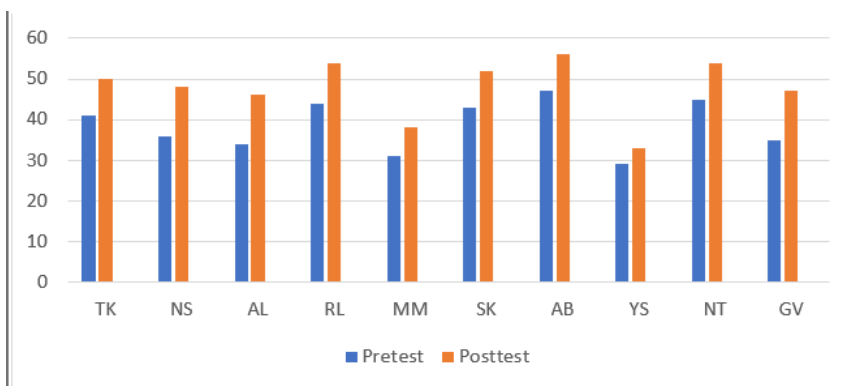
Results

The results of research conducted in class B1 showed an increase, it appeared that there was an increase in children's language skills after being given the Tapo' Pipit game. Aspects of children's language development emerge when they are playing. Through the traditional game of Tapo' Pipit, children's language development has increased, as shown in the table below, each sub-item of the child has increased and the average result after being given the traditional game of Tapo' Pipit (Posttest) is higher compared to the average result before being given the game. traditional tapo' pipit (Pretest).

Table 2. Assessment Instrument

Sub Items	Pretest	Posttest
Children express their feelings	24	33
Children repeat simple sentences	28	38
Children understand what has been conveyed	23	31
Children understand the commands given	22	29
Children are able to answer simple questions	25	34
Children ask if there is something they don't understand	23	31
Children can communicate by moving their bodies that other people can understand	35	39
Children can retell what they have done	23	31
Children can express their opinions	23	29
Children exchange opinions with each other	25	33
Children say the names of objects around them	34	35
The child says the names of his classmates	35	39
Enrich vocabulary	32	38
Children communicate using simple sentences	33	38
Total	385	478
Average	38.5	47.8

After data collection was carried out, the results of the research data were obtained in the form of pretest results before being given the traditional game Tapo' Pipit and posttest after being given the traditional game Tapo' Pipit to children aged five to six years in group B1 at Kindergarten Primanda Untan. There is a comparison of pretest and posttest achievements. It can be seen that the child's posttest results are higher than the pretest results. Data from 10 children shows that children's language development has increased. In the posttest results, a score increase of 93 was obtained from a pretest average of 38.5 to a posttest average of 47.8. The impact of this study proves that traditional games can optimally improve children's language capabilities. It appears that in every indicator of child development, there has been a significant increase.

**Figure 2.** Comparison of children's language abilities at pretest and posttest .

The following is a comparison of posttest results and pretest results from data from ten class B1 children at Primanda Untan Kindergarten. It can be seen from the comparison results above that the posttest results are higher than the pretest results. From each item experiencing increased results, it can be proven that the traditional game Tapo' Pipit can improve language skills in children aged five to six years.

Table 3. Tests of Normality

	Statistics	df	Sig.	Statistics	df	Sig.
V1	,259	14	,012	,819	14	,009
V2	,209	14	,100	,892	14	,086

The normality test results above utilized the SPSS version 25 program. The normality results above show that the normality test value before being given the Tapo' Pipit game was 0.009 and after being given the traditional Tapo' Pipit game the normality test value was 0.086. Based on the normality test results before 0.009 and after 0.086 > 0.05, the research data has been distributed normally. Based on the data above, it is proven that the traditional game Tapo' Pipit can stimulate the linguistic progress of children aged five to six years at the Primanda Untan kindergarten institution.

A variety of activities that can be used to develop children's language capabilities are traditional games. Children need education such as coaching and providing stimulants so that children's growth and development progress according to their stages (Juniati et al., 2022). Stimulation needs to be given to children so that the child's development progresses according to the stages. One effective means of stimulating children's growth and development is play activities. Playing is learning in a way that is fun and rich in concepts (Ramadhanty et al., 2022). Through these activities, we can develop and stimulate aspects of language development in children, and by playing traditional games we can give children a sense of enjoyment where children are very happy when playing. When playing the traditional game Tapo' Pipit, the child looks happy and enthusiastic, the child laughs with his friends while playing and the child looks happy running here and there, even though the child loses when playing, the child still enjoys playing with his friends. Traditional games are also considered a fun activity according to tradition, where players feel satisfaction when playing (Sutini, 2018).

This traditional game of Tapo' Pipit has been played for generations and is played from parents to their children and so on, this game itself has its characteristics like other traditional games. Which is a type of activity that has been passed down from generation to generation (Cahyani et al., 2014). Children's toys are distributed by talking and combining, have traditional characteristics, are passed down from generation to generation, and have various variations. Traditional games help children communicate feelings effectively and naturally, reduce anxiety, increase self-control, and train concentration; (4) linguistic aspects in the form of understanding the concept of value; (5) social aspects by conditioning children to build relationships, work together, practice social maturity with peers, and lay the foundation for improving social skills through role-playing; (6) the spiritual aspect in traditional games can make children aware of the relationship with things that are Almighty or Divine; (7) ecological aspects, namely making it easier for children to understand wise use (Aisyah, 2017).

Through traditional games, we can stimulate language development in children. Children can improve their language skills when playing games, when playing indirectly there is an increase in language development in children when playing children will enrich their vocabulary with their friends, then children will communicate using simple sentences and when playing indirectly children will do questions and answers which can also improve children's language skills as in (Darminiasih et al., 2014) through participation in traditional game playing activities, children can train and improve their abilities in aspects such as language understanding and language expression. Play activities also have many benefits for language development, including children being able to express

their feelings, communicate using simple sentences, understand what has been said, train children to ask and answer, express their opinions, exchange opinions, and enrich their vocabulary.

Discussion

This game has various benefits that can be obtained for children, it can be seen that after being given this game there is an increase in language development in children. This was proven in group B1 children aged five to 6 years at Primanda Kindergarten, improvements in language aspects occurred after being taught the traditional game Tapo' Pipit twice. It seemed at first that the children were a little confused because only a few people knew about this game, even though several children knew about this game, but after being explained, the children began to understand this game. Throughout this play activity, children are very enthusiastic and eager to hide and look for their friends who are hiding. It was also seen that the children were exchanging ideas about finding a hiding place so that the guards wouldn't find out, one told how he could tap a pole without being caught by the guards, and asked each other where the hiding place was. Even though children only do playing activities, indirectly the activities carried out in this game can improve the development of language aspects in children.

The effectiveness of traditional games in stimulating language development factors in children aged 5-6 years as contained in this research was also found in previous research. For example, research conducted by Buadanani and Dadan Suryana with the title "Efforts to Increase Vocabulary in Early Age Children Through Traditional Five Basic Pancasila Games" this research shows that traditional five basic Pancasila games can increase children's understanding in mastering their vocabulary. Not only does it develop language aspects, but this traditional game can also improve other aspects of development in children. At the same time, research carried out by Ismatul Khasanah entitled "Traditional Games as a Media for Stimulating Aspects of Early Childhood Development" also emphasized that traditional games can stimulate various aspects of development in early childhood, including children's language development.

The results of research carried out in class B1 show an increase which can be seen in Table 3, it appears that there is an increase in children's language skills after being given the Tapo' Pipit game. Aspects of children's language development emerge when they are playing. From the traditional game Tapo' Pipit, children are also able to express what they feel after doing the activity, children can repeat simple sentences, children understand what the teacher has conveyed, children understand the instructions the teacher has conveyed, and children understand the instructions the teacher has conveyed. , children can answer simple questions given, children ask the teacher when there is something they don't understand, children can communicate by moving their bodies that other people can understand, children can retell what they have done, children can express their opinions, children exchange opinions, children say the names of objects around them, children say the names of their classmates, enrich their vocabulary and children communicate using simple sentences. The conclusion of this research provides a significant contribution to the effectiveness of the traditional game Tapo' Pipit to stimulate the linguistic abilities of children aged five to six years at the kindergarten Primanda Untan institution. During the game, the children seemed very enthusiastic while playing, which shows that the traditional game of Tapo' Pipit has a positive impact on children. The following is documentation of children playing the game of Tapo' Pipit.



Figure 1. In this activity, the children are doing hompimpah, where this activity is carried out to choose one child who will be the guard while the other child will be the attacker.



Figure 2. In this activity, the children who are the guards will count on one of the poles that will be used in the game, the children who are the guards will count one to ten and after finishing counting the guards will look for their friends who are hiding.



Figure 3. Children who are attackers will look for their hiding place while the guard is counting one to ten.



Figure 4. When the child who is the guard has found the attackers, the children will line up to determine who will be the next guard.

IMPLICATION AND CONCLUSION

According to the study carried out, it was concluded that the traditional game Tapo' Pipit can contribute to improving language development for children 5 to 6 years old studying in class B1 at Primanda Kindergarten Untan. If we look at the results of the posttest of the traditional game Tapo' Pipit, the results of the pretest of the traditional game Tapo' Pipit have increased. And it can also be seen through the traditional game of Tapo Pipit that this game can improve language capabilities where there is an increase in language capabilities in children, children can express their feelings, increase their vocabulary, understand what has been said, mention the names of friends and objects around them, exchange opinions and children can communicate using simple sentences.

It is hoped that the results of this study will be able to provide readers with knowledge about children's language development, as well as strategies to stimulate children's language development. Furthermore, it is hoped that this research can be an illustration for further research regarding traditional games and stimulating children's language development.

It is recommended that future researchers study the effectiveness of the traditional game Tapo' Pipit to stimulate language development in children aged 5-6 years and be able to conduct large-scale trials.

AUTHOR CONTRIBUTION STATEMENT

The author's role in this research is described as follows: H conceived the research idea and designed the research. T.W formulated the theoretical framework, ensuring the analytical methods used in the research. A.R performed data analysis and interpretation. L, A.R and H provided guidance and supervision during the research process. All authors were actively involved in the discussion of the results and made substantial contributions to the final manuscript

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent–licensing arrangements), or non–financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analyzed during the current study is available from the corresponding author on reasonable request.

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