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The Effect of Word Tree Games on Early Childhood Receptive Language Development

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Abstract
Receptive language in early childhood refers to the child's capacity to hear, understand, and focus on information or to know what a word means. However, many children still struggle with poorly developed receptive language skills. This study aims to ascertain how word tree play affects the development of early childhood receptive language. The word tree game serves as the medium. This study used a pre-experimental experimental method with a pretest-posttest design of one group without the presence of a control class. The subjects of the study were as many as 20 kindergarten children in Group A (aged 4-5 years). This study uses Purposive Sampling because there is only one class. "The word tree media passed the Pretest, Treatment, Posttest, Normality Test, Homogeneity Test, and Hypothesis Test in this study. A sig value of <0.001 indicates that the final result is below the significance threshold of 0.05". Ho was rejected, while Ha was accepted. With this, it can be concluded that the game of Word Tree affects the development of early childhood receptive language.

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1. Introduction

The National Association for the Education of Young Children (NAEYC) delineates early childhood as kindergarten, daycare, preschool, and elementary school for children aged 0–8 years who are receiving educational services (Husin & Yaswinda, 2021). Madyawati further elaborated on the concept of PAUD, defining it as a level of education intended for children prior to their entry into elementary school. The objective of this educational program is to promote the holistic development of children, ensuring their preparedness for both formal and informal academic pursuits at the university level. The acquisition of language in children is primarily through the experience of hearing about their immediate environment. The process of reception that utilizes the sense of hearing is referred to as receptive language (Romdon & Setyaningsih, 2023). The acquisition of receptive language in children is a process that occurs through experiential learning, whereby they establish connections between language symbols acquired through auditory perception and the understanding of tone of voice and imitation. This process culminates in the comprehension of word meanings. Subsequently, the child will communicate, a process that is concomitant with facial expressions and gestures. This communication is ultimately expressed through word usage, which is widely referred to as expressive language (Alam & Lestari, 2020). The transition of children from biological organisms to individuals in groups is facilitated by the development of language. The individual's perception of self and others, as well as his or her conception of the world and life, is shaped by these experiences. Wothman (2020) posited that the development of children's understanding of the rules and functions of language with adults indicates their readiness to interact with adults. This suggests that children prepare conceptual relationships by imitating the language style of people in their neighborhood (Sari, 2020).

Despite this, many young children still have language difficulties, especially receptive language. The following factors can be used to assess the language development of children aged four to six years: 1. Able to speak in simpler sentences; 2. Able to comply with basic oral instructions; 3. Able to use and respond to a number of questions; 4. Able to compose sentences; and 5. Able to identify basic writing (Kholilullah et al., 2020). According to "Regulation of the Minister of Education and Culture Number 137 (2014), children's receptive language includes their enjoyment and appreciation of reading as well as their understanding of rules, instructions, and stories". Reading, listening, and the ability to distinguish between meaningful and meaningless sounds are components of receptive language (Husna & Eliza, 2021). It aims to help children reach their full potential.

Receptive language disorder in early childhood is a significant problem, characterized by children's challenges in receiving and comprehending verbal messages. While children may possess a rudimentary

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comprehension of the message, these challenges can impede their ability to focus, engage in active listening, and exhibit appropriate behaviors in learning and activity settings. According to Ersan's (2020) research, enhanced receptive language skills have been linked to reduced levels of physical violence and social relationship challenges in children. Children who demonstrate receptive language difficulties may exhibit the following symptoms: It has been observed that children demonstrate a tendency to disengage when addressed verbally. They exhibit a lack of responsiveness, whether to verbal cues or to the verbalizations of others. Furthermore, children encounter challenges in comprehending complex words and sentences, and they frequently struggle to adhere to oral instructions. It is imperative to recognize these symptoms to facilitate the implementation of suitable interventions that will support the development of children's language and communication skills.

The development of receptive language is of paramount importance, particularly among children aged 4-5 years. At this stage, children are transitioning from Group A to Group B, which corresponds to ages 5-6 years. This transition marks a significant milestone in their linguistic development, as it prepares them for the subsequent level of education: elementary school. One such example is the development of the ability to recognize simple letters and vocabulary. This is due to the introduction of more complex theories in elementary school. The development of receptive language is known to facilitate the acquisition of other linguistic skills, such as writing and speaking. Conversely, inadequate development of receptive language in children can have a deleterious effect on their development. The developmental aspects encompass the realms of academia, society, emotion, and behavior.

Preliminary studies indicate that if receptive language in children is not developed by the age of 4-5 years, they may encounter difficulties in learning in the future, particularly with regard to listening, understanding, and reading. This phenomenon exerts a detrimental influence not only on the realm of early education but also on subsequent stages of development, potentially extending even to the realm of higher education or professional careers. The development of receptive language in early childhood is of paramount importance to ensure that children do not encounter delays in their linguistic development. This study is motivated by the need to promote the development of children's receptive language skills, utilizing a highly engaging media platform. In essence, children exhibit a proclivity for inattention and a propensity for disinterest, which renders them susceptible to boredom. The integration of captivating media, such as the Word Tree game, is anticipated to foster children's interest and create a conducive learning environment, thereby significantly impacting the development of receptive language skills in early childhood.

Word trees serve as a solution to this problem. Word trees are organized games that utilize words to assist children in learning to recognize letter symbols. In this exercise, children are tasked with identifying the sounds represented by the letters that comprise a specific word. They then proceed to arrange the letters in the correct sequence to form a predetermined word (Eric Okta et al., 2023). The utilization of word trees has been demonstrated to facilitate the enhancement of children's auditory, visual, and mnemonic aptitudes. This pedagogical approach has been shown to promote an understanding of letter recognition, thereby contributing to the development of fundamental reading skills. From an auditory perspective, children possess the capacity to discern and replicate the phonetic qualities of letters. It has been demonstrated that children are capable of replicating the form of a letter by, for instance, manipulating it with their digits following the recognition of familiar letters in the visual domain. According to Astutik's (2020) research, the retention of information by children is enhanced over time as they develop the ability to identify letters and emulate their forms. Word trees have been demonstrated to offer a number of benefits that can facilitate improvements in receptive language skills among children. The benefits of music education for children include the development of key competencies such as listening, sound recognition, attention span, imitation, and memory. The description of the word tree that will be studied in terms of its shape and way of playing is different from the word tree that has existed in other studies. The word tree employs a unique material integration approach, where utilized bottle components are repurposed as the foundation for its structural integrity. These bottle elements, in the form of caps, serve as the primary attachment points for the various components that comprise the word tree's visual representation. The bottle cap is designed to facilitate the subsequent arrangement of the letters into words. This process is illustrated by a picture on the bottle cap. The following is a step-by-step guide to playing word trees. First, children will arrange letters by affixing bottle caps to each available space on the tree image. This is achieved by rotating the bottle cap, akin to the action of closing a water bottle. The arrangement of these letters into coherent words is contingent upon their sequential arrangement.

The objective of the present study was to ascertain the impact of word tree play on the development of early childhood receptive language. The study utilized a word tree constructed from utilized bottles. It is hypothesized that this study will have a substantial impact on the development of early childhood receptive language.

2. Method

2.1. Research Design

Pre-Experimental Designs are a type of experimental research design that is simple and does not fully meet the actual experimental criteria, because it is still influenced by external variables. This design is commonly used for exploratory research because it is easy to implement and does not involve random assignment into control groups and experiments.

Purposive sampling is a sampling technique in which researchers select samples based on their understanding and assessment of sample quality. The selected samples were assessed as appropriate for the study and met the research requirements, according to Ketut Tangking Widarsa and his colleagues in the journal Sampling Methods for Medical and Health Research.

One-Group Pretest-Posttest Design, as explained by Sugiyono (2019), is an experimental research design that uses a single group of samples. This study involved a pretest before treatment, followed by a posttest after treatment, to observe the changes that occurred in the group. This design aims to test the effect of treatment on dependent variables in one group only.

The subjects of the study were as many as 20 children in Group A kindergarten (aged 4-5 years) without a control class in one of Kindergarten in Jember, Indonesia.

Procedure:

Pretest: Taking measurements on the sample group before the treatment is given.

Treatment: treatment using word tree media

Posttest: Taking measurements again on the sample group after treatment is given to see any changes.

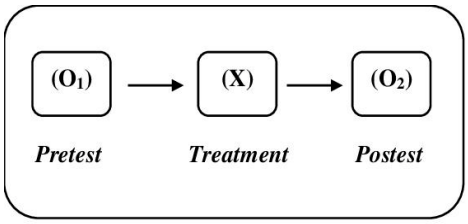

Figure 1. One-Group Pretest-Posttest Design Research Procedure

Explanation:
O1 (Pretest): Measurement of dependent variables (to be measured) before the treatment is applied. It serves as a baseline to compare with measurements after treatment.
X (Treatment): Treatment using word tree media
O2 (post-test): Measurement of dependent variables after treatment is administered. It is used to see if there are any changes or effects of the treatment.

2.2. Data Analysis

2.2.1. Prerequisite Test

In the data analysis process, there is a test that needs to be carried out to determine whether a data meets the prerequisites or not, which is referred to as the parametric analysis prerequisite test. The analysis prerequisite test is the first step in statistical analysis that aims to ensure that the data meets certain criteria before the main analysis is performed. This is very important to ensure the validity of the results of the analysis and the conclusions produced. Based on the category, prerequisite tests are divided into two types, namely normality tests and homogeneity tests.

2.2.1.1. Normality Test

The data normality test determines and quantifies whether the data is normally distributed and comes from a normally distributed population, according to Gunawan (2020). "A good regression model has a normal or near-normal distribution. The normality test checks whether each variable is distributed normally,

However, normality tests are recommended to guarantee that the data has a normal distribution. Verification is necessary because data greater than 30 is not always guaranteed to be normally distributed, while data smaller than 30 is not always abnormally distributed.

Normality Test Probability Requirements: The normality test probability requirement is determined by the test significance value, or p-value. The data is distributed regularly if the p-value is greater than 0.05. If the p-value is 0.05 or less, the data is unevenly distributed.

2.2.1.2. Homogeneity Test

Homogeneity testing is a statistical technique used to guarantee that the distribution or variance of data is the same across sample groups.

Homogeneity Test Probability Requirements: The significance value (p-value) in relation to the widely accepted significance threshold, i.e. 0.05, serves as a probability criterion. "The data is considered homogeneous if the p-value is greater than or equal to 0.05. On the other hand, the data is considered inhomogeneous if the p-value is less than 0.05."

2.2.2. Hypothesis Test

Hypothesis testing Hypothesis testing is a technique to make decisions based on data analysis, whether the data comes from uncontrolled observations or controlled experiments. An outcome is considered statistically significant in statistics if, within a certain probability limit, it is very unlikely to be the result of chance.

Another designation for hypothesis testing is "confirmatory data analysis". Zero hypothesis testing is almost always the basis for decision-making in hypothesis testing. Questions that assume the null hypothesis is correct are answered by this test.

A single-sample T-test was used in this study. The sample average and the average of the known population were compared using the single-sample T-test formula. However, the standard deviation of the sample must be determined before calculating the T-test formula of a single sample. The distribution of data in the sample and its proximity to the average were examined using the sample standard deviation test. This helps in evaluating the sample representation of the population and the variability of the data.

The Probability Condition of the T: Ho Test is accepted and Ha is rejected if the significance of the t-test exceeds 0.05. There is no correlation between independent and dependent variables. Conversely, if the significance of the t-test is less than 0.05, Ho is rejected and Ha is accepted. This shows that independent and dependent variables interact.

The research instrument uses an interview method where the researcher conducts a question and answer process with respondents to obtain in-depth information.

3. Results and Discussion

3.1. Result

Pre-experimental design, more precisely a single-group pre-test-post-test design, was used in this study to investigate how word tree play affects receptive language development in early childhood. The fact that word tree games are technology-based interactive learning aids is one of the benefits. Word tree games are essential for improving early childhood letter recognition skills. Kids can learn to recognize letters in an engaging and dynamic way with this tool. In the medium of the word tree, the letters are arranged to resemble the branches of a varied tree. Children can choose the letters they want to learn and organize them into words. By using word tree media, children will be more motivated to learn to recognize letters. They can interact directly with the letters and compose words, which will strengthen their understanding of the letters. In addition, this media can also increase children's creativity in composing words. The use of word trees in early childhood education can also help teachers in developing lesson plans. It is a tool that teachers can use to teach letters to children. This approach increases interest and excitement in learning because it makes it more dynamic and engaging (Qurota & Wathon, 2021).

The information presented in this study includes the results of T-test analysis using the IBM SPSS Statistics 22 program, as well as the results of pretest and posttest data calculations:

Table 1. Data Analysis of Normality Test Results using Shapiro-Wilk Test

	Kolmogrov-Smirnov			Shapiro-Wilk		
Pretest receptive language	Stattistic	df	Itself.	Statistic	df	Itself.
	.182	20	.080	.927	20	.134

The results of the normality test are found in Table 1. The significance of the Shapiro-Wilk normality test was 0.134. This value exceeds the significance of 0.05. So, the data is distributed by frequency.

Table 2. Homogeneity Test Results Data Using Bartlett Test

Box's M	1.850
Approx.	.557
df1	3
df2	460,800
Itself.	.644

The results of the Bartlett test for the homogeneity test showed a Box's M value of 1.850 and a significance value of 0.644. The data obtained can be said to be homogeneous because the value of 0.644 is higher than the significance value of 0.05 when compared to the conventional significance value of the homogeneity test.

Table 3. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Receptive language pretest	64.5500	20	7.33754	1.64072
Receptive language posttest	79.0000	20	5.56304	1.24393

Table 4. Paired Samples Test

							Significance	
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-sided p	Two-sided p
-14.45000	6.36169	1.42252	-17.42736	-11.47264	-10.158	19	<.001	<.001

The results of the hypothesis test are explained by the findings in Table 3. The table hypothesis test gives a significance value below 0.001. This result is less than 0.05 (<0.001), compared to the general t-test significance value. Ho was rejected, while Ha was accepted. This suggests that word tree play influences the development of early childhood receptive language.

3.2. Discussion

Language, as a vital component of human existence, serves as a means of interpersonal communication. The human vocal tract produces sound symbols that form language, which function as a medium of communication between members of society (Ulfah & Umiasih, 2021). For the development of language skills, especially in early childhood, language is an essential communication tool. This is due to the fact that a child's brain growth is at its peak in the early years. Suhartono states in Delfita (2012:3) that children transform from biological beings to individuals in groups with the help of language. They think, feel, act, and see the world and life in the same way as people in the surrounding society. According to Wothman, children's readiness to communicate with adults reflects their growing understanding of language conventions and purposes. By imitating the linguistic patterns of those around them, children can learn about languages from their environment and build relationships with concepts through interaction with adults (Sari, 2020). The aim of this study was to investigate how word tree play affects early childhood receptive language development.

Children learn receptive language by associating linguistic symbols with facial emotions and vocal intonation, which helps them interpret words. Children then begin to use expressive language, which is a combination of body language, facial expressions, and speech (Nature & Lestari, 2020). However, in practice, many early childhoods still struggle with receptive language. Receptive language disorder is characterized by an early childhood inability to understand information and messages spoken or heard by others, even if their understanding of those messages is poor. Due to their inability to react appropriately to questions and requests, children who struggle with receptive language may experience concentration and listening problems as well as behavioral problems in learning and activities (Hasiana, 2020). To prevent language deficits, it is crucial to help early childhood develop receptive language as early as possible. The research entitled "The Influence of Word Tree Games on the Development of Receptive Language" was carried out as an effort to develop children's receptive language using interesting media. Considering that children tend to get bored easily and find it difficult to focus, the selection of interesting media such as word tree games is expected to attract children's attention

and make them feel comfortable learning, so that it can have a positive impact on the development of early childhood receptive language.

Based on the stages of research that have been carried out from the beginning of the pretest, the treatment using word tree media, and finally the posttest to a series of samples from 20 Group A children in Baitul Ghufron Kindergarten, the results are then calculated using various tests such as normality, homogeneity and hypothesis tests processed through the IBM SPSS Statistics 22 application. The child was given a number of pretest questions in the first phase. The pretest findings are then subjected to precursor tests, such as homogeneity and normality tests. Finding out whether the sample is distributed regularly is the goal of the normality test. After the normality test, a significance value of 0.134 was achieved for the data. The result of 0.134 was higher than the significance level of 0.05 when compared to the standard value of the normality test significance. As a result, the data can be said to be distributed regularly. The homogeneity test comes after the normality test. To find out if the sample is homogeneous, a homogeneity test is used. The findings resulted in a significance value of 0.644 and a Box's M value of 1.850. The result of 0.644 is higher than the significance value of 0.05 when compared to the standard value of the significance of the homogeneity test, which indicates that the resulting data is homogeneous. After going through the prerequisite test stages, treatment using the media of the new word tree can be carried out.

How to play word trees, later each child will arrange letters by attaching bottle caps to each place available on the tree picture by rotating the bottle cap like the activity of closing a water bottle. The letters that are arranged must be in order so that they will eventually form a word. Pretest and treatment with word tree media have been carried out, the last stage of the child will be given Posttest questions. The results of this Posttest are the final determinants of whether Ha is accepted or rejected. Hypothesis testing is used to determine the value of the posttest (T Test). If the significance value of the t-test is more than 0.05, Ho is accepted and Ha is rejected. This shows that independent and dependent variables are not related. If the significance of the t-test is less than 0.05, Ha is accepted and Ho is rejected. This means that independent and dependent factors influence each other. "The hypothesis test table shows a significance value below 0.001. This result was less significant compared to a significance value of 0.05 (<0.001) compared to the standard t-test. Ho was rejected, while Ha was accepted." This suggests that word tree play affects the development of early childhood receptive language.

From the results of treatment with word tree media on the development of receptive language to students, good response results were obtained from students, especially in some students who initially experienced limitations in their receptive language skills. Every student loves to play word tree games with used bottle caps and almost all of them say playing word trees is fun. The word tree is themed with land animal words so that it becomes easier for them to learn animal names and animal sounds. In addition, students become more aware of the existence of simple instructions because in this activity they are required to perform two commands at the same time. With this word tree game, children also become more enthusiastic in learning because this game is very interesting so they don't get bored easily. Students are always enthusiastic in learning to use word tree games until the final stage, namely their posttest gets a good score, of course, it increases from the results of the pretest. That way, this word tree game has a great effect on the development of early childhood receptive language.

4. Conclusion

Starting receptive language development early can prevent linguistic deficits at an early age. This research uses an engaging word tree game as a medium to enhance children's receptive language skills. It examines how such play affects the development of early childhood receptive language. Based on statistical analysis, the significance value is less than 0.001, indicating that Ha was accepted while Ho was rejected. This finding suggests that word tree play positively influences the development of receptive language in early childhood.

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