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Stimulation of Articulation for Pre School Age Children with Bibliotherapy

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ABSTRACT

Public Speech and language skills are aspects related to the ability to respond the voice, speech, communicate following orders and smooth articulation, stimulation that can be given to the development of articulation and language of preschool age children is bibliotherapy. Bibliotherapy by using the book as a therapy to support the needs of children for development and personal experiences of preschoolers. The purpose of this study was to determine the effect of bibliotherapy on the development of articulation in pre school age children. The design of this study is quasi experimental research with nonequivalent control group pre-test design. The sampling technique used purposive sampling with the minimum sample size of each experimental group and the control group is 20 respondents. Stimulation of this study was given for 3 days with a duration of 40 minutes using Denver Articulation Screening Exam. The result showed p value = $0.000 < \alpha = 0.05$ in the experimental group and the control group p value $0.743 > \alpha 0.005$. Preschool-aged children that given bibliotherapy have a smooth alteration in articulation pronunciation because the fast mapping process that occurs in their brains, they will quickly absorb the meaning of the newly heard word once or twice, then they quickly make a hypothesis about the meaning of the word and store it in memory.

Keywords: Articulation, Bibliotherapy, Preschool age children

INTRODUCTION

Background

Preschoolers have several characteristics and developmental tasks that include gross motor skills, fine motor, language and social skills. Preschoolers have the character of wanting to play, do group exercises, explore, ask, imitate, and create something. During this period there is also an emotional transition between parents and preschoolers.⁽¹⁾ They can also develop rough motor skills that include standing with one foot jumping one leg, walking straight and cycling. His fine motor development includes the ability to draw, dance, dress himself without help, catch small balls with his hands and match objects. The development of the language includes understanding the opposite of words, understanding the usefulness of things, happy to call new words, happy to ask something, speak easy to understand and can answer correctly. Social development includes not fussy when left mom, able to follow the rules of the game and express sympathy.

Efforts to optimize child development can be done by people around preschoolers, especially parents, parents are the main and most important teachers for children because they have the greatest opportunity to influence children's intelligence, especially when they are still very sensitive to influence from its environment.⁽¹⁾ Therefore, the role of parents in the preschool is very important in providing stimulation from outside the child's environment for the child's development becomes more optimal. One of stimulation stimulation that parents can give to children before entering school age is cognitive stimulation through reading stories from books owned by children.⁽²⁾ The study revealed that the frequency of reading a story book relates to reading interest for children so as to make children more ready for school.

Bibliotherapy for children is the use of books as a therapy to support the needs of children in processing difficult personal experiences such as painful and confusing experiences.⁽³⁾ In bibliotherapy, a simple discussion

after reading can help resolve problems in children one of them is related to the use of articulation in language development in preschoolers.⁽⁴⁾

In addition, language skills also continue to grow during preschool age. This is caused by the fast mapping process that occurs in their brains, they will quickly absorb the meaning of the newly heard word as much as one or two times, then they quickly make a hypothesis about the meaning of the word den save in memory.⁽¹⁾ Increased vocabulary development also occurred that reached 2100 words at the age of 5 years.⁽¹⁾ At the age of 4-5 years they can string a sentence consisting of three to four sentences. Such conversations are often referred to as telegraphic because of their short sentences. The 3-year-old son has a lot of his own, naming the names of known objects, following and giving simple commands.

Purpose

The general purpose of this study is to the effect of bibliotherapy on the development of articulation to preschoolers.

METHODS

Research Design

The design of this study was quasi-experimental research and nonequivalent control group pre-test design. The nonequivalent control group pretest-posttest design was an experimental method involving intervention and control groups, with each group being measured or observed before and after intrinsiveness.⁽⁵⁾

Sampling Design

Purposive sampling also called judgment sampling was a technique of determining the sample by selecting samples among the population in accordance with the desired researcher, so that the sample could represent the characteristics of the population that has been known previously. Minimum sample size of each intervention group and control group was about 20 persons. So the total sample for both control groups were 40 respondents in both groups.

Data Collection and Data Analysis

Data collection was initiated in the control group of 20 respondents. In the control group the children were given the opportunity to move as usual play and chat during the research process. The data retrieval instrument used to determine the level of articulation of pre-school age children. the articulation level instrument for children used Denver Articulation Screening Exam (DASE) consisting of 22 word items and then DASE result was measured again using Percentile Rank or percentile range developed by Frankenburg in 1971. Data analyzed using Paired T-test used to know the difference articulation of pre-school children before and after being given bibliotherapy in each group.

RESULTS

Information on descriptive statistics of respondents' characteristics based on their intelligence ability before the experimental group and control group in detail can be seen in the following table.

Table 1. Description of articulation intelligence before intervention

Experiment group			
No	Characteristics of Respondents	Frequency	Percentage
1	Normal	4	20.0%
2	Abnormal	16	80.0%
Total		20	100.0%
Control group			
No	Characteristiccs of Respondents	Frequency	Percentage
1	Normal	5	25.0%
2	Abnormal	15	75.0%
Total		20	100.0%

Information on descriptive statistics of respondents' characteristics based on their intelligence capability in detail can be seen in the following table.

Table 2. Description of articulation intelligence after intervention

Experiment group			
No	Characteristics of Respondents	Frequency	Frequency
1	Normal	16	80.0%
2	Abnormal	4	20.0%
Total		20	100.0%

Control			
No	Characteristics of Respondents	Frequency	Frequency
1	Normal	7	35.0%
2	Abnormal	13	65.0%
Total		20	100.0%

Information on t test statistics in the experimental group and control group in detail can be seen in the following table.

Table 3. Result of T-test test analysis

	Paired Differences			T	df	Sig. (2-tailed)	Description
	Mean	Std. Deviation	Std. Error Mean				
Before_Stimulation_Bibliotherapy - After_stimulation_Bibliotherapy	-14.150	8.665	1.938	-7.303	19	0.000	Significant

	Paired Differences			T	df	Sig. (2-tailed)	Description
	Mean	Std. Deviation	Std. Error Mean				
Before_Stimulation_Bibliotherapy - After_stimulation_Bibliotherapy	0.700	9.421	2.107	0.332	19	0.743	Not significant

Based on t-test analysis it can be concluded that there is influence of giving stimulation of bibliotherapy on increase articulation of preschool age children (p-value = 0.000), while in control group can be concluded there is no difference before and after intervention activity given (p-value = 0.743).

DISCUSSION

The age of preschool children is still not able to make deductions and generalizations. But they are increasingly able to use language or symbols to represent objects that exist in their environment. In the application of bibliotherapy in preschoolers the researcher includes an interesting picture on each item to be told. The picture media can provide stimulus or stimulus in children because in general pre-school children are very fond of the picture. After viewing the pictures, usually the child imagined about the picture. The child will tell what experiences or things your preschooler knows about the picture. The method will make children learn how to talk better. If the child is already self-talked about the image we serve, it will minimize us to provide another stimulus. The concept is in line with the opinion of Wong (2009) that through imaginative play, asking and various other interactions they begin to make a concept and relate between ideas.⁽¹⁾ Preschoolers assume that everyone thinks exactly what they think and they also assume that by giving a brief explanation to others it can make their whole mind understood by others.

The function of speaking skills in pre school children according to learning theory children acquire language knowledge through three processes: association, imitation and affirmation.⁽⁶⁾ The third process is not spared from language skills and also the behavior of children in language. Behavior of association means to make a sound with a particular object. To make a sound common, the learner must know what way or attitude to do.

Association activities will have an effect on imitation. Imitation means imitating the pronunciation and the structure of the sentence it hears. After the child successfully imitates the sentence that he heard, then the child will tend to confirm the word or sentence that he got. The word or phrase will then become a vocabulary to the child. Affirmation is meant as an expression of joy expressed when the child speaks the words correctly. Through the three language behaviors undertaken by the child above, the development of speech is a process that uses expressive language in shaping meaning.

The role of the model is very important in talking. The child may need a particular model to be able to pronounce the word correctly to be combined with other words so that it becomes a meaningful sentence. This is closely related to imitation or imitation this is in accordance with the concept of research where the bibliotherapy habits have the concept of role play so that children do not feel bored and the activities to train the language skills of children running smoothly. This model will also be a child supporter to keep practicing. It can be seen that most children who just learn to talk will always use the word he just heard.

In addition, language skills also continue to grow during preschool age. In the application of this bibliotherapy therapy the researcher gives an interesting concept wherein each story item is included in the picture and then the reader gives a little language stimulation and the ability in the articulation pronunciation of the research result shows that preschool children who are given bibliotherapy therapy have a smooth change in articulation because it is caused by the process of fast mapping that occurs in their brains, ie they will quickly absorb the meaning of the newly heard word as much as one or two times, then they quickly make a hypothesis about the meaning of the word and store it in memory. The development of good articulatory pronunciation ability in the experimental group showed that stimulation with simple bibliotherapy can improve good articulation ability while in the control group no visible changes because no stimulation was given so that fast mapping process in children is inhibited. Lack of stimulation can lead to distorted child growth and even persistent disorders. Children need to get stimulation every time that can be done anywhere when around the child. Stimulation will give maximum effect if given in the sensitive period and adjusted to the condition of the child in all aspects of growth and development.⁽⁷⁾

Inviting children to communicate with the right words will stimulate the child to speak and imitate what we have said and what he hears. That's because basically a toddler or a newly rehearsed child will say what he hears given the source of the word he gets from hearing not reading. By teaching to say the right words even though in reality the child can not say fully and correctly, but in his mainset he will save that word is true. It will have a positive effect on children's language behavior. This is evident in this study in which children who received 3-day bibliotherapy therapy had a normal intelligence of articulation ability compared with children who were not given bibliotherapy therapy.

CONCLUSION

Based on the results of the research on preschool children the level of intelligence of articulation ability before being given abnormal treatment of bibliotherapy by 80% in the experimental group whereas in the control group the intelligence level of abnormal articulation ability is 75% and after the stimulation of bibliotherapy it can be seen that 80% good intelligence is different from the control group in which preschool children in the control group tidak intelegensi abnormal articulation ability reached 65%. In the study it was found that children who received bibliotherapy for 3 days had a normal intelligence of articulation ability compared with children who were not given bibliotherapy therapy with p value 000 test results.

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