

# Improving Children's Language Aspects Through Educational Game Tool Mystery Sock at Kindergarten

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## Abstract:

*Language is a way to communicate between individuals and other individuals. In Taman Kurnia Kindergarten Denpasar, there are some children in learning who are less active in delivering questions and answers in play activities and questions and answers from teachers. The purpose of this study was to improve language development in children with APE Mystery Sock. The method used is descriptive qualitative, data collection techniques through observation, interviews and documentation. The source of the data is teachers, children aged 5-6 years in Taman Kurnia Kindergarten based on purposive sampling techniques. The results showed that based on the findings obtained by the researchers, the first data on the cognitive abilities of students during the first cycle of learning were 4 children in the category of developing as expected, and increasing by 18 children to 22 children in cycle II in the category of developing very well and developing as expected. Based on this presentation, it can be seen that the mystery sock game can help the language development of students in Taman Kurnia Denpasar.*

**Keywords:** *Mystery Sock; Early Childhood; Language Development.*

## INTRODUCTION

The language aspect of early childhood in Taman Kurnia Kindergarten Denpasar requires special attention. The phenomenon that occurs when learning in the classroom takes place is that some children need to be more active in conveying questions and answers. Although the teacher has prepared learning in the form of play activities, children still need help with asking questions and answers with the teacher. To overcome the problems of the language aspect, the teacher makes learning efforts by using educational game tools in the form of mystery socks. This is the basis for carrying out this research. The development and creativity carried out by teachers are exciting and simple and worthy to be explored in depth, the form, process, and results of using the Educational Game Tool (EGT) mystery sock. The research showed a difference in the learning carried out by the teacher from the previous learning methods and the EGT that the teacher had developed. The research used qualitative methods to explore teachers' ability to create EGT mystery socks. The three questions explored in this study are: 1) how is the form of EGT Mystery Sock?, 2) how is the process of

improving children's language aspects through EGT Mystery Sock? 3) how are the results of improving children's language aspects? The results of this study provide an overview of the development of children's language aspects stimulated by EGT Mystery Sock.

Childhood is the best level in developing a language because it is in a rapid growth and development phase. Childhood is what most people call the golden age. In childhood, the various potentials within an individual can develop quickly. Where physical, motor, intellectual, emotional, language, and social development takes place quickly. Childhood is also a level that demands extra attention. All the advantages or privileges possessed at that time cannot be repeated a second time. Because of this, childhood can be said to be a defining period for the next life. A famous early childhood education figure states that in the age range of birth to 6 years old, children experience a golden period when children begin to be sensitive/sensitive to receiving various stimuli. During this sensitive period, children efficiently receive incentives from their environment. Early development is more critical than later development because learning and experience strongly influence the initial basis (Alex Sobur, 2016). Language development for early childhood includes four developments: listening, speaking, reading, and writing. The development must be balanced to obtain optimal development (Amalia et al., 2019).

Development is a pattern of change that requires children to learn to master more complex levels of various aspects. A critical element of child development is language development. Language is a medium for expressing ideas and asking questions, language also creates concepts in thinking categories (Ahmad, 2012). In addition, language is also a means of communication that is very important in human life because, in addition to being useful as a medium for expressing feelings and thoughts to others, it is also a medium for understanding the feelings and opinions of others.

Intellectual life, which is the expression of intelligence, is a general ability for language skills (Yeti, 2009). Language is a system used to communicate between individuals and other individuals. Language is an arbitrary system of sound symbols used by members of social groups to cooperate, display, and identify themselves (Kridalaksana, 2002). According to (Susanto, 2012), language is a medium for expressing ideas and asking questions, language also creates concepts in thinking categories. Furthermore, Owen (Solehan, 2011) explains that language can be defined as a socially accepted code or conventional system for conveying concepts by using desired symbols and combinations of signs governed by provisions.

Language is a fundamental development that must begin early, which has a connection between cognitive and social-emotional aspects. Navita's theory believes that language ability is an innate ability from birth; this is also supported by Lenneberg, who suggests that language ability is a person has ability based on prior knowledge obtained biologically (Isna, 2019). Concerning language development, (Firyati, 2016) also explains that early childhood is a sensitive period for each individual, where every development will be easy to stimulate at this time. Early childhood is an appropriate period for developing language skills. The expected level of developmental achievement includes Recognizing symbols, recognizing the sounds of animals/objects around them, making meaningful scribbles, and imitating (writing and pronouncing) the letters A-Z (Suparya, 2020). The function of kindergarten education is to foster, grow, and develop all the potential of children optimally so that basic behaviors and abilities are formed according to the stage of communication with other individuals. Language is one of the scopes of developmental aspects that must be developed in kindergarten.

Early childhood language learning tailored to child development can improve verbal and non-verbal communication skills (Yulia et al., 2021). Early childhood education are

challenging to understand, as they differ from child to child, even though they are the same age. Language can be receptive (understood, accepted) or expressive (expressed). Language education applied to early childhood must be fun and creative to motivate them to learn the language better (Ardiana, 2022). In simple language, there is a reaction because there is action, there is an effect because there is a cause, and there is smoke because there is fire (Adriana, 2008).

Reading and listening is one of the receptive languages; based on this, it can be concluded that reading and listening is a child's process of understanding something. Then reading and writing include expressive skills, which are stages in which children expressing what they feel. Social interactions between teachers and early childhood teachers can help improve their language skills (Kurniawan, 2020). Children's development in understanding speech and communicating is very close to children's cognitive development. Along with its development can be done with fun activities, one of which is the game mystery sock.

Early Childhood Education (ECE) has a significant role in shaping children's character from an early age (Rahman, 2009). Quality early childhood education is important in helping children reach their full potential (Barnett, 2011). ECE can be a good place to develop children's potential early on, especially regarding creativity and innovation (Marlina & Mayar, 2020). According to Britton (1992), a well-known early childhood education figure states that in the age range of birth to six years old, children experience a golden period which is a time when children begin to be sensitive/sensitive to receiving various stimuli. Early development is more critical than later because learning and experience strongly influence the initial basis. An excellent way to increase language development in children is to invite them to speak verbally; with play activities, children speak according to their feelings, ask questions, and allow them to make the decision they want. According to (Hurlock, 2006), play is an activity that is done for the sole purpose of fun. They do this according to their wishes. With play activities, children will actively communicate to increase language development. Through proper education, children can develop optimally in all aspects of their lives, including physical, cognitive, social, and emotional (Suci et al., 2017).

Some research results that can be used as references in this study are as follows; According to Rita Kurnia & Zulkifli (2016), who used the experimental method, stated that the use of EGT in improving the language skills of children aged 5-6 years is efficient and helpful. Field Adhani Khofifah & Yuanita (2016) findings state that using EGT media flashcards provides maximum results in the development of children's phonology. Ita (2022) states that the product of word house EGT media is 100% valid and can be used to improve the language aspects of group B children. According to Mulianah et al. (2022), using EGT and teacher competence and the availability of facilities can optimally improve children's language skills. (Jafar & Surganingsih, 2021) stated that using EGT can improve children's language skills. Still, the teacher's ability can influence the implementation of EGT. Based on some of these research results, the use of EGT has a significant impact on improving children's language aspects. In addition to EGT, teacher ability is also one of the supporting factors in its implementation.

## **METHOD**

The research used qualitative research methods with descriptive analysis. The descriptive qualitative research method is a research approach that aims to describe and understand phenomena or events in depth. This research focuses on collecting and analyzing descriptive and non-numerical data, emphasizing interpretation, meaning, and the social context of the data obtained. Qualitative research is research that has the aim of

understanding social reality, namely seeing how developments in colonial society, so a qualitative researcher should be an individual who has an open-minded mindset (Muslimah, et al., 2020). Descriptive is one way to convey a problem based on existing data besides analyzing, presenting, and interpreting data. Quantitative descriptive research in this study is to see, review and describe with sentence explanations about the object under study following the survey results, then conclude from the investigation results.

This research was conducted at Taman Kurnia Kindergarten Denpasar, with the research subjects being teachers and children aged 5-6 years at Taman Kurnia Kindergarten Denpasar. This research was conducted for two weeks with two cycles, each cycle was carried out for one week. Data collection techniques were carried out by observation, interviews, and literature studies, where in addition to researchers participating in data collection, researchers were assisted by principals and teachers at Taman Kurnia Kindergarten Denpasar. In checking test credibility, there are several stages, namely Extension of Observation, Increasing Persistence, triangulation, and using member check. Data analysis was carried out with qualitative research based on developmental theory.

## RESULTS AND DISCUSSION

### 1). Forms of Educational Game Tools Mystery Sock

Educational Game Tools (EGT) are game tools designed and made by teachers as a learning resource for early childhood. EGT can be used as a means or equipment for playing with educational value. EGT is also a tool for playing while learning which includes tools for free play and guided activities. EGT is anything that can be used as a means or tool for play that contains educational value and can develop all children's abilities. EGT can be anything around the environment, such as brooms, plates, cups, plastic spoons, pot lids, etc.

Educational game tools are one of the best ways to improve children's skills and knowledge in a fun and interactive way (Gloria J, 2019). EGT can help children learn through immersive experiences, providing opportunities to develop social, emotional and cognitive skills (Wohlwend, 2011). Well-designed educational play tools can be a source of inspiration to spark children's creativity and imagination and help them understand complex concepts (Buckingham, 2007).

Mystery Sock is a game shaped like a tree and uses socks, which contain colors and pictures of animals. Several socks are attached and have various colors and images of animals. The way to play this game is that each child will come forward and take the item in the sock, then the child explains to his friend what color or picture he got, and then friends in other classes respond to each other. Making mystery socks requires materials such as cardboard, manila paper, socks, markers, and pictures. The tools needed are scissors, glue, a ruler, and a shape ruler. It can be made as desired and enjoyable as possible, for the number of socks used can adjust to the number of children who will be tested, for the shape of the EGT can be as desired.



Figure 1.  
Mystery Sock (Educational Game Tools)

In the mystery sock game was made by the teacher by inserting several colors into the socks, such as red, blue, yellow, purple, and others colors, besides that; the teacher also added various animal pictures to the socks, such as bulls, chickens, cows, goats, rabbits, and many more. In this game, the researcher gives three commands at once in one game to train children's language, such as starting to mention the color of the animal, mentioning the name of the animal, and mentioning the food or habitat of the animal, to improve language development in early childhood.

Playing Mystery Sock can improve language development in children because, with this game, children will get used to communicating. Language development requires time to communicate, including effective communication skills through listening, reading, and writing. Mystery Sock is a game that can attract children's attention because in this game, there are colors and cute pictures. In this game, children are required to take items from mystery socks and then explain what they get so that it can improve language development in children.

## 2). The Process of Improving Children's Language Aspects Through EGT Mystery Sock

Based on research data obtained by researchers, language skills in Taman Kurnia Denpasar Kindergarten still need to be improved. Because of the 25 children in the class, four children can adequately answer the questions given by the teacher and can carry out 2-3 commands given, The commands given in the Mystery Sock game are to mention what animal he gets, determine the color of the animal and explain what the food of the game is. The following are the results of observations made by Taman Kurnia Kindergarten Denpasar researchers.

Table 1. Observation Results of Children's Language Ability Before Action

Category	Before Research	
	Frequency	Percentage
Developing Very Good	0	0%
Developing as expected	4	16%
Starting Developing	10	40%
Not yet Developed	11	44%
Total	25	100%

Based on the initial observation data conducted, which can be seen in the table above, there are 11 children in the undeveloped category with a percentage of 44%, then there are 10 children in the category of starting to develop with a percentage of 40%. There are 4 children who are in the Developing category, then those in the Developing As Expected category with a result of 16%. Based on this, the researcher can conclude that the ability to understand receptive and expressive language is the focus of this research is on the aspect of children being able to carry out two to three commands given by the teacher.

Efforts that can be implemented by teachers to improve the development of children's language skills regarding children's understanding of receptive and expressive language in children at Taman Kurnia Kindergarten Denpasar is to carry out learning in the classroom by using games that have been made, namely the Mystery Sock game. This was carried out because the child's initial language skills in understanding receptive or expressive language were still lacking. In this study, the researcher acted as an observer and directly observed the teacher in presenting learning materials about restrictive and expressive language to children at Taman Kurnia Kindergarten Denpasar. Researchers carried out this research and observation in two cycles, where each cycle had 4 meetings. The following are the results of

the research by researchers in understanding receptive and expressive language using the help of the Mystery Sock game that researchers carried out at Taman Kurnia Kindergarten Denpasar. The first cycle in this study was conducted four times, the following are the results of research on the use of EGT mystery socks in improving children's language development at Taman Kurnia Kindergarten Denpasar.

1. First day

The activity begins with the teacher inviting children to wash their hands before entering the classroom and also line up, and in the room, the children sit in a circle. Next, the teacher says greetings and takes each child's attendance. Next, the teacher invites the children to guess what they will do today. Previously, the teacher had prepared a game, namely mystery sock, and allowed children to see and take some of the items inside. Next, the teacher explained the game mystery sock. Many children were interested in touching and asking about the game during the activity.

The results of the assessment and documentation obtained during the study were that there were six children who followed the rules of the game correctly and focused on the activities and also the researcher, but nine children who could not follow the rules of the game. In learning, there are five children who can explain the names of animals but are still unable to mention the food of these animals, and five children still have difficulty understanding the game mystery sock.

2. Second day

In this phase, the children in the class could follow the flow of the game and follow the teacher's directions; although some children did not follow the rules, they were busy fighting for their turn to play sock mystery.

3. Third day

In this activity, the children already understand how to play and follow the teacher's directions, besides that the children also understand the command sentences thrown by the teacher; when the activity takes place, the teacher puts the mystery sock game, and after that, the teacher gives orders to the children, namely to bring the contents of the mystery sock then explain to their friends about the pictures they get and then the research gives questions. As a result, the children could answer the questions the teacher gave straightforwardly and correctly. Learners have been able to complete the game with a teamwork team.

4. Fourth Day

At the fourth meeting, the children actively participated in the game. When the teacher started to put various items into the *mystery sock*, the teacher gave the task to the child, namely taking randomly and mentioning the name and food of the animal. As a result, the children can understand and answer the teacher's questions correctly with a straightforward and correct delivery.

From the first meeting to the last meeting in cycle I, the researcher also participated in observing and recording things that happened during the observation. Observations that researchers carried out in cycle I showed progress. This can be seen due to language development progress in students carrying out the tasks given by the teacher and answering well. More detailed results are in the table below:

Table 2. Observations in Cycle I

Category	Meeting 1	Meeting 2	Meeting 3	Meeting 4
Very well developed	-	-	-	-
Developing as expected	7 People	8 People	10 People	11 People
Starting to Develop	11 People	12 People	10 People	10 People
Underdeveloped	7 People	5 People	5 People	4 People
Total	25 People	25 People	25 People	25 People

The results of the researcher's observations during learning in the first cycle showed that children had problems answering the names of animals and the food of these animals. From the first to the fourth meeting in the first cycle, the results showed that only 11 children could carry out two to three commands directly and answer questions well asked by the teacher, with the category of children Developing as expected. Four children are still in the Not Developing category, and ten have entered the Starting to Develop sort. The child's ability to carry out the orders the researcher gave still needs improvement, and the children need to appropriately answer the researcher's questions. During the game, children prefer to play with ornaments rather than listen to explanations from researchers.

The second cycle in this study was conducted four times, the following are the results of research on the use of EGT mystery socks in improving children's language development at Taman Kurnia Kindergarten Denpasar.

1. First Day

On the first day, the activity was carried out by inviting children to discuss the name of the animal, food, and color they got in the mystery sock. Then the teacher asks the children to group the animals they get in the mystery sock because, in this second cycle, it repeats the activities in the first cycle, so children have begun to understand the movements. Even children have been able to carry out the game independently.

2. Second day

On the second day, the activity was carried out by inviting children to discuss the name of the animal, food, and color they got in the mystery sock. Then the teacher asks the children to group the animals they get in the mystery sock because, in this second cycle, it repeats the activities in the first cycle, so children have begun to understand the moves. Children have started to cooperate with their friends to complete the game actively. They can even complete two to three commands the teacher gave during learning: mentioning the color, animal name, and food of the animals they get in the mystery sock.

3. Third day

In the third meeting, all children were able to complete the tasks given by the teacher; the children were also able to answer questions from the teacher straightforwardly, besides that the children were also able to communicate what they got in the mystery sock, namely mentioning the color, name of the animal, and also the food of the animal they got. Children can also help and cooperate with their friends to complete the mystery sock game.

4. Fourth Day

The results at the last meeting of this second cycle, the majority of children were able to complete the game well, the children were able to communicate about the name of the

animal, color, food, and habitat of the animal they got in the mystery sock. Children also discuss with their friends the questions given by the researcher. Children can carry out well when they are told to tell the names of animals, colors, food, and animal habitats in the mystery sock in front of the class.

Observations in the second cycle at Taman Kurnia Kindergarten Denpasar showed that children's language skills have greatly improved compared to the first cycle. The following is a table of researcher observations in the second cycle:

**Table 3. Observation Results in Cycle II**

Category	Meeting 1	Meeting 2	Meeting 3	Meeting 4
Very well developed	-	-	2 People	3 People
Developing as expected	13 People	14 People	11 People	18 People
Starting to Develop	11 People	11 People	12 People	4 People
Underdeveloped	1 Person	-	-	-
<b>TOTAL</b>	25 People	25 People	25 People	25 People

The implementation of the first day to the last day showed progress. In the first cycle, four learners were in the undeveloped category, and in the second cycle, there were none, but four learners were in the Begin to Develop sort. And in the developing as expected category, there are 18 learners, and for the Very Good Developing category, there are four learners in the second cycle with 22 children for both classes. From the comparison between the first and second cycles, it can be concluded that the achievement indicator has been achieved; the achievement indicator is to reach at least 20 children in the Developing As Expected category.

From the first meeting to the last meeting in the second cycle, learners already understand how the game mystery sock works, understand 2 to 3 commands given by the teacher can answer questions from researchers; from 25 children four learners are at the level of the developing category very well. However, there are still four learners who are still in the category range starting to develop; the majority of children at Taman Kurnia Kindergarten Denpasar can understand the mystery sock game and can communicate very well, namely being able to mention colors, animal names, animal food, and habitat, besides that they can answer teacher questions very well.

The language ability of students at the time of no action and after taking action on cycle I and cycle II obtained data results that can be used as a comparison of cycle I and II data. The improvement of students' language skills in understanding 2 to 3 questions asked by researchers and being able to answer questions asked by researchers, namely, Based on the findings obtained by researchers, the first data obtained on the cognitive abilities of students during learning in the first cycle were four children in the category of developing as expected and experienced an increase of 18 children to 22 children in cycle II in the category of developing very well and developing as expected. When viewed as a percentage, this figure has exceeded the indicator of success in using EGT in improving language development, which is 80%.

Based on this explanation, it can be seen that the mystery sock game can help the language development of students at Taman Kurnia Kindergarten Denpasar. The results of this study follow previous research, which both use EGT, which prioritizes communication in children. Ita (2022) states that the development of EGT media for word houses is 100% valid and can be used to improve children's language aspects. The successful use of EGT must also be supported by the teacher's ability to apply the game mystery sock; the teacher



must actively ask and direct students so that students can understand the game, this follows the opinion of (Jafar & Surganingsih, 2021) stating that the use of EGT can improve children's language skills, but the ability of the teacher can influence the implementation of the use of EGT.

## CONCLUSION

In the first cycle, the children's interest when the mystery sock game was implemented with the learning discussion giving 2 to 3 questions made by the teacher still could not respond to the questions asked. Children are more interested in playing with ornaments. Children are more interested in playing with their friends than listening to explanations from researchers. In the second cycle, children became interested in the mystery sock game. Before starting the game, the researcher invited the children to discuss together the animal pictures they got. Children began to focus on paying attention to the explanation given by the researcher regarding the rules of the game mystery sock; children are very active and seriously pay attention to the direction given by the researcher so that when at the end of the activity. When viewed as a percentage, this figure has exceeded the indicator of success in using EGT in improving language development, which is 80%. Based on this explanation, it can be seen that the mystery sock game can help the language development of students at Taman Kurnia Kindergarten Denpasar.

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